

**Caprock Academy Board of Directors
Tuesday, December 10, 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.

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Meeting ID: 863 5020 6719

Passcode: 707033

All virtual participants will be muted by the host, if you would like to submit a public comment, please do so no later than one hour prior to the start of the Board Meeting. Please see the form to file on our website.

Board Members in attendance: Jessica Derryberry, Ryan Schramm, KJ Kline, Dave Carlo, Ryan McCulley, Jenna Coffman.

Board Members in attendance Zoom: Kathy Cantu

Others in attendance: Evan Hunt, Libby Sorensen, Barb Hazen, Rose Obst, Nita Brammier, David Rojas.

Others in attendance Zoom: Dana Thomas, Darlene Rice, Kara Baysinger, Lindsay Dunkin, Sonia Akers, Megan Salazar, Zema Chambers, Brooke Navin, Bridgette Lauricella, Janaye Powell, Ruth Avera, Kim Melancon, Alena Rosas, Susan Paille, Jennie Morris, Sarah Paulson, Takara Montover, Angie Den Hartog, Erick Hendrickson, Deana Orient, Raluca Liles, Heidi Vidmar, Lindsay Clayton, Ryan Marks, Tara Barnes, Jennifer Heil, Jewel Most, Brielle Farrell, Candice Freeman, Josh Matteson, Natalie Clayton, Kerri Schulze.

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

I. Pledge

II. Call to Order: Jessica Derryberry, CABD President at 6:00pm

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:

Mr. Hunt highlighted the recent success of the *Comedy of Errors* theater performance and both USO Concerts, praising their quality and community impact. The sold-out Friday

performance of *Comedy of Errors* showcased the cast's talent in making Shakespeare accessible to a diverse audience, with special thanks extended to Mr. Perrette and the cast. The USO Concert, led by Keith Allen, celebrated the school's patriotic spirit and received positive feedback, including a suggestion to reunite the choir and band in future events. Both performances reflected strong community support and artistic excellence.

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).

Zema Chambers - a retired Caprock staff member of 16 years, shared her thoughts and concerns with the board. She reflected on the emotional impact of three school closures in the district and highlighted the importance of addressing declining enrollment in strategic planning. Chambers also raised questions about the future of replacing portable classrooms for 4th through 8th grades as outlined in the master plan, emphasizing the long wait for improvements. She expressed disappointment that students were not able to witness graduation ceremonies, emphasizing their value and importance in school traditions. Chambers encouraged the board to consider these issues thoughtfully and offered to share insights on Caprock's traditions if needed.

VI. Consent Agenda

- a. Consent Agenda (CABOD Members may request any item(s) be removed to be considered in full at meeting)
 - i. November 12, 2024 Regular Business Meeting Minutes
 - ii. Enrollment Report
 - iii. CASAC
 - iv. CAST
 - v. Treasurer's Report

Motion to approve the Consent Agenda 1st KJ Kline, 2nd Jessica Derryberry, motion carried.

VII. Financial

- a. Consideration and possible approval of October 2024 Financial Reports as submitted
- b. Mid-Year budget review

Motion to approve Financials as presented 1st Jenna Coffman, motion carried by majority vote.

VIII. New Business Discussion

- a. CARS presentation with CSI Ryan Marks

Ryan Marks presented the 2023-2024 CARS report, recognizing Caprock Academy's "Performance with Distinction" rating for academic achievement in the top 25% statewide. High school performance excelled, with consistent progress across other levels despite slight post-2022 achievement gaps. Caprock outperformed the local district in key areas, maintained strong financial health, and demonstrated compliance, effective financial systems, and high student retention. Marks introduced new organizational performance metrics and praised the academy's 100% graduation rate and effective grant fund usage. No immediate changes to state accountability weightings are expected, and the board expressed appreciation for the report.

b. Policy SE 8.5 Grievance policy

The board reviewed proposed updates to Section 8.5 of the grievance policy, driven by insights from Title IX training, CSI recommendations, and a national increase in grievance cases. The revisions aim to clarify processes for handling grievances while distinguishing them from harassment, discrimination, and general impropriety, with related policies in development. The board discussed accessibility concerns, including the availability of forms for individuals without internet or printer access, the need for multiple language options, and maintaining anonymity. Suggestions included providing printed forms at the school, adding a flow chart to visually outline the grievance process, and specifying timelines, such as clarifying "school business days" and ensuring timely acknowledgment of grievances. It was proposed that, in the absence of the head of school, grievances escalate to the board president to avoid delays. The Governance Committee will refine the policy based on feedback and present it for discussion in January, with a vote anticipated in February. Related harassment, discrimination, and impropriety policies are expected to be finalized in alignment with this timeline.

c. Strategic plan Value Statements review

The board reviewed draft value statements for character, accountability, and academics, developed by the Strategic Planning Committee to align with Caprock Academy's strategic plan and classical education focus. These statements summarize language from the bylaws and handbook and are intended to guide the school's culture and future initiatives, including potential visual displays on campus. Feedback included clarifying accountability, emphasizing professional and personal development for staff and board members, and ensuring alignment with existing bylaws. The draft will be refined further and integrated into the strategic planning process, with no formal vote required at this stage.

d. Head of School update

Mr. Hunt outlined key priorities, including addressing declining enrollment trends, evaluating the school's lunch program to better serve the students eligible for free and reduced lunch, and exploring transportation improvements, such as a CSI grant for electric buses. He emphasized the need for Phase 3 planning to replace aging portables and create a dedicated gathering space to eliminate reliance on gymnasiums for both academics and extracurriculars. He also discussed the decision to hold graduation at Colorado Mesa University, acknowledging the venue's benefits but noting it would not replicate the traditional on-campus experience, and encouraged the board to consider formalizing policies to preserve key traditions. Personnel updates included the resignation of the K-4 team lead, with interim leadership provided by Ms. Heil, Ms. Morris, and Mr. Hunt, as well as vacancies in 1st and 6th grades and high school science, with recruitment efforts ongoing. Mr. Hunt emphasized strategic planning to address these challenges and ensure the school's long-term success.

IX. New Business Action

a. Staff Bonuses

The board discussed staff bonuses, confirming that the total bonus amount remains consistent with previous years. However, the method for allocating bonuses will differ, as it will be determined at the discretion of Mr. Hunt. Mr. Hunt acknowledged an oversight in the inherited budget, where bonuses were not explicitly earmarked but included within the general salary budget. To improve transparency and clarity in the future, he recommended creating a distinct budget line for bonuses.

Motion to approve Staff Bonuses as presented 1st Jenna Coffman, motion carried by majority vote.

X. Old Business Discussion

a. Committee updates

i. Strategic planning

The strategic planning update highlighted scheduling conflicts delaying the full-day session to February or March, with March 30th set as the firm deadline to stay on track for implementation in July. A data sheet is being developed to consolidate key metrics, such as those from the CARS report, and define measurable Key Performance Indicators (KPIs) to track incremental progress and ensure strategic goals are met. Examples include setting benchmarks for SAT performance to ensure predictable outcomes. The board was invited to provide feedback, and future updates will be handled by other committee members.

XI. Old business Action

a. Policy AP 7.1 Grading Scales

The board reviewed Policy AP 7.1, which proposes aligning the grading scale for 7th and 8th grade students earning high school credits with the high school grading scale. The committee recommended implementing the change starting the next school year to avoid affecting current GPAs. The policy retains percentage ranges for grades (e.g., A+, A, A-) to provide detailed feedback for students and teachers. The board was asked to approve the policy, with a vote planned for the next meeting, and one board member (Jessica Derryberry) recused themselves due to a potential conflict of interest.

Motion to approve Policy AP 7.1 Grading Scales. 1st KJ Kline, 2nd Ryan Schramm, motion carried.

b. Policy SE 4.01 Administering Medical Marijuana to students

The board reviewed Policy SE 4.01 on administering medical marijuana to qualified students, ensuring alignment with legal statutes to maintain compliance and avoid contradictions. Procedural safeguards, including documentation in a Medical Administration Record (MAR) and staff training, are in place to ensure consistency, similar to other medications. The policy specifies eligibility criteria for qualified students, and a motion to approve was made and seconded.

Motion to approve Policy SE 4.01 Administering Medical Marijuana to students, 1st KJ Kline, motion carried by majority vote.

XII. Consideration of Motion to enter into Executive session pursuant to C.R.S. §24-6-402(4)(f) for discussion of confidential personnel matters: Head of School mid-year review

Motion to enter into Executive Session 1st Jessica Derryberry, 2nd Dave Carlo.

XIII. Future Agenda Items Discussion

- a. Policy 7.4 Assignment Due Dates, Late Grades, and Remediation (K-12)
- b. Board action items from retreat: communications procedure

XIV. Adjourn

Motion to adjourn at 10:15pm 1st Jessica Derryberry, motion carried by majority vote.

**Caprock Academy
Enrollment Totals
11/6/2024**

CLASS	TOTAL
HTK	16
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	24
2nd Grade-Class A	22
2nd Grade-Class B	24
2nd Grade-Class C	23
3rd Grade-Class A	26
3rd Grade-Class B	27
3rd Grade-Class C	27
4th Grade-Class A	24
4th Grade-Class B	22
4th Grade-Class C	22
5th Grade-Class A	26
5th Grade-Class B	25
5th Grade-Class C	25
6th Grade-Class A	27
6th Grade-Class B	27
6th Grade-Class C	28
7th Grade-Class A	23
7th Grade-Class B	25
7th Grade-Class C	23
8th Grade-Class A	26
8th Grade-Class B	25
8th Grade-Class C	26
9th Grade	57
10th Grade	62
11th Grade	34
12th Grade	34
TOTAL	863

WAITING LIST	TOTAL
HTK	0
FTK	1
1st Grade	2
2nd Grade	1
3rd Grade	2
4th Grade	1
5th Grade	0
6th Grade	1
7th Grade	0
8th Grade	4
9th Grade	1
10th Grade	1
11th Grade	0
TOTAL	14

AVAILABILITY	TOTAL
HTK	2
FTK	0
1st Grade	12
2nd Grade	15
3rd Grade	4
4th Grade	16
5th Grade	8
6th Grade	2
7th Grade	13
8th Grade	7
9th Grade	3
10th Grade	1
11th Grade	26
TOTAL	109

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	16
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	24
2nd Grade-Class A	22
2nd Grade-Class B	24
2nd Grade-Class C	23
3rd Grade-Class A	26
3rd Grade-Class B	27
3rd Grade-Class C	27
4th Grade-Class A	24
4th Grade-Class B	22
4th Grade-Class C	22
5th Grade-Class A	26
5th Grade-Class B	25
5th Grade-Class C	25
6th Grade-Class A	27
6th Grade-Class B	27
6th Grade-Class C	28
7th Grade-Class A	23
7th Grade-Class B	25
7th Grade-Class C	23
8th Grade-Class A	26
8th Grade-Class B	25
8th Grade-Class C	26
9th Grade	57
10th Grade	62
11th Grade	34
12th Grade	34
Total Enroll	863
Total Waitlist	25
Total Enr+Waitlist	v
Final October Count	

CASAC October 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. Guest Speakers currently arranged:
 - a. October: Jennie Morris (K-12 Dean), November: Howard Butcher (NEW HS Dean), February: Lindsay Clayton (5th-8th Dean). Waiting to hear back from: Jennifer Neely (NEW) Director of Support Services, Shane Chatfield Director of Analytics, Kathy Cantu Board of Directors/Finance Committee, Robin Dove K-4 Dean. Jennifer Heil is going to coordinate with Lindsay Dunkin and plan to come together.
3. New Business:
 - a. Mr. Butcher presentation. Mr. Butcher gave his 12-year history with Caprock. He shared the importance of the Math/Literacy coaches, Jennifer Heil and Lindsay Dunkin and assured the continued support from these ladies.
 - b. Survey review (parent/staff) – We reviewed some of the survey feedback. Discussed concerns around specific Dean(s), Special Education, the current culture of Caprock and the need to unite and move forward in the positive direction Caprock Academy is headed.
 - c. Start to formulate recommendations to the HOS and BOD. The following recommendations were discussed:
 - a. Review, evaluate, revise current teacher salary schedule to include longevity/merit/educational certification level appropriation in salary level base and increases. *Mr. Hunt shared with the group that this recommendation is already underway. More to follow on details of the restructuring of salary schedules.
 - b. Create an ad hoc committee around classroom learning disruptions, seeking greater disciplinary balance, disciplinary policies to optimize the learning environment within classrooms. Provide adequate support to Special Education. *A lot of discussion around support for both our student special education population and the general population. The HOS/BOD is working to schedule a presentation with our attorney or another unbiased party to explain both sides of the rules/regulations pertaining to special education. With greater understanding, solution-

based conversations to follow, providing adequate support throughout the community.

- c. Hire, retain and utilize a professional coach for Staff professional development opportunities. (i.e. improve communication across the organization, professionally guided collaboration opportunities across organization, “buy in” and maintenance opportunities across the organization) *Candice recommended a specific coach to provide separate workshops for staff and parent communities. This would require budget approval for \$3000.00 - \$1500 for each 3-hour workshop. Nothing decided at this time.
 - d. After school program through MS – are there options that can be pursued? *Mr. Hunt to have a conversation with the current After School Program director about opportunities and roadblocks to expanding the after-school program through middle school. Follow up and further discussions to see if this is a viable option to follow.
 - e. Solidify the policy, giving 7th/8th grade students HS credit for HS classes taken. *This recommendation will be addressed in the next board meeting.
 - d. Discuss executive session to complete HOS evaluation. *Candice has provided the committee with the evaluation form. CASAC executive session will be scheduled to complete the collaborative evaluation form back to the board. Due date to follow.
 - e. Which strategic speakers should the school community hear from during our first open CASAC meeting, January 2025? *No December meeting. Candice will coordinate with Mr. Hunt and Jessica Derryberry on the presenter for the first open meeting to the public community. Candice will coordinate via email with the committee to solidify details prior to an announcement to the community on the open forum.
- 4. Any other items in need of discussion?
 - 5. Adjourn

Attendance: Candice Freeman, Evan Hunt, Laura Kligora, Anna Glinko, Steven Kovarovies, Caroline McGlade, Jessica Derryberry, Heather Thom, Bonnie Butler
Zoom attendance: Lori Muhr Sydney Swaim
Respectfully submitted by Candice Freeman

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

I. REPORT

The Finance Committee met on November 26, 2024 to review and approve the October 2024 financial reports. We also met to discuss other financial matters affecting the school.

1) October 2024 Financial Reports

Caprock's net income for October was \$231,021.43. The school's fiscal YTD net income was \$115,260.64. We had budgeted income of right over \$120,000 at this point YTD, so we are almost \$6,000 behind the budget. Specific Account information for October:

- **Specials (Acct 1099)** – This account is negative for the month due to a few expenses being coded to the income accounts. A change in the recording of these would not change the bottom line of the financial statements.
- **Classroom Teacher Funds (Acct 1940)** – This account is negative for the month due to a few expenses being coded to the income accounts. A change in the recording of these would not change the bottom line of the financial statements.
- **State Revenue ECEA (Acct 3130)** – This account is zero for the month as the monies were received in full already this year, but the budget was entered on the straight-line basis.
- **State MLE (Acct 3951)** – This account is now being funded quarterly and we received this quarter's money this month.
- **IDEA Part-B (Acct 4027)** – This account is funded after we have spent the money on the qualified expenses and then do a request to get the funds reimbursed. When this account is funded then this will only increase the bottom line since the monies have been spent in advance.
- **Benefits (Acct 0200)** – This account is under budget for the month mostly due to a health care rebate of \$61,000.
- **Accounting / Auditing (Acct 0332)** – This account is over budget for the month as we paid for the final audit fee and have two months of bills for G&G paid for this month. All of these items are in the budget.
- **Other Professional Services (Acct 0390)** – This account is over budget again for the month due to payments for SPED teachers.
- **Custodial Services (Acct 0423)** – This account is under budget for the month as the new company is charging us about \$6,000 every two weeks.
- **Workman's Comp (Acct 0522)** – This account is over budget for the month due to the audit adjustment from last year being paid in this month.
- **Purchase Special Ed (Acct 0599)** – This account is over budget for the month due to bills for speech therapy services.
- **Other Supplies (Acct 0690)** – This account is over budget for the month due to a few dry erase boards.
- **Purchase/Lease Equipment (Acct 0730)** – This account is over budget for the month due to the next phase of camera equipment. These expenses were funded by a security grant.

- Payroll Liabilities (Acct 7471) – This account is negative for the month as we are separating all of the different liability accounts out for ease of future reconciliations. This is just a presentational thing until we get these accounts tied out.
- 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. We are being paid on 877 FTE and they are paying us at \$10,791.65 per FTE. We have budgeted on 890 FTE at \$10,829.72 per FTE. The final October 1 count came in at 864.28 so this could be a reduction in revenue by \$143,000. We have not seen a final PPR number from the state yet.

3) Mid-Year 2024/2025 Budget

We are presenting the mid-year budget for the month for discussion purposes only. This is a working budget and may have a few additional small changes before we present the final mid-year budget for approval at the January 2025 board meeting. Our notes for the changes thus far are below:

Income

- Interest income has been added to the income section versus not being in the original budget. Additional monies were moved to the money market at the beginning of November so we are projecting to receive more income than we are budgeting for this account.
- MLE income is being adjusted to represent the actual amount we received for the year.
- IDEA-(SPED) is being adjusted to represent the actual amount we received for the year.
- PPR is being adjusted for actual student count of 864 FTE with a stipend the state is paying for a declining enrollment. We will be funded at 880 and currently we are budgeting this at \$10,792 per student as we do not have a final PPR number from the state yet. We should have this later this month and will adjust this as needed on the final mid-year budget.

Expenses

- Salaries is being increased to represent bonuses as well as adjust to reflect changes to employee structuring based on current staffing levels.
- Benefits is being increased to cover the payment of June benefits in July as well as incorporating the \$61,000 rebate we just received.
- CDE Admin is being reduced to reflect the amount we have paid on this for the year.
- Repairs and maintenance is being increased to include the summer work that is done annually.
- Liability Insurance is being increased to adjust for the actual costs we incurred this year.
- CSI Withholding is being reduced to show a \$90 per student rebate we have learned we should be getting.
- Property expenses are being increased to reflect the actual spends for the year. Most of these accounts have been spent in full.
- Dues and Subscriptions is being added to the budget as the fee to the state for our charter was originally coded to other purchased services but we feel this is a better representation of that.
- Contingency is being reduced as we feel we do not need this extra account listed as we have combed through the other expenses pretty thoroughly.

Miscellaneous Notes

-Other expense accounts are showing over year to date and are not being adjusted as some of the expenses are “top” heavy and have been paid already but the budgets are entered on the straight-line method so we are not anticipating being over on these the rest of the year. Some of these accounts are Professional Services, Property Services/Utilities, Other Purchased Services, and Supplies.

-Debt Service Coverage Ratio is being met at 1.1. This budget is tight but is meeting this ratio per bank covenants.

4) Cash On Hand

	<u>October 31, 2024</u>	<u>November 30, 2024</u>
Money Market/CD	\$2,091,070	\$3,098,372
General Checking	\$4,014,577	\$3,028,336
Total Cash	\$6,105,647	\$6,126,708

II. BOARD ACTION RECOMMENDED BY FINANCE COMMITTEE:

- 1) Approval of October 2024 Financial Reports
Motion to approve the October 2024 Caprock Academy Financial Reports as submitted.
- 2) Discussion for mid-year bonuses
Motion to approve mid-year staff bonuses

Caprock Academy

Statement of Activity

October 2024

	Total			
	Oct 2024	Sep 2024 (PP)	Change	% Change
Revenue				
1000 Local Revenue			0.00	
1940 Classroom Teacher Funds	488.00	1,741.05	-1,253.05	-71.97%
1089c 7-8 MS Activities	564.00	2,009.75	-1,445.75	-71.94%
1090 High School			0.00	
1090a HS Activity Fund			0.00	
1090a1 HS Student Council	-33.64	1,415.26	-1,448.90	-102.38%
Total 1090a HS Activity Fund	-\$ 33.64	\$ 1,415.26	-\$ 1,448.90	-102.38%
1090r HS PE	18.00	125.23	-107.23	-85.63%
1090r1 Theatre/Drama	36.00	18.00	18.00	100.00%
Total 1090 High School	\$ 20.36	\$ 1,558.49	-\$ 1,538.13	-98.69%
1099 Specials			0.00	
1099a Art - Flenard	-1,210.21	18.00	-1,228.21	-6823.39%
1099a2 Art - Henson	-1,392.65	52.47	-1,445.12	-2754.18%
1099c Instrumental Music		41.49	-41.49	-100.00%
1099c2 Choral Music		144.46	-144.46	-100.00%
1099d Science - Chemistry	18.00	105.69	-87.69	-82.97%
1099d1 Science - Akers		-86.97	86.97	100.00%
Total 1099 Specials	-\$ 2,584.86	\$ 275.14	-\$ 2,860.00	-1039.47%
1940.3C 3rd C		1,000.00	-1,000.00	-100.00%
1940.4A 4th A		1,000.00	-1,000.00	-100.00%
1940.GH Goal Hour		7.66	-7.66	-100.00%
Total 1940 Classroom Teacher Funds	-\$ 1,512.50	\$ 7,592.09	-\$ 9,104.59	-119.92%
Total 1000 Local Revenue	-\$ 1,512.50	\$ 7,592.09	-\$ 9,104.59	-119.92%
1030 Miscellaneous Revenue	1,543.18	0.00	1,543.18	
1030A HS Testing	1,606.00	299.96	1,306.04	435.40%
Total 1030 Miscellaneous Revenue	\$ 3,149.18	\$ 299.96	\$ 2,849.22	949.87%
1031 CA Apparel		346.32	-346.32	-100.00%
1039 CAST Fundraising	546.73	692.37	-145.64	-21.03%
1040 Donations/Contributions	1,816.59	322.05	1,494.54	464.07%
1040r Reading Challenge/Lending Library	1,804.79	2,100.00	-295.21	-14.06%
Total 1040 Donations/Contributions	\$ 3,621.38	\$ 2,422.05	\$ 1,199.33	49.52%
1061 Pupil Activity - Fundraiser	766.42		766.42	
1067 Records/Transcripts Fee	18.00	29.75	-11.75	-39.50%
1611 Student Lunch	4,595.55	7,147.05	-2,551.50	-35.70%
1700 Pupil Activity Funds	1,201.00	778.00	423.00	54.37%
1710 Athletic Booster	29,529.20	1,104.44	28,424.76	2573.68%

	Oct 2024	Sep 2024 (PP)	Change	% Change
1710xHS Booster - HS Cross Country	200.00	222.00	-22.00	-9.91%
Total 1710 Athletic Booster	\$ 29,729.20	\$ 1,326.44	\$ 28,402.76	2141.28%
1715 Basketball		-95.79	95.79	100.00%
1715HS Basketball - High School	200.00		200.00	
1715MS Basketball - Middle School	900.00	191.58	708.42	369.78%
Total 1715 Basketball	\$ 1,100.00	\$ 95.79	\$ 1,004.21	1048.35%
1720 Volleyball	255.00		255.00	
1720HS HS Volleyball	3,361.75	2,416.42	945.33	39.12%
1720MS MS Volleyball		241.51	-241.51	-100.00%
Total 1720 Volleyball	\$ 3,616.75	\$ 2,657.93	\$ 958.82	36.07%
1721 HS Hockey - registration fee	1,700.00	1,916.17	-216.17	-11.28%
1721b Hockey Fundraising	12,956.49		12,956.49	
1721c HS Hockey donations	11,435.00		11,435.00	
Total 1721 HS Hockey - registration fee	\$ 26,091.49	\$ 1,916.17	\$ 24,175.32	1261.65%
1725 HS Dance Fund		816.80	-816.80	-100.00%
1735 NHS		43.07	-43.07	-100.00%
1736 NJHS		31.33	-31.33	-100.00%
1749 Ski Club	1,125.43	829.03	296.40	35.75%
1764 Knowledge Bowl	32.00	16.00	16.00	100.00%
1771 Choir/Band Activities	-140.00		-140.00	
1775 Senior Fees	38.00		38.00	
1785 Soccer			0.00	
1785HS HS Soccer		344.67	-344.67	-100.00%
Total 1785 Soccer	\$ 0.00	\$ 344.67	-\$ 344.67	-100.00%
1785cHS Cross Country - High School	112.00	739.87	-627.87	-84.86%
1799 Uniform Deposits	216.00		216.00	
Total 1700 Pupil Activity Funds	\$ 63,121.87	\$ 9,595.10	\$ 53,526.77	557.86%
1800 Childcare Revenue	15,158.00	11,048.88	4,109.12	37.19%
3000 State Revenue			0.00	
3113 Charter School Capital Const.	28,911.74	28,911.75	-0.01	0.00%
3951 State MLE	200,650.61		200,650.61	
Total 3000 State Revenue	\$ 229,562.35	\$ 28,911.75	\$ 200,650.60	694.01%
4000 Revenue From CDE			0.00	
4027 IDEA Part-B		9,244.01	-9,244.01	-100.00%
Total 4000 Revenue From CDE	\$ 0.00	\$ 9,244.01	-\$ 9,244.01	-100.00%
5710 PPR State Revenue	788,689.75	788,689.75	0.00	0.00%
Total Revenue	\$ 1,107,716.73	\$ 866,019.08	\$ 241,697.65	27.91%
Gross Profit	\$ 1,107,716.73	\$ 866,019.08	\$ 241,697.65	27.91%
Expenditures				
0100 Salaries			0.00	
0110 Regular Salaries			0.00	
0110.1 Salaries - Admin	50,832.23	57,073.24	-6,241.01	-10.94%
0110.2 Salaries - Professional	251,863.69	240,211.66	11,652.03	4.85%

	Oct 2024	Sep 2024 (PP)	Change	% Change
0110.4 Salaries - Paraprofessionals	74,348.16	88,462.98	-14,114.82	-15.96%
0110.5 Salaries - Clerical	84,405.30	80,056.75	4,348.55	5.43%
Total 0110 Regular Salaries	\$ 461,449.38	\$ 465,804.63	-\$ 4,355.25	-0.93%
0120 Substitutes			0.00	
0120.2 Substitutes - Professional	6,662.87	5,334.38	1,328.49	24.90%
0120.4 Substitutes - Paraprofessionals	5,780.73	1,309.77	4,470.96	341.35%
Total 0120 Substitutes	\$ 12,443.60	\$ 6,644.15	\$ 5,799.45	87.29%
Total 0100 Salaries	\$ 473,892.98	\$ 472,448.78	\$ 1,444.20	0.31%
0200 Benefits			0.00	
0210 Life and Disability			0.00	
0210.1 Life and Disability - Admin	25.04	25.04	0.00	0.00%
0210.2 Life and Disability - Professional	190.67	193.58	-2.91	-1.50%
0210.4 Life and Disability - Paraprofessionals	95.73	83.43	12.30	14.74%
0210.5 Life and Disability - Clerical	71.99	62.60	9.39	15.00%
Total 0210 Life and Disability	\$ 383.43	\$ 364.65	\$ 18.78	5.15%
0210 Teacher- Benefits (deleted)		4,047.94	-4,047.94	-100.00%
0221 Medicare			0.00	
0221.1 Medicare - Admin	716.60	807.15	-90.55	-11.22%
0221.2 Medicare - Professional	3,610.92	3,424.15	186.77	5.45%
0221.4 Medicare - Paraprofessionals	1,138.10	1,283.15	-145.05	-11.30%
0221.5 Medicare - Clerical	1,190.92	1,120.70	70.22	6.27%
Total 0221 Medicare	\$ 6,656.54	\$ 6,635.15	\$ 21.39	0.32%
0222 Social Security			0.00	
222.2 Social Security - Professional	0.00	7.38	-7.38	-100.00%
Total 0222 Social Security	\$ 0.00	\$ 7.38	-\$ 7.38	-100.00%
0230 PERA			0.00	
0230.1 PERA - Admin	10,622.80	12,007.07	-1,384.27	-11.53%
0230.2 PERA - Professional	54,297.46	51,502.22	2,795.24	5.43%
0230.4 PERA - Paraprofessionals	17,149.23	19,046.08	-1,896.85	-9.96%
0230.5 PERA - Clerical	17,853.81	16,730.60	1,123.21	6.71%
Total 0230 PERA	\$ 99,923.30	\$ 99,285.97	\$ 637.33	0.64%
0251 Health			0.00	
0251.1 Health - Admin	4,693.97	4,693.97	0.00	0.00%
0251.2 Health - Professional	-29,260.84	30,521.98	-59,782.82	-195.87%
0251.4 Health - Paraprofessionals	5,513.96	3,953.44	1,560.52	39.47%
0251.5 Health - Clerical	7,074.48	9,415.26	-2,340.78	-24.86%
Total 0251 Health	-\$ 11,978.43	\$ 48,584.65	-\$ 60,563.08	-124.65%
0252 Dental			0.00	
0252.1 Dental - Admin	271.04	271.04	0.00	0.00%
0252.2 Dental - Professional	2,329.40	1,974.72	354.68	17.96%
0252.4 Dental - Paraprofessionals	507.81	464.64	43.17	9.29%
0252.5 Dental - Clerical	774.40	658.24	116.16	17.65%
Total 0252 Dental	\$ 3,882.65	\$ 3,368.64	\$ 514.01	15.26%

	Oct 2024	Sep 2024 (PP)	Change	% Change
0253 Vision			0.00	
0253.1 Vision - Admin	48.84	48.84	0.00	0.00%
0253.2 Vision - Professional	414.47	415.14	-0.67	-0.16%
0253.4 Vision - Paraprofessionals	98.62	89.54	9.08	10.14%
0253.5 Vision - Clerical	170.94	146.52	24.42	16.67%
Total 0253 Vision	\$ 732.87	\$ 700.04	\$ 32.83	4.69%
Total 0200 Benefits	\$ 99,600.36	\$ 162,994.42	-\$ 63,394.06	-38.89%
0300 Professional and Technnical Svs	4,142.73		4,142.73	
0313 Bank Service/Charge Fees	572.62	255.87	316.75	123.79%
0313.1 Payroll Expenses	3,598.68	3,579.84	18.84	0.53%
Total 0313 Bank Service/Charge Fees	\$ 4,171.30	\$ 3,835.71	\$ 335.59	8.75%
0320 Counseling & Guidance Services	2,974.50		2,974.50	
0331 Legal Svcs	2,305.99	855.00	1,450.99	169.71%
0332 Accounting / Audit	43,113.34	22,409.17	20,704.17	92.39%
0340 IT agreement	3,357.20	5,807.89	-2,450.69	-42.20%
0390 Other Professional Services	10,276.00	19,506.00	-9,230.00	-47.32%
Total 0300 Professional and Technnical Svs	\$ 70,341.06	\$ 52,413.77	\$ 17,927.29	34.20%
0400 Purchased Property Services			0.00	
0411 Water/Sewer	1,639.20	1,712.54	-73.34	-4.28%
0421 Trash Services	1,661.94	650.28	1,011.66	155.57%
0423 Custodial Services	8,589.00	30,485.00	-21,896.00	-71.83%
0430 Repairs and Maintenance	6,116.17	5,002.76	1,113.41	22.26%
0430.1 Auto/Equip Maintenance & Repair	202.35	2,011.17	-1,808.82	-89.94%
Total 0430 Repairs and Maintenance	\$ 6,318.52	\$ 7,013.93	-\$ 695.41	-9.91%
0431 Alarms & Monitoring		15.00	-15.00	-100.00%
0442 Rental of Equip (Includes IT)	2,756.27	2,484.45	271.82	10.94%
Total 0400 Purchased Property Services	\$ 20,964.93	\$ 42,361.20	-\$ 21,396.27	-50.51%
0500 Other Purchased Services			0.00	
0510 Staff Dev - Prof Ed Svcs	798.90	3,047.91	-2,249.01	-73.79%
0511 Staff Dev - Board	490.22	1,659.91	-1,169.69	-70.47%
0520 Insurance Premiums			0.00	
0521 Liab/Prop Ins		25.00	-25.00	-100.00%
0522 Workman's Comp	10,656.00	2,907.00	7,749.00	266.56%
0525 Unemployment	2,179.27	2,329.97	-150.70	-6.47%
Total 0520 Insurance Premiums	\$ 12,835.27	\$ 5,261.97	\$ 7,573.30	143.93%
0530 Communications			0.00	
0531 Telephone	2,058.46	637.14	1,421.32	223.08%
0533 Postage	10.44	74.85	-64.41	-86.05%
0534 Online Services	1,218.47	4,278.27	-3,059.80	-71.52%
Total 0530 Communications	\$ 3,287.37	\$ 4,990.26	-\$ 1,702.89	-34.12%
0540 Advertising	571.86	1,480.61	-908.75	-61.38%
0570 Fundraising Expenses	103.96	648.69	-544.73	-83.97%
0570b CAST - Fundraising expense	179.08		179.08	

	Oct 2024	Sep 2024 (PP)	Change	% Change
Total 0570 Fundraising Expenses	\$ 283.04	\$ 648.69	-\$ 365.65	-56.37%
0580 Travel, Registration, Entrance	1,435.26	4,369.82	-2,934.56	-67.16%
0590 Other Purchased Services	153.01	1,700.69	-1,547.68	-91.00%
0595 Admin Overhead Costs	23,940.69	24,220.69	-280.00	-1.16%
0599 Purchase Special Ed	10,185.00	7,752.99	2,432.01	31.37%
Total 0590 Other Purchased Services	\$ 34,278.70	\$ 33,674.37	\$ 604.33	1.79%
Total 0500 Other Purchased Services	\$ 53,980.62	\$ 55,133.54	-\$ 1,152.92	-2.09%
0600 Supplies	2,530.10	1,501.03	1,029.07	68.56%
0610 Safety & PPE		311.56	-311.56	-100.00%
0611 Instructional Supplies	382.08	652.93	-270.85	-41.48%
0615A Assessment Expenses	366.57	312.79	53.78	17.19%
0615b Inst Supplies - After School		19.41	-19.41	-100.00%
0615c Lending Library/Reading Chall.	345.07	267.05	78.02	29.22%
0615HS HS Instructional Supplies	241.78		241.78	
0617 Special Ed	172.48	164.28	8.20	4.99%
Total 0611 Instructional Supplies	\$ 1,507.98	\$ 1,416.46	\$ 91.52	6.46%
0612 Office Supplies	7,387.71	10,583.43	-3,195.72	-30.20%
0613 Custodial Supplies	591.03	2,358.45	-1,767.42	-74.94%
0622 Electric/Gas	10,116.95	13,645.68	-3,528.73	-25.86%
0626 Motor Vehicle Fuel	758.88	1,833.34	-1,074.46	-58.61%
0630 Food	2,218.60	2,607.85	-389.25	-14.93%
0631 Caprock Apparel	1,154.00		1,154.00	
0640 Books and Periodicals		19,522.76	-19,522.76	-100.00%
0640b HS Books		291.90	-291.90	-100.00%
Total 0640 Books and Periodicals	\$ 0.00	\$ 19,814.66	-\$ 19,814.66	-100.00%
0650 Classroom Fund Expenditures			0.00	
0611.2A 2nd A		31.45	-31.45	-100.00%
0611.2B 2nd B	146.39		146.39	
0611.4A 4th A	26.57		26.57	
0611.4B 4th B	107.62	18.13	89.49	493.60%
0611.4C 4th C	95.95		95.95	
0611.5A 5th A	16.44		16.44	
0611.5B 5th B	46.40		46.40	
0611.5C 5th C	33.09	103.05	-69.96	-67.89%
0611.6A 6th A	262.55		262.55	
0611.6B 6th B	163.33		163.33	
0611.6C 6th C	163.34		163.34	
0611.HTK HTK	70.34		70.34	
0611.KA FTK A		56.53	-56.53	-100.00%
0665d MS 7-8 Activities Expenses	594.00	809.72	-215.72	-26.64%
0666 High School			0.00	
0666a HS Activity Fund	129.90		129.90	
0666a1 HS Student Council		154.87	-154.87	-100.00%

	Oct 2024	Sep 2024 (PP)	Change	% Change
Total 0666a HS Activity Fund	\$ 129.90	\$ 154.87	-\$ 24.97	-16.12%
0666o Science - Chemistry	92.37	661.82	-569.45	-86.04%
0666r HS Henson		23.40	-23.40	-100.00%
0666t HS Flenard	200.44	290.02	-89.58	-30.89%
Total 0666 High School	\$ 422.71	\$ 1,130.11	-\$ 707.40	-62.60%
0678 School Nurse	556.89	745.32	-188.43	-25.28%
0680 Specials Expenses			0.00	
0680a Art Department	189.24		189.24	
0680b PE Department	25.00		25.00	
0680c Instrumental Music	34.00	85.00	-51.00	-60.00%
0680d1 Science - Akers	42.82	606.57	-563.75	-92.94%
0680e Latin		50.72	-50.72	-100.00%
0680j Theatre	270.51	446.88	-176.37	-39.47%
Total 0680 Specials Expenses	\$ 561.57	\$ 1,189.17	-\$ 627.60	-52.78%
Total 0650 Classroom Fund Expenditures	\$ 3,267.19	\$ 4,083.48	-\$ 816.29	-19.99%
0685 Pupil Activities Expenses	998.66	587.50	411.16	69.98%
0685a Yearbook/Journalism		234.29	-234.29	-100.00%
0685b Basketball			0.00	
0685bHS Basketball - High School		7,480.00	-7,480.00	-100.00%
Total 0685b Basketball	\$ 0.00	\$ 7,480.00	-\$ 7,480.00	-100.00%
0685c Newspaper		912.18	-912.18	-100.00%
0685e Volleyball	255.00		255.00	
0685eHS HS Volleyball	1,603.10	5,231.75	-3,628.65	-69.36%
0685eMS MS Volleyball	1,710.00		1,710.00	
Total 0685e Volleyball	\$ 3,568.10	\$ 5,231.75	-\$ 1,663.65	-31.80%
0685g1 Athletic Booster	2,866.00	1,549.51	1,316.49	84.96%
0685g1x Booster Cross Country	200.00		200.00	
Total 0685g1 Athletic Booster	\$ 3,066.00	\$ 1,549.51	\$ 1,516.49	97.87%
0685g2 HS Hockey	7,882.38		7,882.38	
0685g2a HS Hockey fundraising expenses	792.00		792.00	
Total 0685g2 HS Hockey	\$ 8,674.38	\$ 0.00	\$ 8,674.38	
0685h2 Knowledge Bowl	300.39		300.39	
0685r Soccer			0.00	
0685rHS HS Soccer	58.09	2,586.46	-2,528.37	-97.75%
Total 0685r Soccer	\$ 58.09	\$ 2,586.46	-\$ 2,528.37	-97.75%
0685v Choir/Band Activities	594.15		594.15	
0685x Cross Country	36.05	2,557.60	-2,521.55	-98.59%
0686 Powderhorn Ski Club	1,018.43	4,005.26	-2,986.83	-74.57%
Total 0685 Pupil Activities Expenses	\$ 18,314.25	\$ 25,144.55	-\$ 6,830.30	-27.16%
0690 Other Supplies	4,591.28	1,934.65	2,656.63	137.32%
Total 0600 Supplies	\$ 52,437.97	\$ 85,235.14	-\$ 32,797.17	-38.48%
0689 Lunch - Students	2,845.46	5,514.75	-2,669.29	-48.40%
0649 Scholarship Expense		180.50	-180.50	-100.00%

	Oct 2024	Sep 2024 (PP)	Change	% Change
Total 0689 Lunch - Students	\$ 2,845.46	\$ 5,695.25	-\$ 2,849.79	-50.04%
0710 Land and Improvements	13,123.12		13,123.12	
0730 Purchase/Lease of Equipment			0.00	
0733 Furniture and Equipment	0.00	9,737.49	-9,737.49	-100.00%
Total 0730 Purchase/Lease of Equipment	\$ 0.00	\$ 9,737.49	-\$ 9,737.49	-100.00%
0734b Technology Equipment		8,786.80	-8,786.80	-100.00%
0740 Depreciation	41,874.40	41,874.40	0.00	0.00%
0740b Depreciation - Tractor&Equip	963.50	963.50	0.00	0.00%
Total 0740 Depreciation	\$ 42,837.90	\$ 42,837.90	\$ 0.00	0.00%
0800 Child Care	443.87	400.50	43.37	10.83%
0810 Dues and Fees	1,512.16	3,696.09	-2,183.93	-59.09%
0830 Interest Expense	71,680.97	71,680.97	0.00	0.00%
0890 Misc Expense	114.59	605.21	-490.62	-81.07%
0900 gifts and donations	95.00		95.00	
Total Expenditures	\$ 903,870.99	\$ 1,014,027.06	-\$ 110,156.07	-10.86%
Net Operating Revenue	\$ 203,845.74	-\$ 148,007.98	\$ 351,853.72	237.73%
Other Revenue				
1007b CD Interest	1,913.36	2,920.45	-1,007.09	-34.48%
1008a Money Market Interest	2,372.77	4,287.39	-1,914.62	-44.66%
1009 Zions Accounts interest	10,256.37		10,256.37	
1020b CD 1020 Interest	3,652.75		3,652.75	
1088a 8th grade trip revenue	8,200.00	17,510.93	-9,310.93	-53.17%
1088a2 8th Grade Concessions Revenue	196.00	1,291.00	-1,095.00	-84.82%
Total 1088a 8th grade trip revenue	\$ 8,396.00	\$ 18,801.93	-\$ 10,405.93	-55.35%
1090b1 Senior Trip Junior Fundraising			0.00	
1090b2 Senior Trip Concessions		-63.00	63.00	100.00%
1090b3 2020 Italy fundraising amounts	1,334.49	404.00	930.49	230.32%
Total 1090b1 Senior Trip Junior Fundraising	\$ 1,334.49	\$ 341.00	\$ 993.49	291.35%
Total Other Revenue	\$ 27,925.74	\$ 26,350.77	\$ 1,574.97	5.98%
Other Expenditures				
0664a 8th grade trip expenses		5,310.00	-5,310.00	-100.00%
0665b 8th Concession Stand Expenses	434.51		434.51	
0668 Concessions - Holding	315.54	351.15	-35.61	-10.14%
Total Other Expenditures	\$ 750.05	\$ 5,661.15	-\$ 4,911.10	-86.75%
Net Other Revenue	\$ 27,175.69	\$ 20,689.62	\$ 6,486.07	31.35%
Net Revenue	\$ 231,021.43	-\$ 127,318.36	\$ 358,339.79	281.45%

Caprock Academy

Statement of Financial Position

As of October 31, 2024

	As of Oct 31, 2024	As of Sep 30, 2024 (PP)	Total Change	% Change
ASSETS				
Current Assets				
Bank Accounts				
1072 Bill.com Money Out Clearing	665.77	1,745.07	-1,079.30	-61.85%
8101A Vectra General Checking 4478	47,914.85	42,455.61	5,459.24	12.86%
8101B Sunflower Insurance 3137	113,722.38	40,417.99	73,304.39	181.37%
8101C Sunflower Money Market 2374	537,067.50	534,694.73	2,372.77	0.44%
8101D Sunflower Operating 0034	3,557,730.01	3,316,860.24	240,869.77	7.26%
8101E Sunflower Payroll 0106	21,316.04	86,640.75	-65,324.71	-75.40%
8101F Sunflower CD 9546	1,022,491.57	1,018,838.82	3,652.75	0.36%
8103 Petty Cash	384.58	384.58	0.00	0.00%
8111B Vectra CD 5459	531,511.18	529,597.82	1,913.36	0.36%
Total Bank Accounts	\$ 5,832,803.88	\$ 5,571,635.61	\$ 261,168.27	4.69%
Accounts Receivable				
8153 Accounts Receivable	9,927.01	9,927.01	0.00	0.00%
Total Accounts Receivable	\$ 9,927.01	\$ 9,927.01	\$ 0.00	0.00%
Other Current Assets				
8105 Escrow Account - Zions	0.00	0.00	0.00	
8105B Zions Interest 8657A	365,185.64	293,845.64	71,340.00	24.28%
8105C Zions Principal 8657	203,325.74	163,325.74	40,000.00	24.49%
Total 8105 Escrow Account - Zions	\$ 568,511.38	\$ 457,171.38	\$ 111,340.00	24.35%
8191 Deposits	73,287.40	73,287.40	0.00	0.00%
Total Other Current Assets	\$ 641,798.78	\$ 530,458.78	\$ 111,340.00	20.99%
Total Current Assets	\$ 6,484,529.67	\$ 6,112,021.40	\$ 372,508.27	6.09%
Fixed Assets				
8211 Land and Buildings	0.00	0.00	0.00	
8211A Land Purchase - CVVC - 2010	761,083.33	761,083.33	0.00	0.00%
8211B Land - South parcel 2015	1,066,192.46	1,066,192.46	0.00	0.00%
Total 8211 Land and Buildings	\$ 1,827,275.79	\$ 1,827,275.79	\$ 0.00	0.00%
8221 Parking, Drives, Hardscape	301,681.02	301,681.02	0.00	0.00%
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 Gym Additions	35,516.80	35,516.80	0.00	0.00%

	As of Oct 31, 2024	As of Sep 30, 2024 (PP)	Change	% Change
8231H Main Bldg Phase 2 - 2020	12,021,181.79	12,021,181.79	0.00	0.00%
8231I Permanent Facility	17,497.50	17,497.50	0.00	0.00%
Total 8231 Buildings	\$ 19,790,800.42	\$ 19,790,800.42	\$ 0.00	0.00%
8232 Accumulated Depreciation - Bldg	-5,595,064.53	-5,553,190.13	-41,874.40	-0.75%
8241 Machinery and Equipment			0.00	
8241A Mor Storage FY24 Shed	13,805.48	13,805.48	0.00	0.00%
8241B PE Shed So Field	5,500.00	5,500.00	0.00	0.00%
8241C Storage Shed	27,600.00	27,600.00	0.00	0.00%
8241D Capitalized Equipment	148,331.25	148,331.25	0.00	0.00%
8241E Security System	8,262.00	8,262.00	0.00	0.00%
Total 8241 Machinery and Equipment	\$ 203,498.73	\$ 203,498.73	\$ 0.00	0.00%
8242A Accumulated Depr. - Equip	-35,416.45	-34,452.95	-963.50	-2.80%
8242B Accumulated Depr - Vehicles	-90,048.46	-90,048.46	0.00	0.00%
Total Fixed Assets	\$ 16,402,726.52	\$ 16,445,564.42	-\$ 42,837.90	-0.26%
Other Assets				
8800 Deferred outflow - 2010 Bond	64,341.48	64,682.45	-340.97	-0.53%
Total Other Assets	\$ 64,341.48	\$ 64,682.45	-\$ 340.97	-0.53%
TOTAL ASSETS	\$ 22,951,597.67	\$ 22,622,268.27	\$ 329,329.40	1.46%
LIABILITIES AND EQUITY				
Liabilities				
Current Liabilities				
Accounts Payable				
7421 Accounts Payable	31,720.44	64,363.77	-32,643.33	-50.72%
Total Accounts Payable	\$ 31,720.44	\$ 64,363.77	-\$ 32,643.33	-50.72%
Credit Cards				
7421A Vectra Credit Card Control Acct 7875	32,974.25	21,399.46	11,574.79	54.09%
Total Credit Cards	\$ 32,974.25	\$ 21,399.46	\$ 11,574.79	54.09%
Other Current Liabilities				
7451B Sunflower Loan Interest Payabl	316,633.87	245,293.87	71,340.00	29.08%
7471 Payroll Liabilities	-10,691.47	-27,701.17	17,009.70	61.40%
24000 Payroll Liabilities (Old)	-13,558.75	-13,558.75	0.00	0.00%
7471G PERA Liability	151,168.83	146,892.21	4,276.62	2.91%
7471H PERA Life Liability	31.00	31.00	0.00	0.00%
7471J Health Liability	22,660.63	-6,015.37	28,676.00	476.71%
7471K Dental Liability	-1,004.85	-357.86	-646.99	-180.79%
7471L Vision Liability	-1,890.77	-1,812.90	-77.87	-4.30%
7471M Life Liability	1,406.95	1,023.52	383.43	37.46%
7471Q 401K PERA Liability	5,461.96	5,581.00	-119.04	-2.13%
7471V Accident/Critical Liability	144.19	1,609.53	-1,465.34	-91.04%
7471Z Wage Garnishment	182.68	182.68	0.00	0.00%
Total 7471 Payroll Liabilities	\$ 153,910.40	\$ 105,873.89	\$ 48,036.51	45.37%
7482 Grants - Deferred Revenue	0.00	0.00	0.00	
7482A Deferred Rev Concurrent enrollm	22,421.96	22,421.96	0.00	0.00%

	As of Oct 31, 2024	As of Sep 30, 2024 (PP)	Change	% Change
Total 7482 Grants - Deferred Revenue	\$ 22,421.96	\$ 22,421.96	\$ 0.00	0.00%
Total Other Current Liabilities	\$ 492,966.23	\$ 373,589.72	\$ 119,376.51	31.95%
Total Current Liabilities	\$ 557,660.92	\$ 459,352.95	\$ 98,307.97	21.40%
Long-Term Liabilities				
7451A 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	\$ 20,357,660.92	\$ 20,259,352.95	\$ 98,307.97	0.49%
Equity				
6770 Unassigned Fund Balance	2,478,676.11	2,478,676.11	0.00	0.00%
Net Revenue	115,260.64	-115,760.79	231,021.43	199.57%
Total Equity	\$ 2,593,936.75	\$ 2,362,915.32	\$ 231,021.43	9.78%
TOTAL LIABILITIES AND EQUITY	\$ 22,951,597.67	\$ 22,622,268.27	\$ 329,329.40	1.46%

Thursday, Nov 21, 2024 03:10:35 PM GMT-8 - Accrual Basis

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

	Jul 2024				Aug 2024				Sep 2024				Oct 2024				Total				
	Actual	Budget	over Budget	% of Budget	Actual	Budget	over Budget	% of Budget	Actual	Budget	over Budget	% of Budget	Actual	Budget	over Budget	% of Budget	Actual	Budget	over Budget	% of Budget	
Revenue																					
1000 Local Revenue	5,076.81	5,416.67	-339.86	93.73%	18,950.01	5,416.67	13,533.34	349.85%	7,592.09	5,416.67	2,175.42	140.16%	-1,512.50	5,416.67	-6,929.17	-27.92%	30,106.41	21,666.68	8,439.73	138.95%	
1030 Miscellaneous Revenue	932.16	2,166.67	-1,234.51	43.02%	-9.25	2,166.67	-2,175.92	-0.43%	299.96	2,166.67	-1,866.71	13.84%	3,149.18	2,166.67	982.51	145.35%	4,372.05	8,666.68	-4,294.63	50.45%	
1031 CA Apparel			0.00		172.35		172.35		346.32		346.32				0.00		518.67	0.00	518.67		
1039 CAST Fundraising		5,833.33	-5,833.33	0.00%		5,833.33	-5,833.33	0.00%	692.37	5,833.33	-5,140.96	11.87%	546.73	5,833.33	-5,286.60	9.37%	1,239.10	23,333.32	-22,094.22	5.31%	
1040 Donations/Contributions	116.84	3,166.67	-3,049.83	3.69%	1,884.43	3,166.67	-1,282.24	59.51%	2,422.05	3,166.67	-744.62	76.49%	3,621.38	3,166.67	454.71	114.36%	8,044.70	12,666.68	-4,621.98	63.51%	
1061 Pupil Activity - Fundraiser			0.00				0.00				0.00		766.42		766.42		766.42	0.00	766.42		
1067 Records/Transcripts Fee	11.46		11.46		11.48		11.48		29.75		29.75		18.00		18.00		70.69	0.00	70.69		
1069 Calculator Revenue	117.42		117.42		58.72		58.72				0.00				0.00		176.14	0.00	176.14		
1611 Student Lunch		3,750.00	-3,750.00	0.00%	3,096.85	3,750.00	-653.15	82.58%	7,147.05	3,750.00	3,397.05	190.59%	4,595.55	3,750.00	845.55	122.55%	14,839.45	15,000.00	-160.55	98.93%	
1700 Pupil Activity Funds	6,332.50	22,250.00	-15,917.50	28.46%	17,489.04	22,250.00	-4,760.96	78.60%	9,595.10	22,250.00	-12,654.90	43.12%	63,121.87	22,250.00	40,871.87	283.69%	96,538.51	89,000.00	7,538.51	108.47%	
1800 Childcare Revenue	5,469.58	6,875.00	-1,405.42	79.56%	12,486.93	6,875.00	5,611.93	181.63%	11,048.88	6,875.00	4,173.88	160.71%	15,158.00	6,875.00	8,283.00	220.48%	44,163.39	27,500.00	16,663.39	160.59%	
3000 State Revenue	461,784.85	143,267.17	318,517.68	322.32%	28,924.74	143,267.17	-114,342.43	20.19%	28,911.75	143,267.17	-114,355.42	20.18%	229,562.35	143,267.17	86,295.18	160.23%	749,183.69	573,068.68	176,115.01	130.73%	
4000 Revenue From CDE		14,656.41	-14,656.41	0.00%		14,656.41	-14,656.41	0.00%	9,244.01	14,656.41	-5,412.40	63.07%		14,656.41	-14,656.41	0.00%	9,244.01	58,625.64	-49,381.63	15.77%	
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%	788,689.75	803,204.58	-14,514.83	98.19%	788,689.75	803,204.58	-14,514.83	98.19%	3,154,759.00	3,212,818.32	-58,059.32	98.19%	
Total Revenue	\$ 1,268,531.37	\$ 1,010,586.50	\$ 257,944.87	125.52%	\$ 871,755.05	\$ 1,010,586.50	-\$ 138,831.45	86.26%	\$ 866,019.08	\$ 1,010,586.50	-\$ 144,567.42	85.69%	\$ 1,107,716.73	\$ 1,010,586.50	\$ 97,130.23	109.61%	\$ 4,114,022.23	\$ 4,042,346.00	\$ 71,676.23	101.77%	
Gross Profit	\$ 1,268,531.37	\$ 1,010,586.50	\$ 257,944.87	125.52%	\$ 871,755.05	\$ 1,010,586.50	-\$ 138,831.45	86.26%	\$ 866,019.08	\$ 1,010,586.50	-\$ 144,567.42	85.69%	\$ 1,107,716.73	\$ 1,010,586.50	\$ 97,130.23	109.61%	\$ 4,114,022.23	\$ 4,042,346.00	\$ 71,676.23	101.77%	
Expenditures																					
0100 Salaries	443,121.92	465,786.83	-22,664.91	95.13%	477,492.45	465,786.83	11,705.62	102.51%	472,448.78	465,786.83	6,661.95	101.43%	473,892.98	465,786.83	8,106.15	101.74%	1,866,956.13	1,863,147.32	3,808.81	100.20%	
0200 Benefits	224,807.53	188,558.75	36,248.78	119.22%	144,972.25	188,558.75	-43,586.50	76.88%	162,994.42	188,558.75	-25,564.33	86.44%	99,600.36	188,558.75	-88,958.39	52.82%	632,374.56	754,235.00	-121,860.44	83.84%	
0300 Professional and Technical Svcs	39,997.72	36,122.33	3,875.39	110.73%	41,178.37	36,122.33	5,056.04	114.00%	52,413.77	36,122.33	16,291.44	145.10%	70,341.06	36,122.33	34,218.73	194.73%	203,930.92	144,489.32	59,441.60	141.14%	
0400 Purchased Property Services	49,597.06	24,929.25	24,667.81	198.95%	20,153.34	24,929.25	-4,775.91	80.84%	42,361.20	24,929.25	17,431.95	169.93%	20,964.93	24,929.25	-3,964.32	84.10%	133,076.53	99,717.00	33,359.53	133.45%	
0500 Other Purchased Services	176,356.50	61,875.92	114,480.58	285.02%	56,192.99	61,875.92	-5,682.93	90.82%	55,133.54	61,875.92	-6,742.38	89.10%	53,980.62	61,875.92	-7,895.30	87.24%	341,663.65	247,503.68	94,159.97	138.04%	
0600 Supplies	128,830.37	78,429.59	50,400.78	164.26%	55,095.62	78,429.59	-23,333.97	70.25%	85,235.14	78,429.59	6,805.55	108.68%	52,437.97	78,429.59	-25,991.62	66.86%	321,599.10	313,718.36	7,880.74	102.51%	
0689 Lunch - Students		1,041.67	-1,041.67	0.00%	3,175.17	1,041.67	2,133.50	304.82%	5,695.25	1,041.67	4,653.58	546.74%	2,845.46	1,041.67	1,803.79	273.16%	11,715.88	4,166.68	7,549.20	281.18%	
0710 Land and Improvements	0.00	3,436.67	-3,436.67	0.00%		3,436.67	-3,436.67	0.00%		3,436.67	-3,436.67	0.00%	13,123.12	3,436.67	9,686.45	381.86%	13,123.12	13,746.68	-623.56	95.46%	
0730 Purchase/Lease of Equipment	11,842.04	2,625.00	9,217.04	451.13%	1,552.13	2,625.00	-1,072.87	59.13%	9,737.49	2,625.00	7,112.49	370.95%	0.00	2,625.00	-2,625.00	0.00%	23,131.66	10,500.00	12,631.66	220.30%	
0734b Technology Equipment	22,186.45		22,186.45		9,372.60		9,372.60		8,786.80		8,786.80				0.00		40,345.85	0.00	40,345.85		
0740 Depreciation	42,837.90		42,837.90		42,837.90		42,837.90		42,837.90		42,837.90		42,837.90		42,837.90		171,351.60	0.00	171,351.60		
0800 Child Care	-629.00	500.00	-1,129.00	-125.80%	629.00	500.00	129.00	125.80%	400.50	500.00	-99.50	80.10%	443.87	500.00	-56.13	88.77%	844.37	2,000.00	-1,155.63	42.22%	
0810 Dues and Fees	15,355.75	1,273.83	14,081.92	1205.48%	155.00	1,273.83	-1,118.83	12.17%	3,696.09	1,273.83	2,422.26	290.16%	1,512.16	1,273.83	238.33	118.71%	20,719.00	5,095.32	15,623.68	406.63%	
0830 Interest Expense	72,115.97	71,417.50	698.47	100.98%	72,115.97	71,417.50	698.47	100.98%	71,680.97	71,417.50	263.47	100.37%	71,680.97	71,417.50	263.47	100.37%	287,593.88	285,670.00	1,923.88	100.67%	
0890 Misc Expense			0.00		396.38		396.38		605.21		605.21		114.59		114.59		1,116.18	0.00	1,116.18		
0900 gifts and donations		220.83	-220.83	0.00%		220.83	-220.83	0.00%		220.83	-220.83	0.00%	95.00		220.83	-125.83	43.02%	95.00	883.32	-788.32	10.75%
0910 Redemption of Principal (Interest)		40,000.00	-40,000.00	0.00%		40,000.00	-40,000.00	0.00%		40,000.00	-40,000.00	0.00%		40,000.00	-40,000.00	0.00%	0.00	160,000.00	-160,000.00	0.00%	
Total Expenditures	\$ 1,226,420.21	\$ 976,218.17	\$ 250,202.04	125.63%	\$ 925,319.17	\$ 976,218.17	-\$ 50,899.00	94.79%	\$ 1,014,027.06	\$ 976,218.17	\$ 37,808.89	103.87%	\$ 903,870.99	\$ 976,218.17	-\$ 72,347.18	92.59%	\$ 4,069,637.43	\$ 3,904,872.68	\$ 164,764.75	104.22%	
Net Operating Revenue	\$ 42,111.16	\$ 34,368.33	\$ 7,742.83	122.53%	-\$ 53,564.12	\$ 34,368.33	-\$ 87,932.45	-155.85%	-\$ 148,007.98	\$ 34,368.33	-\$ 182,376.31	-430.65%	\$ 203,845.74	\$ 34,368.33	\$ 169,477.41	593.12%	\$ 44,384.80	\$ 137,473.32	-\$ 93,088.52	32.29%	
Other Revenue																					
1007b CD Interest	1,900.18		1,900.18				0.00		2,920.45		2,920.45		1,913.36		1,913.36		6,733.99	0.00	6,733.99		
1008a Money Market Interest	2,708.00		2,708.00		3,006.06		3,006.06		4,287.39		4,287.39		2,372.77		2,372.77		12,374.22	0.00	12,374.22		
1009 Zions Accounts Interest			0.00				0.00				0.00		10,256.37		10,256.37		10,256.37	0.00	10,256.37		
1020b CD 1020 Interest			0.00		2,166.44		2,166.44				0.00		3,652.75		3,652.75		5,819.19	0.00	5,819.19		
1088a 8th grade trip revenue	756.33		756.33		13,392.13		13,392.13		18,801.93		18,801.93		8,396.00		8,396.00		41,346.39	0.00	41,346.39		
1090b1 Senior Trip Junior Fundraising			0.00		-191.82		-191.82		341.00		341.00		1,334.49		1,334.49		1,483.67	0.00	1,483.67		
Total Other Revenue	\$ 5,364.51	\$ 0.00	\$ 5,364.51		\$ 18,372.81	\$ 0.00	\$ 18,372.81		\$ 26,350.77	\$ 0.00	\$ 26,350.77		\$ 27,925.74	\$ 0.00	\$ 27,925.74		\$ 78,013.83	\$ 0.00	\$ 78,013.83		
Other Expenditures																					
0664a 8th grade trip expenses	205.83		205.83				0.00		5,310.00		5,310.00				0.00		5,515.83	0.00	5,515.83		
0665b 8th Concession Stand Expenses			0.00				0.00				0.00		434.51		434.51		434.51	0.00	434.51		
0668 Concessions - Holding			0.00		520.96		520.96		351.15		351.15		315.54		315.54		1,187.65	0.00	1,187.65		
Reconciliation Discrepancies-1		4,166.67	-4,166.67	0.00%		4,166.67	-4,166.67	0.00%		4,166.67	-4,166.67	0.00%		4,166.67	-4,166.67	0.00%	0.00	16,666.68	-16,666.68	0.00%	
Total Other Expenditures	\$ 205.83	\$ 4,166.67	-\$ 3,960.84	4.94%	\$ 520.96	\$ 4,166.67	-\$ 3,645.71	12.50%	\$ 5,661.15	\$ 4,166.67	\$ 1,494.48	135.87%	\$ 750.05	\$ 4,166.67	-\$ 3,416.62	18.00%	\$ 7,137.99	\$ 16,666.68	-\$ 9,528.69	42.83%	
Net Other Revenue	\$ 5,158.68	-\$ 4,166.67	\$ 9,325.35	-123.81%	\$ 17,851.85	-\$ 4,166.67	\$ 22,018.52	-428.44%	\$ 20,689.62	-\$ 4,166.67	\$ 24,856.29	-496.55%	\$ 27,175.69	-\$ 4,166.67	\$ 31,342.36	-652.22%	\$ 70,875.84	-\$ 16,666.68	\$ 87,542.52	-425.25%	
Net Revenue	\$ 47,269.84	\$ 30,201.66	\$ 17,068.18	156.51%	-\$ 35,712.27	\$ 30,201.66	-\$ 65,913.93	-118.25%	-\$ 127,318.36	\$ 30,201.66	-\$ 157,520.02	-421.56%	\$ 231,021.43	\$ 30,201.66	\$ 200,819.77	764.93%	\$ 115,260				

CAPROCK ACADEMY
Charter School Institute
Mesa County
2024-2025
FY25 WORKING BUDGET
November 18, 2024

APPROPRIATION RESOLUTION
ANNUAL BUDGET
ANNUAL BUDGET IN UNIFORM BUDGET SUMMARY FORMAT

APPROPRIATION RESOLUTION

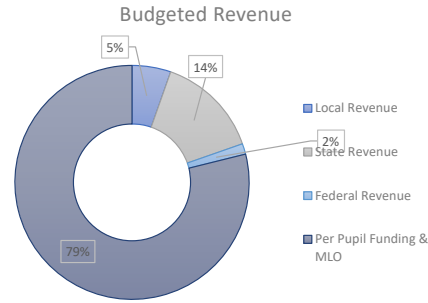
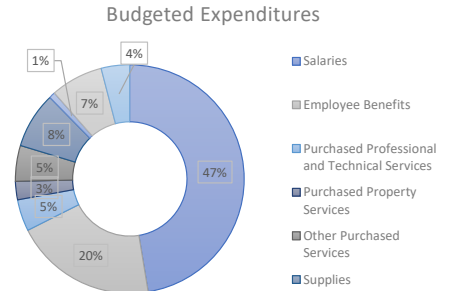
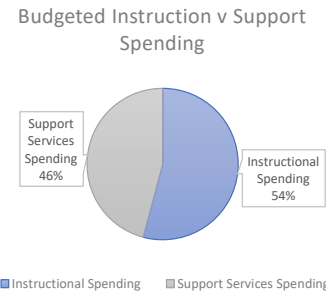
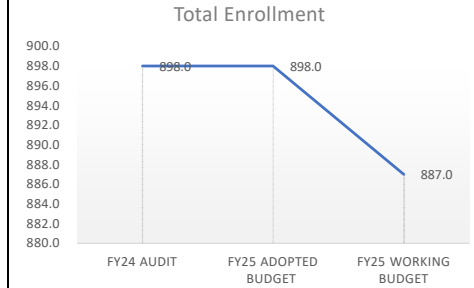
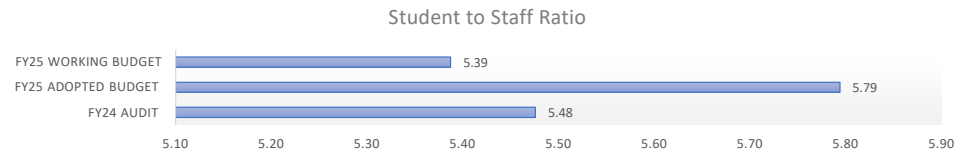
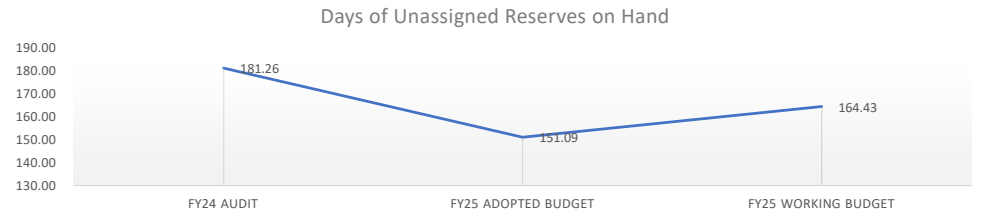
Be it resolved by the Board of Education of CAPROCK ACADEMY located in Charter School Institute in Mesa County that the amounts shown in the following schedule be appropriated to each fund as specified in the FY25 WORKING BUDGET for the ensuing fiscal year beginning July 1, 2024 and ending June 30, 2025.

FUND		APPROPRIATION AMOUNT	EXPENDITURES + APPROPRIATED RESERVES
1. General Fund	1.	11,903,748	11,903,748
	1a. Charter Schools	-	-
	1b. Insurance Reserve Fund	-	-
	1c. Pre-School Fund	-	-
Special Revenue Funds:			
	2. Capital Reserve Special Revenue Fund	-	-
	3. Governmental Designated-Purpose Grants Fund	-	-
	4. Pupil Activity Special Revenue Fund	-	-
	5. Full Day Kindergarten Mill Levy Override Fund	-	-
	6. Transportation Fund	-	-
	7. Other Special Revenue Funds	-	-
	8. Bond Redemption Fund	-	-
Capital Projects Funds:			
	9. Building Fund	-	-
	10. Special Building and Technology Fund	-	-
	11. Capital Reserve Capital Projects Fund	-	-
Enterprise Funds:			
	12. Food Service Fund	-	-
	13. Other Enterprise Funds	-	-
Internal Service Funds:			
	14. Risk-Related Activity Fund	-	-
	15. Other Internal Service Funds	-	-
Trust/Agency Funds:			
	16. Fiduciary Fund	-	-
	17. Private Purpose Trust Funds	-	-
	18. Agency Fund	-	-
	19. Pupil Activity Agency Fund	-	-
	20. Foundations	-	-
	21. Component Units	-	-
TOTAL APPROPRIATION	22.	11,903,748	11,903,748

Date of Adoption _____ Signature of Board President _____

CAPROCK ACADEMY
2024-2025 FY25 WORKING BUDGET
BOARD SUMMARY

ANNUAL BUDGET				
	FY24 AUDIT	FY25 ADOPTED BUDGET	FY25 WORKING BUDGET	
Revenue				
Local Revenue	722,257	593,500	643,500	8%
State Revenue	1,401,607	1,719,206	1,721,342	0%
Federal Revenue	147,967	175,877	176,320	0%
Per Pupil Funding & MLO	8,988,772	9,638,455	9,495,141	-1%
Total Revenue	11,260,603	12,127,038	12,036,303	-1%
Expenditures				
Salaries	5,410,807	5,589,442	5,646,203	1%
Employee Benefits	1,631,612	2,262,705	2,396,970	6%
Purchased Professional and Technical Services	248,241	523,981	533,094	2%
Purchased Property Services	289,494	299,151	313,547	5%
Other Purchased Services	578,673	679,784	599,233	-12%
Supplies	898,333	941,155	945,783	0%
Property	195,505	72,740	107,972	48%
Other Objects	883,266	915,660	880,946	-4%
Other Uses of Funds	460,000	480,000	480,000	0%
Total Expenditures	10,595,932	11,764,618	11,903,748	1%
Transfers	-	-	-	n/a
Loan Proceeds	-	-	-	n/a
Change in Fund Balance	\$ 664,671	\$ 362,420	\$ 132,554	-63%
Beginning Fund Balance	\$ 5,000,373	\$ 4,946,941	\$ 5,665,044	
Nonspendable Fund Balance	73,287	-	-	
TABOR Reserve	329,847	349,831	347,109	
Committed Fund Balance	-	-	-	
CSI SPED Reserve	-	89,464	87,986	
Unassigned Fund Balance	5,261,910	4,870,065	5,362,504	
Ending Fund Balance	\$ 5,665,044	\$ 5,309,360	\$ 5,797,599	
MAJOR ASSUMPTIONS				
Total Enrollment	898.0	898.0	887.0	
Funded Pupil Count	894.6	890.0	879.9	
Per Pupil Revenue (PPR)	10,047	10,774	10,792	
Change in PPR				
Staff (FTE)	164.00	155.00	164.65	
OPERATING METRICS				
Debt Burden Ratio (DBR)	8.43	9.07	9.00	
Operating Reserve Ratio (ORR)	0.53	0.45	0.49	
Operating Margin Ratio (OMR)	0.06	0.03	0.01	
Change in Fund Balance Ratio (CFBR)		(0.06)	0.02	
Days of Unassigned Reserves Hand	181.26	151.09	164.43	
Estimated Debt Service Coverage Ratio	1.50	1.27	1.10	
Facility Payment as % of Revenue	0%	0%	0%	
Total Facility Costs as % of Revenue	4%	4%	4%	
Instructional Spending			54%	
Support Services Spending			46%	
Salaries & Benefits as % of Total Budget	66%	67%	68%	
Student:Staff Ratio	5.48	5.79	5.39	



**CAPROCK ACADEMY
DETAILED BUDGET**

	CBO			
	FY24 ADOPTED BUDGET	FY24 AUDIT	FY25 ADOPTED BUDGET	FY25 WORKING BUDGET
Income				
1000 · Local Revenue				
1310 · Tuition From Individuals	\$ 82,500	\$ 100,997	\$ 82,500	\$ 82,500
1500 · Interest Income		72,537	-	50,000
1600 · Food Services	45,000	42,626	45,000	45,000
1740 · Fees	267,000	370,423	267,000	267,000
1750 · Fundraising	70,000	4,805	70,000	70,000
1760 · Gifts & Contributions	38,000	54,295	38,000	38,000
1910 · Rent		1,000	-	-
1920 · Private Grant Contribution			-	-
1940 · Instructional Material Fees	65,000	58,280	65,000	65,000
1954 · 3% CSI Rebate/Assistance Grant			-	-
1990 · Miscellaneous Revenue	26,000	17,295	26,000	26,000
Total 1000 · Local Revenue	593,500	722,257	593,500	643,500
3000 · State Revenue				
3113 · Capital Construction	355,250	351,038	351,550	351,550
3130 · ST-ECEA (SPED)	155,050	155,050	198,380	198,380
3140 · ELPA	4,177	4,178	2,160	2,160
3150 · ST-G & T	9,009	9,010	10,802	10,802
3218 · School Health Professionals			-	-
3228 · Universal Screening	881	881	881	881
3235 · At-Risk	2,093	3,311	3,311	3,311
3259 · READ Act	24,013	24,013	23,980	23,980
3999 · School Security Grant	110,367	110,367	14,740	14,740
3898 · Other State Revenue		21,532	279,472	282,310
3951 · MLE	699,173	722,228	833,930	833,227
Total 3000 · State Revenue	1,360,013	1,401,607	1,719,206	1,721,342
4000 · Federal Revenue				
4010 · Fed-Title One			-	-
4027 · Fed-IDEA (SPED)	139,981	139,981	167,977	168,420
4365 · Title III			780	780
4367 · Title II	7,985	7,986	7,120	7,120
4457 · High-Impact Tutoring			-	-
6027 · IDEA ARP			-	-
9202 · Title I Homeless			-	-
9211 · Parent Involvement			-	-
Total 4000 · Federal Revenue	147,966	147,967	175,877	176,320
5500 · Loan Proceeds				
			-	-
5700 · PPR	8,983,732	8,988,772	9,638,455	9,495,141
Total Income	11,085,211	11,260,603	12,127,038	12,036,303
Expense				
0100 · Salaries				
0110 · Regular Salaries	5,569,509	5,170,636	5,577,274	5,478,925
0120 · Substitutes		119,323	-	79,110
0150 · Stipends			12,168	12,168
0190 · Bonuses		120,848	-	76,000
Total 0100 · Salaries	5,569,509	5,410,807	5,589,442	5,646,203
0200 · Benefits				
0211 · Life and STD Benefits			-	7,619
0221 · Medicare	90,523	112,733	81,047	81,870
0230 · PERA Benefits	1,225,292		1,252,035	1,264,750
0250 · Health Benefits	543,050		650,151	760,421
0280 · On Behalf		21,532	279,472	282,310
0290 · Other Employee Benefits		1,497,347	-	-
Total 0200 · Benefits	1,858,865	1,631,612	2,262,705	2,396,970
0300 · Professional Services				
0313 · Bank Fees	300	39,528	300	300
0320 · Educational Prof. Services				
0320a · Contracted services - SPED	90,713		90,713	135,208
0320a · Contracted services - Student Suppc	12,000	6,893	12,000	-
0320 · Educational Prof. Services - Other			-	-
Total 0320 · Educational Prof. Services	102,713	6,893	102,713	135,208
0330 · Professional Fees			-	-
0331 · Legal	6,500	56,015	8,450	8,450
0332 · Audit	7,000	29,448	7,000	7,000
0334 · Consultant			-	-
0339 · Other Professional Services			-	-
0340 · Technical Services	39,088	28,176	41,787	41,787
0350 · Emp Training and Devel.	61,000	40,892	61,000	45,714
0390 · Other Purch Prof./Tech Services	24,214	42,722	278,635	278,635
0399 · CDE Admin Overhead - 2300	31,443	4,568	24,096	16,000
Total 0300 · Professional Services	272,258	248,241	523,981	533,094
0400 · Property Services/Utilities				
0410 · Fire and Security	2,100	3,279	2,100	5,000
0411 · Water/Sewer	19,000	18,607	19,000	19,000
0421 · Trash	10,107	10,189	10,107	10,107
0422 · Snow Removal			-	-
0423 · Custodial Services	158,504	150,456	158,504	170,000
0430 · Repairs and Maintenance	98,440	97,016	98,440	98,440
0441 · Rental of Land and Buildings		-	-	-

0442 · Rental of Equipment	11,000	9,946	11,000	11,000
Total 0400 · Property Services/Utilities	299,151	289,494	299,151	313,547
0500 · Other Purchased Services				
0511 · Transportation	-	-	-	-
0513 · Contracted Field Trips	-	-	-	-
0521 · Liability Insurance	76,551	70,107	76,551	93,000
0525 · Unemployment	-	10,399	-	-
0526 · Workmans Comp	31,000	26,904	31,000	31,000
0531 · Telephone	8,125	7,757	8,125	8,125
0533 · Postage	2,750	3,819	2,750	2,750
0534 · Online Services	79,900	58,662	105,010	105,010
0540 · Advertising	48,000	41,856	48,800	45,800
0550 · Printing and Binding	29,000	67,766	29,000	-
0560 · Tuition	12,500	-	12,500	12,500
0580 · Travel, Registration, & Entranc	160,000	22,967	20,000	20,000
0590 · Other Purchased Services	35,163	116,666	36,393	36,393
0592 · BOCES Frontline	16,000	-	16,000	26,000
0595 · CSI Withholding - 3% - 2300	274,012	151,770	293,655	218,655
Total 0500 · Other Purchased Services	773,001	578,673	679,784	599,233
0600 · Supplies				
0610 · General Supplies	339,550	542,764	564,430	519,058
0612 · Office Supplies	23,000	25,357	23,000	23,000
0613 · Custodial/Building Supplies	500	29,121	500	50,500
0621 · Gas	170,500	138,465	170,500	170,500
0622 · Electric	-	-	-	-
0630 · Food	52,500	47,320	52,500	52,500
0640 · Books Periodicals	125,000	115,307	125,000	125,000
0650 · Software	5,225	-	5,225	5,225
0690 · Uniforms	-	-	-	-
Total 0600 · Supplies	716,275	898,333	941,155	945,783
0700 · Property				
0710 · Land and Improvements	110,000	165,388	41,240	17,500
0721 · Leasehold Improvements	-	-	-	-
0730 · Equipment	59,000	30,117	11,500	11,500
0733 · Furniture	24,000	-	20,000	33,600
0734 · Technology	-	-	-	45,372
0735 · Non-Capital Equipment	42,000	-	-	-
0740 · Depreciation	505,363	-	-	-
Total 0700 · Property	740,363	195,505	72,740	107,972
0800 · Other Objects				
0810 · Dues and Memb. fees	-	-	-	15,286
0830 · Interest	875,929	876,230	857,010	857,010
0840 · Contingency	-	-	50,000	-
0890 · Miscellaneous Expense	8,650	7,036	8,650	8,650
Total 0800 · Other Objects	884,579	883,266	915,660	880,946
0900 · Other Sources				
0910 · Principal	-	460,000	480,000	480,000
Total 0900 · Other Sources	-	460,000	480,000	480,000
Total Expense	11,114,001	10,595,932	11,764,618	11,903,748
Change in Fund Balance	\$ (28,790)	\$ 664,671	\$ 362,420	\$ 132,554
Beginning Fund Balance	\$ 4,371,303	\$ 5,000,373	\$ 4,946,941	\$ 5,665,044
Nonspendable Fund Balance		73,287		
Restricted Fund Balance		168,384		
TABOR Reserve	329,847	329,847	349,831	347,109
TABOR Multi Year Obligations				
Committed Fund Balance (15% rule)				
CSI SPED Reserve	90,000	-	89,464	87,986
Unassigned Fund Balance	3,922,666	5,093,526	4,870,065	5,362,504
Ending Fund Balance	\$ 4,342,513	\$ 5,665,044	\$ 5,309,360	\$ 5,797,599

**FY25 WORKING
BUDGET**

CAPROCK ACADEMY FY25 WORKING BUDGET Adopted November 18, 2024 Budgeted Pupil Count		General Fund 880
Beginning Fund Balance (Includes All Reserves)		5,665,044
Revenues		
Local Sources	1000 - 1999	643,500
FY25 PROPOSED BUDGET	2000 - 2999	-
	3000 - 3999	1,721,342
Federal Sources	4000 - 4999	176,320
Total Revenues		2,541,162
Total Beginning Fund Balance and Reserves		8,206,206
Total Allocations To/From Other Funds	5600,5700, 5800	9,495,141
Transfers To/From Other Funds	5200 - 5300	-
Other Sources	5100,5400, 5500,5900, 5990, 5991	-
Available Beginning Fund Balance & Revenues (Plus Or Minus (If Revenue) Allocations And Transfers)		17,701,347
Expenditures		
Instruction - Program 0010 to 2099		
Salaries	0100	3,820,692
Employee Benefits	0200	1,621,990
Purchased Services	0300,0400, 0500	278,718
Supplies and Materials	0600	649,283
Property	0700	78,972
Other	0800, 0900	-
Total Instruction		6,449,655
Supporting Services		
Students - Program 2100		
Salaries	0100	201,233
Employee Benefits	0200	85,429
Purchased Services	0300,0400, 0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Students		286,662
Instructional Staff - Program 2200		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	65,714
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Instructional Staff		65,714
General Administration - Program 2300, including Program 2303 and 2304		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	374,105
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	8,650
Total School Administration		382,755
School Administration - Program 2400		
Salaries	0100	1,530,723
Employee Benefits	0200	649,834
Purchased Services	0300,0400, 0500	413,490
Supplies and Materials	0600	23,000
Property	0700	11,500
Other	0800, 0900	15,286
Total School Administration		2,643,834
Business Services - Program 2500, including Program 2501		
Salaries	0100	-

**FY25 WORKING
BUDGET**

CAPROCK ACADEMY		General Fund
FY25 WORKING BUDGET		
Adopted November 18, 2024	Object	
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	300
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Business Services		300
Operations and Maintenance - Program 2600		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	313,547
Supplies and Materials	0600	221,000
Property	0700	-
Other	0800, 0900	-
Total Operations and Maintenance		534,547
Student Transportation - Program 2700		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Student Transportation		-
Central Support - Program 2800, including Program 2801		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Central Support		-
Other Support - Program 2900		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Other Support		-
Food Service Operations - Program 3100		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	-
Supplies and Materials	0600	52,500
Property	0700	-
Other	0800, 0900	-
Total Other Support		52,500
Enterprise Operations - Program 3200		
Salaries	0100	93,555
Employee Benefits	0200	39,717
Purchased Services	0300,0400, 0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Enterprise Operations		133,272
Community Services - Program 3300		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Community Services		-

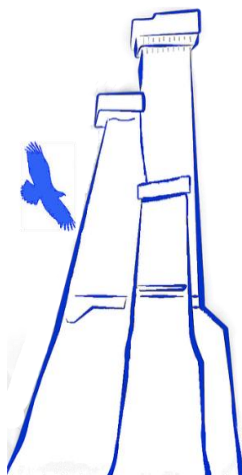
**FY25 WORKING
BUDGET**

CAPROCK ACADEMY		General Fund
FY25 WORKING BUDGET		
Adopted November 18, 2024	Object	
Education for Adults - Program 3400		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	-
Total Education for Adults Services		-
Total Supporting Services		4,099,583
Property - Program 4000		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	-
Supplies and Materials	0600	-
Property	0700	17,500
Other	0800, 0900	-
Total Property		17,500
Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure		
Salaries	0100	-
Employee Benefits	0200	-
Purchased Services	0300,0400, 0500	-
Supplies and Materials	0600	-
Property	0700	-
Other	0800, 0900	1,337,010
Total Other Uses		1,337,010
Total Expenditures		11,903,748
APPROPRIATED RESERVES		
Other Reserved Fund Balance (9900)	0840	
Other Restricted Reserves (932X)	0840	
Reserved Fund Balance (9100)	0840	
District Emergency Reserve (9315)	0840	
Reserve for TABOR 3% (9321)	0840	
Reserve for TABOR - Multi-Year Obligations (9322)	0840	
Total Reserves		-
Total Expenditures and Reserves		11,903,748
BUDGETED ENDING FUND BALANCE		
Non-spendable fund balance (9900)	6710	-
Restricted fund balance (9990)	6720	-
TABOR 3% emergency reserve (9321)	6721	347,109
TABOR multi year obligations (9322)	6722	-
District emergency reserve (letter of credit or real estate) (9323)	6723	-
Colorado Preschool Program (CPP) (9324)	6724	-
Full day kindergarten reserve (9325)	6725	-
Risk-related / restricted capital reserve (9326)	6726	-
BEST capital renewal reserve (9327)	6727	-
Committed fund balance (9900)	0000	-
Committed fund balance (15% limit) (9200)	6750	-
Assigned fund balance (9900)	6760	87,986
Unassigned fund balance (9900)	6770	5,362,504
Net investment in capital assets (9900)	6790	-
Restricted net position (9900)	6791	-
Unrestricted net position (9900)	6792	-
Total Ending Fund Balance		5,797,599
Total Available Beginning Fund Balance & Revenues Less Total Expenditures & Reserves Less Ending Fund Balance (Shall Equal Zero (0))		-
Use of a portion of beginning fund balance resolution required?		No



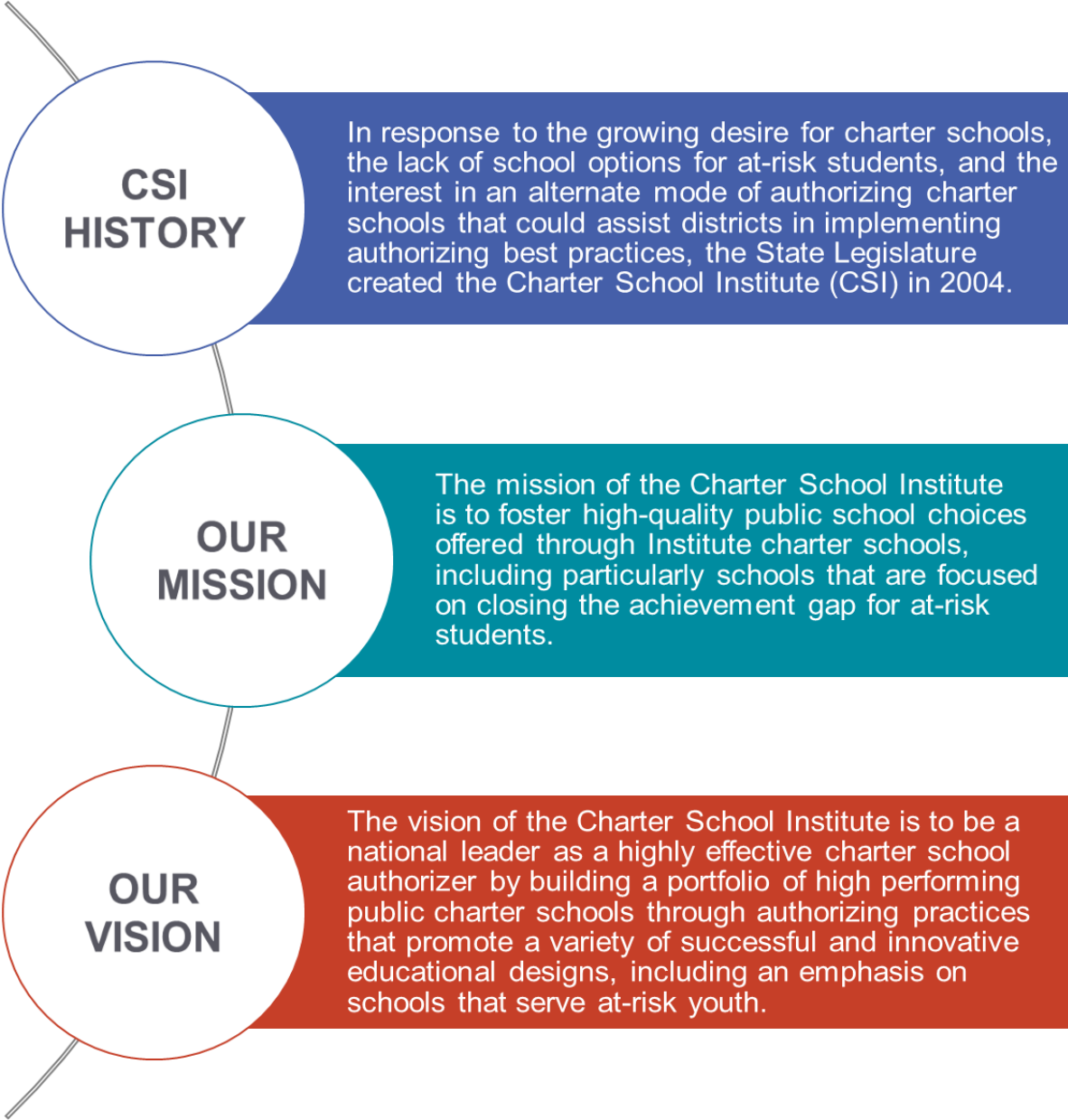
Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2023-2024

Caprock Academy



Expanding Frontiers in Public Education

1525 Sherman St. B76 Denver, CO 80203 ▪ P: 303.866.3299 ▪ F: 303.866.2530 ▪ www.csi.state.co.us



CSI HISTORY

In response to the growing desire for charter schools, the lack of school options for at-risk students, and the interest in an alternate mode of authorizing charter schools that could assist districts in implementing authorizing best practices, the State Legislature created the Charter School Institute (CSI) in 2004.

OUR MISSION

The mission of the Charter School Institute is to foster high-quality public school choices offered through Institute charter schools, including particularly schools that are focused on closing the achievement gap for at-risk students.

OUR VISION

The vision of the Charter School Institute is to be a national leader as a highly effective charter school authorizer by building a portfolio of high performing public charter schools through authorizing practices that promote a variety of successful and innovative educational designs, including an emphasis on schools that serve at-risk youth.

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CSI Annual Review of Schools (CARS) Summary

CARS was developed to fulfill statutory requirements and to align with best practice. CARS builds upon the evaluation lens utilized by the State—which evaluates academic achievement, academic growth, and postsecondary and workforce readiness—by including additional measures related to academic, financial, and organizational performance to provide a more comprehensive and robust evaluation that includes strong indicators of charter viability and sustainability. CARS will accomplish three primary objectives:

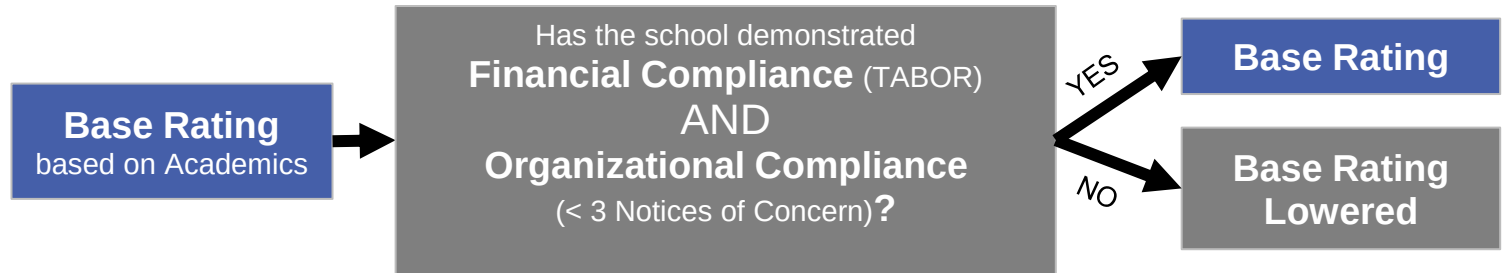
1. Add to the *body of evidence* that is used to make authorization decisions
2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
3. Determine the *level of support/intervention* to provide to the school

CSI Performance Framework

The CSI Performance Framework provides the basis for the CSI Annual Review of Schools. The Performance Framework explicitly defines the measures by which CSI holds schools accountable with regards to academic, financial, and organizational performance. The three areas of performance covered by the frameworks—academic, financial, and organizational— correspond directly with the three components of a strong charter school application, the three key areas of responsibility outlined in strong state charter laws and strong charter school contracts, and are the three areas on which a charter school’s performance should be evaluated.

CARS Accreditation Ratings

Pursuant to the Colorado Revised Statutes and rules applicable to Colorado school districts and authorizers, CSI is responsible for accrediting its schools in a manner that emphasizes attainment on the four statewide performance indicators, and may, at CSI’s discretion, include additional accreditation indicators and measures. CSI prioritizes academic performance in determining accreditation ratings. Specifically, a base accreditation rating is determined by academic performance on a subset of measures within the Academic Framework. Then, if a subset of measures on the Finance or Organizational Framework are missed, the accreditation rating is lowered.



Upon issuance of accreditation ratings, each school enters into an accreditation contract with CSI as required by state law. The accreditation contract describes the school’s CARS accreditation rating, the school’s performance plan type, assures compliance with the provisions of Title 22 and other applicable laws, and describes the consequences for noncompliance and Priority Improvement and Turnaround accreditation plan types. The accreditation contract is distinct from the charter contract, and may change from year-to-year or more frequently depending on the school’s plan type and individual circumstances.

In accordance with the CSI Accreditation Policy, CSI schools accredited with a rating of Improvement, Priority Improvement, or Turnaround must re-execute the accreditation contract annually. For schools accredited Distinction or Performance, the accreditation contract will renew automatically, except all schools, regardless of plan type, will re-execute the accreditation contract upon renewal.

How to Use the CSI Annual Review of Schools (CARS) Report

This **CARS Report** summarizes the school's cumulative performance and compliance data from required and agreed-upon sources, as collected by CSI over the term of the school's charter. The data collected and presented within this report reflect outcomes along the academic, financial, and organizational measures outlined with the CSI Performance Framework.

In order to summarize each section, CSI will include a *brief* narrative providing feedback on the school's progress within the indicators and/or metrics where applicable. Schools have the opportunity to provide a brief narrative for each section as well. Any additional claims within the school narrative must be substantiated with supplemental evidence that can be verified by CSI. The school narrative should focus on outputs and outcomes. Factors such as culture, curriculum, and PD, for example are important in your internal evaluations and root cause analysis, but are not considered by CSI as a part of your annual evaluation.

Schools should look at trends in the data and use the feedback provided within the report as evidence of success, as well as to identify areas that may need the allocation of additional resources and attention. This can be a useful tool to use in conjunction with the **Unified Improvement Plan (UIP)**.

A majority of the metrics within this report will be collected by CSI on a yearly basis. Please review all data collected for accuracy. Should you find any incorrect or inaccurate data (as opposed to findings or conclusions you simply disagree with), please contact the appropriate director, listed below:

Academic Performance: Ryan Marks (ryanmarks@csi.state.co.us)

Financial Performance: Dave Sever (davesever@csi.state.co.us)

Organizational Performance: Jess Welch (jessicawelch@csi.state.co.us) - State/Federal Programs
Stephanie Aragon (stephaniearagon@csi.state.co.us) - Compliance Monitoring

Once all data have been reviewed (and where applicable incorporated into the report), CSI will send each school a final report in **November**. This final version will also contain financial information that is unavailable during the preliminary drafting process. You may use the tables, graphs and narrative of this final report in your UIP.

Please note: Interim and formative assessment data submitted by schools as supplemental evidence should be presented in the form of official reports generated by the test vendor, or in the case of locally developed assessments, generated through the official reporting system (e.g., NWEA). Where this is not possible, exported flat files must be provided. Criteria for submitting additional assessment data include:

- Testing administration date(s), total number of test takers, and total number of enrolled students at the time of administration should be noted with each report.
- Growth data should reflect gains made using the beginning of the year as baseline and the end of the academic year as compared to national, state or pre-approved norms. If seasonal gains are submitted, these must also be accompanied with norms recognized by the nation, state or pre-approved by CSI.
- Regarding other supplemental evidence you wish to submit, any outputs or outcomes submitted that are not calculated and reported by CSI or the State must be accompanied by a Mission-Specific Measures Form, specifying how you quantify the measure (including methodology used to determine, document and calculate your measure).

1. Academic Achievement

- a. How are students achieving on state assessments?
- b. How are students achieving on state assessments over time?
- c. How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- d. Have students demonstrated readiness for the next grade level/course, and, ultimately, are they on track for college and careers?

2. Academic Growth

- a. Are students making sufficient growth on state assessments?
- b. Are students making sufficient growth on state assessments over time?
- c. How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- d. How is student growth distributed across growth levels?

3. Postsecondary and Workforce Readiness

- a. How are students achieving on state assessments for postsecondary readiness?
- b. To what extent are students graduating high school?
- c. To what extent are students dropping out of high school?
- d. To what extent are high school graduates adequately prepared for post-secondary academic success?
- e. What is the school's post-completion success rate?

***Data Notes:**

- Data sources include achievement, growth, and postsecondary and workforce readiness state files from 2019 to 2024. To protect student privacy, achievement data N counts less than 16 and growth data N counts less than 20 have been hidden. For more information regarding data privacy, please consult: <https://www.cde.state.co.us/dataprivacyandsecurity>

- Data symbols:

Symbol	Meaning
--	Used when data is not reported by the state.
n<16	Used for achievement measures. Indicates that student counts were too low to show the data publicly.
n<20	Used for growth measures. Indicates that student counts were too low to show the data publicly.

- Traditionally underserved populations include minority, special education, free or reduced price lunch, non-English proficient/limited English proficient (English learners), and gifted & talented students.

CSI Performance Framework

Financial Performance Framework

1. Enrollment

- a. How has the school's enrollment varied over time?

2. Debt

- a. How has the school been able to cover its debt obligations?
- b. To what extent has the school relied on borrowed funds to finance its operations?

3. Balance Sheet

- a. To what extent has the school maintained the appropriate unrestricted fund balance to provide for unexpected expenses?
- b. How has the school's unassigned fund balance changed over time?
- c. To what extent can the school pay its short-term obligations?

4. Operating Margin

- a. To what extent is the school living within their means?
- b. How has the school's operating margin changed over time?

Organizational Performance Framework

1. Governance

- a. Is the school complying with applicable education requirements?

2. Education Program

- a. How is the school fulfilling obligations and expectations relating to the educational program?
- b. How successful is the school producing positive academic outcomes? (see academic measures)

3. Diversity, Equity of Access, and Inclusion

- a. How is the school protecting the rights of all students?
- b. How is the school supporting students to read at grade-level?
- c. How is the school supporting students and families in preparing to make post-secondary enrollment accessible?

3. Financial Management

- a. How is the school satisfying financial reporting and compliance requirements?
- b. How accurately is the school able to project enrollment?
- c. How effectively is the school able to manage and spend grant funds?

4. School Operations and Environment

- a. How is the school fulfilling obligations and expectations relating to operational requirements?
- b. Is the school soliciting feedback from stakeholders and sharing with the community?
- c. How stable is the student population during the school year?
- d. To what extent are students returning to the school the following school year?

5. Additional Obligations

- a. How is the school complying with all other obligations?

Additional information about the CSI Performance Framework can be found at
<https://www.csi.state.co.us/about/school-accountability/>

Caprock Academy Overview

Year Opened/Transferred: 2007-2008

Grades Served: K-12

School Model: Core Knowledge

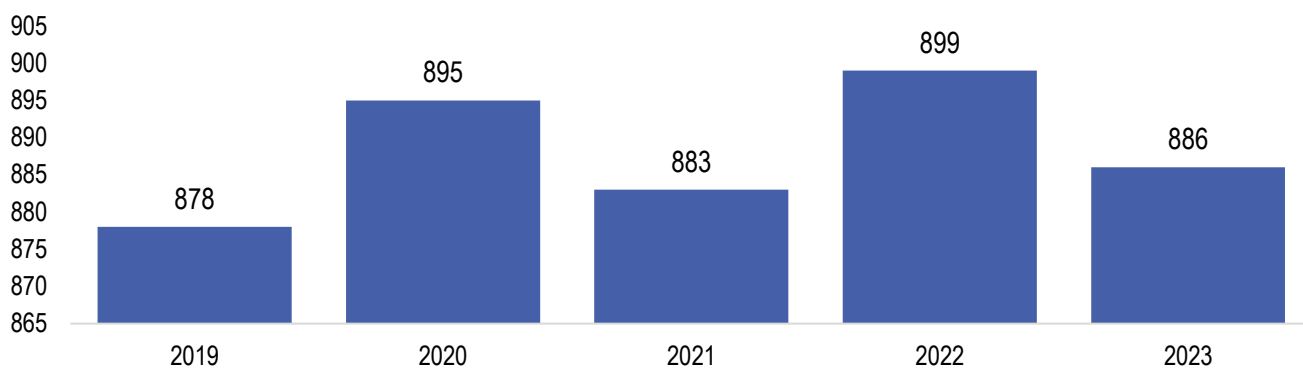
Town/City: Grand Junction

District of Residence: Mesa County Valley 51

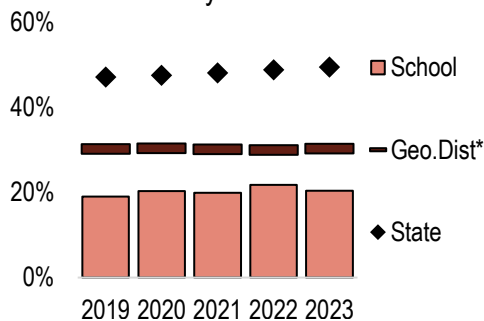
Original Application Type: New School

Enrollment and Student Demographics over Time					
October Student Counts	2019	2020	2021	2022	2023
Enrollment Over Time	878	895	883	899	886
F/R Lunch	14.8%	15.3%	17.9%	15.2%	29.7%
Minority	19.0%	20.3%	19.9%	21.8%	20.4%
IEP	7.7%	7.6%	8.6%	8.2%	8.8%
EL	2.1%	1.9%	1.6%	1.3%	1.0%
Gifted	3.3%	3.4%	2.8%	3.1%	3.8%
504	5.6%	5.6%	4.2%	4.8%	5.6%

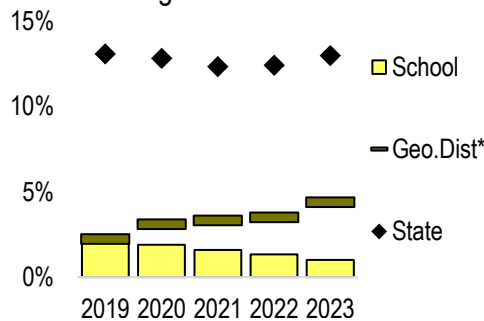
Enrollment over Time



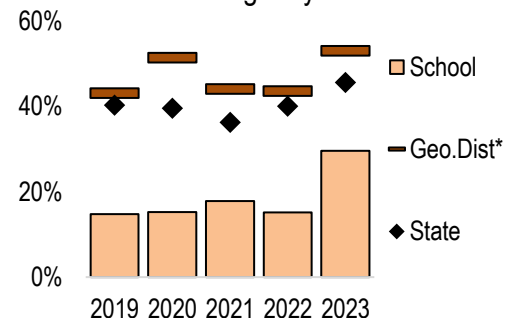
Minority Students



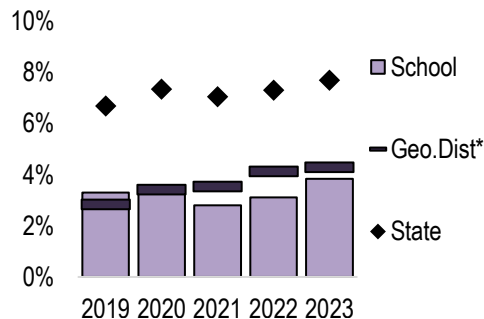
English Learners



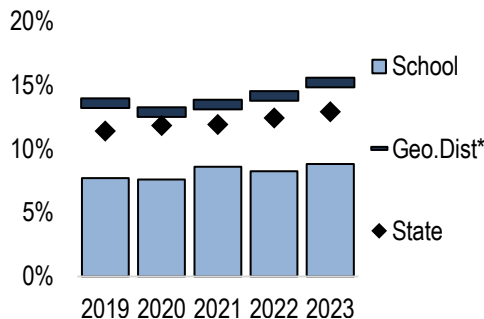
Lunch Eligibility



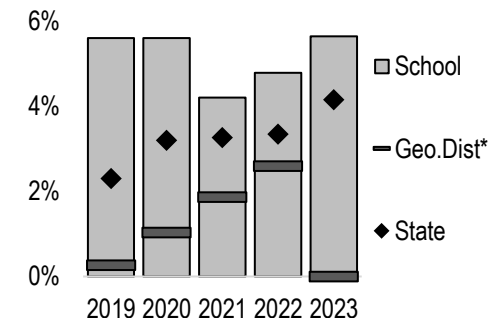
Gifted Students



Students with Disabilities



Students with a 504



Note on Data Source: Demographic data included in CARS comes from the annual student October Count files.

*Geo.Dist refers to the district in which your school is located (your school's geographic district).

CSI Annual Review of Schools (CARS) Rating

The CSI School Performance Framework serves to hold schools accountable for performance on the same, single set of indicators. The CSI Framework builds upon the evaluation lens by the State to include measures that may provide a more detailed and comprehensive summary of charter school performance. CSI's frameworks align with the state frameworks in that they also evaluate schools across the four key performance indicators of academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. The distinguishing feature between the CDE School Performance Framework (SPF) and CSI's Academic Framework is the incorporation of trend data and a comparison to the geographic district, as it is important to ask how a school is performing over time as well as whether the school is better serving the needs of students than area schools. Additionally, the CSI frameworks also include measures outside of the academic realm that are strong predictors of charter viability such as financial health and organizational sustainability.

Calculating your CARS Academic Rating

To determine your rating, CSI uses the CSI Academic Performance Framework to determine the percent of points earned overall and by level. The following are the cut score points that determine each rating:

Performance with Distinction: Greater than 70.1% Points Earned

Performance: Between 53% to 70.1% Points Earned

Improvement: Between 42% to 52.9% Points Earned

Priority Improvement: Between 34% and 41.9% Points Earned

Turnaround: Below 34% Points Earned

Framework	CARS Rating
Academic	Performance (Points Earned: 74.1%)
Elementary School Rating	Improvement (Points Earned: 51.7%)
Middle School Rating	Performance (Points Earned: 53.8%)
High School Rating	Performance (Points Earned: 91.5%)
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation
Overall CARS Rating	Performance with Distinction

Participation

The School Performance Framework now includes participation descriptors for school plan types that have low participation rates. These descriptors include:

- **Low Participation** is for schools with test participation rates below 95 percent in two or more content areas. The participation rate used for this descriptor includes students as non-participants if their parents formally excused them from taking the tests. Because low participation can impact how well the results reflect the school as a whole, it is important to consider low participation in reviewing the results on the frameworks. Participation rates are also reported on the first page of the frameworks, along with the achievement results on the subsequent pages.
- **Decreased Due to Participation** indicates the plan type, or rating, was lowered one level because assessment participation rates fell below 95 percent in two or more content areas. Parent refusals are excluded from the calculations for this descriptor. According to the State Board of Education motion, schools and districts will not be held liable for parental excusals.

The tables below contain participation rates as shown on your school's Performance Framework, as well as test participation rates disaggregated by test.

Assurance	
	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	604	580	96.0%	11	97.8%	Meets 95%
Math	605	583	96.4%	12	98.3%	Meets 95%
Science	180	172	95.6%	3	97.2%	Meets 95%

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	457	437	95.6%	7	97.1%	Meets 95%
CMAS Math	458	440	96.1%	8	97.8%	Meets 95%
CMAS Science	180	172	95.6%	3	97.2%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	147	143	97.3%	4	100.0%	Meets 95%
PSAT/SAT Math	147	143	97.3%	4	100.0%	Meets 95%

English Language Arts Achievement

CMAS ELA: School Status, Trends, and Local Comparison Tables

-How are students achieving on state assessments in English Language Arts over time?

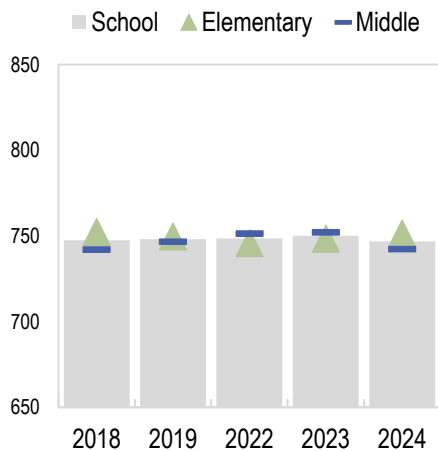
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	71	759	71	745	70	742	76	750	71	751
4	78	753	76	750	70	747	68	753	74	752
5	75	744	80	754	73	747	72	741	68	751
Elementary	224	752	227	750	213	746	216	748	213	751
6	77	740	66	747	68	748	70	748	76	734
7	76	743	70	749	79	755	70	743	69	754
8	41	743	65	743	77	750	71	765	63	740
Middle	194	742	201	747	224	751	211	752	208	742
Overall	418	747	428	748	437	749	427	750	421	747

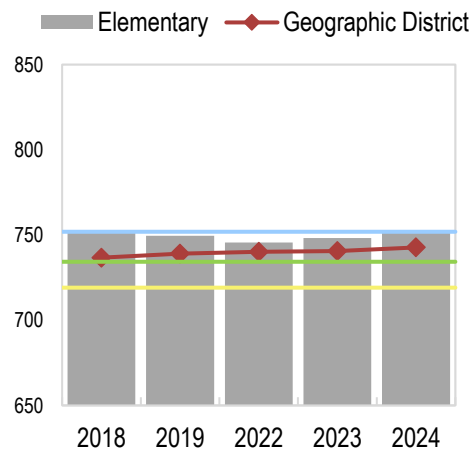
Geographic District Achievement over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,494	730	1,537	733	1,377	735	1,399	735	1,377	736
4	1,597	739	1,474	741	1,352	740	1,391	739	1,376	744
5	1,635	740	1,583	743	1,356	745	1,356	748	1,326	749
Elementary	4,726	737	4,594	739	4,085	740	4,146	741	4,079	743
6	1,495	733	1,617	736	1,396	740	1,311	739	1,303	740
7	1,498	731	1,446	735	1,304	732	1,308	740	1,203	742
8	1,422	734	1,447	733	1,423	739	1,198	737	1,188	739
Middle	4,415	733	4,510	735	4,123	737	3,817	739	3,694	740
Overall	9,141	735	9,104	737	8,208	739	7,963	740	7,773	742

CMAS ELA: School Status, Trends, and Local Comparison Graphs

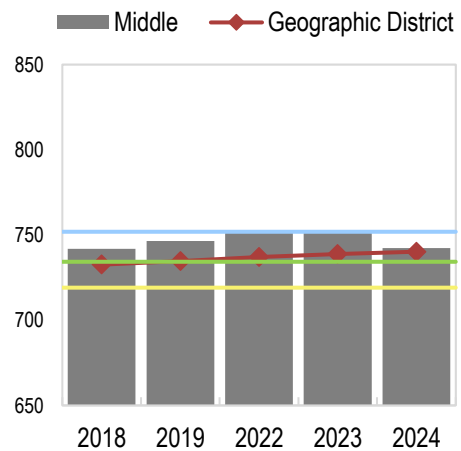
ELA - Schoolwide



ELA - Elementary



ELA - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the ELA state assessment over time disaggregated by grade and class level. From 2018 to 2024, overall student achievement decreased by 0.5 scale score points. Since last school year, overall mean scale score decreased by 3.2 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Mesa County Valley 51) for the past five years. Overall, the school outperforms their geo. district by 5.4 scale score points.

English Language Arts Subgroup Achievement

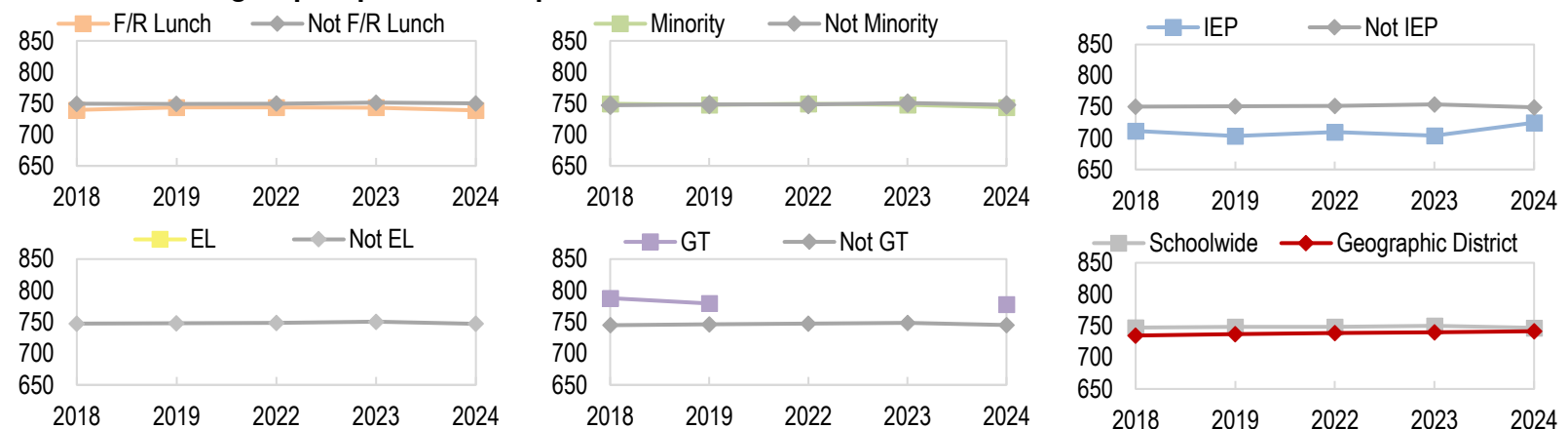
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in English Language Arts over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

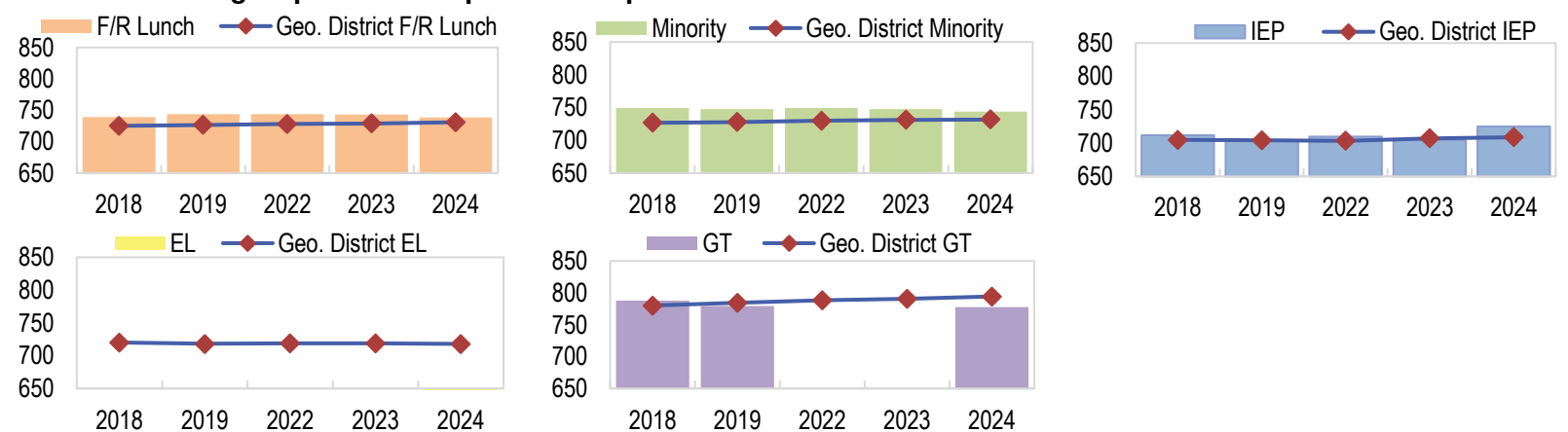
Subgroup Achievement Gap Trends over Time in ELA					
CMAS ELA	2018	2019	2022	2023	2024
Student Subgroup	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	739.4	743.6	743.6	743.3
	N	749.3	749.1	749.7	751.3
Minority	Y	749.4	747.8	749.5	747.9
	N	747.0	748.3	748.2	750.6
IEP	Y	711.7	703.6	709.8	704.3
	N	750.5	750.9	751.7	754.2
EL	Y	n<16	n<16	n<16	n < 16
	N	747.3	748.2	748.7	750.5
GT	Y	787.9	779.4	n<16	777.7
	N	744.9	746.4	747.2	748.6
Schoolwide		747	748	749	750

Geographic District Gap Trends over Time in ELA					
CMAS ELA	2018	2019	2022	2023	2024
Student Subgroup	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	725.2	726.7	728.1	729.0
	N	744.0	746.6	746.2	748.8
Minority	Y	726.7	727.7	729.8	731.2
	N	738.1	740.8	742.4	743.3
IEP	Y	704.5	704.1	703.2	707.0
	N	739.8	740.3	744.2	746.1
EL	Y	720.1	718.1	718.7	718.9
	N	735.6	738.0	739.7	740.9
GT	Y	780.2	784.7	788.7	791.0
	N	732.4	734.2	735.6	736.4
Geographic District		735	737	739	740

CMAS ELA: Subgroup Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

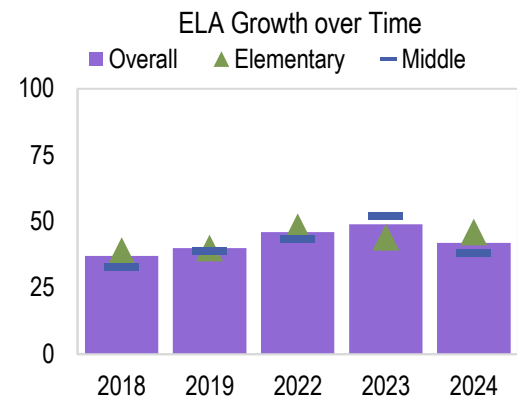
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, EL students outperformed their non-EL peers, GT students outperformed their non-GT peers, overall, the school outperformed Mesa County Valley 51. In 2023, the following subgroups outperformed the geo. district: FRL, minority, IEP, EL, - additional details are available in the graphs. In 2023, the following subgroups outperformed the geo. district: FRL, minority, IEP, EL, - additional details are available in the graphs.

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

-Are students making sufficient growth on state assessments over time?

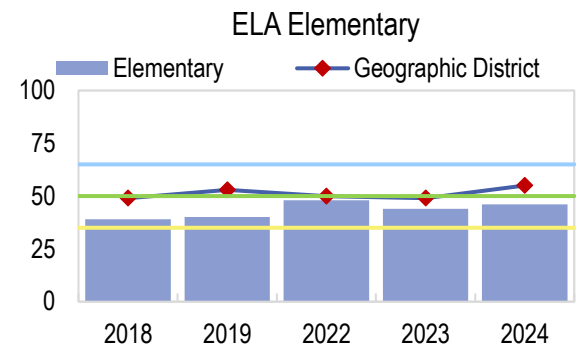
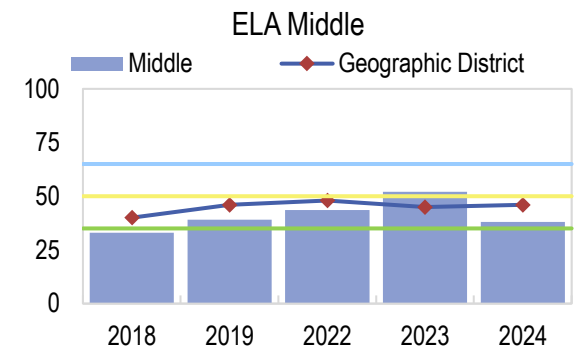
Growth over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	73	42.0	66	36.5	61	48.0	63	60.0	70	49.5
5	71	37.0	75	40.0	--	--	63	27.0	65	42.0
Elementary	144	39.0	141	40.0	61	48.0	126	44.0	135	46.0
6	70	32.0	64	40.0	59	41.0	61	51.0	71	30.0
7	71	33.0	67	48.0	--	--	62	34.5	64	52.0
8	36	47.5	64	38.0	69	46.0	65	62.0	58	33.5
Middle	177	33.0	195	39.0	128	43.5	188	52.0	193	38.0
Overall	321	37.0	336	40.0	189	46.0	314	49.0	328	42.0



CMAS ELA: Local Comparison Tables and Graphs

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	1,455	47.0	1,399	55.0	1,221	50.0	1,309	48.0	1,309	56.0
5	1,470	50.0	1,506	52.0	--	--	1,296	51.0	1,273	54.0
Elementary	2,925	49.0	2,905	53.0	1,221	50.0	2,605	49.0	2,582	55.0
6	1,292	40.0	1,525	47.0	1,256	47.0	1,258	41.0	1,229	41.0
7	1,350	39.0	1,342	46.0	--	--	1,231	43.0	1,140	45.0
8	1,260	40.0	1,344	46.5	1,238	48.5	1,103	54.0	1,097	52.0
Middle	3,902	40.0	4,211	46.0	2,494	48.0	3,592	45.0	3,466	46.0
Overall	1,260	40.0	7,116	49.0	3,715	49.0	6,197	47.0	6,048	50.0



Growth Status and Local Comparison Narrative	
<p>The graphs show schoolwide growth on the ELA state assessment. From 2018 to 2024, overall student growth increased. Since last year, student growth decreased by -7 percentile points. In 2024, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.</p>	

English Language Arts Subgroup Growth

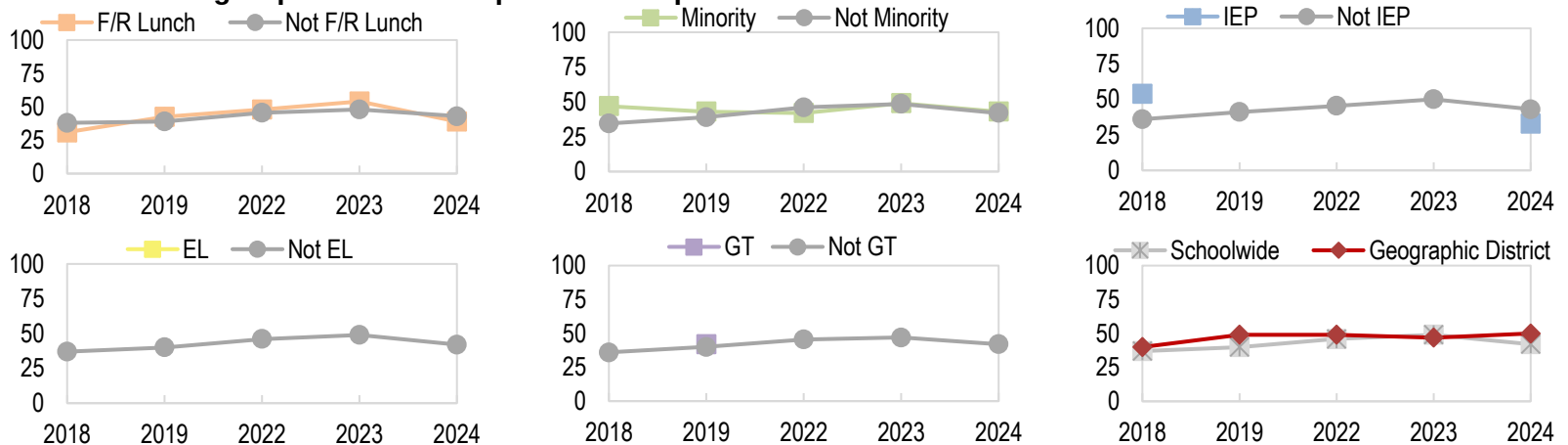
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in English Language Arts over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

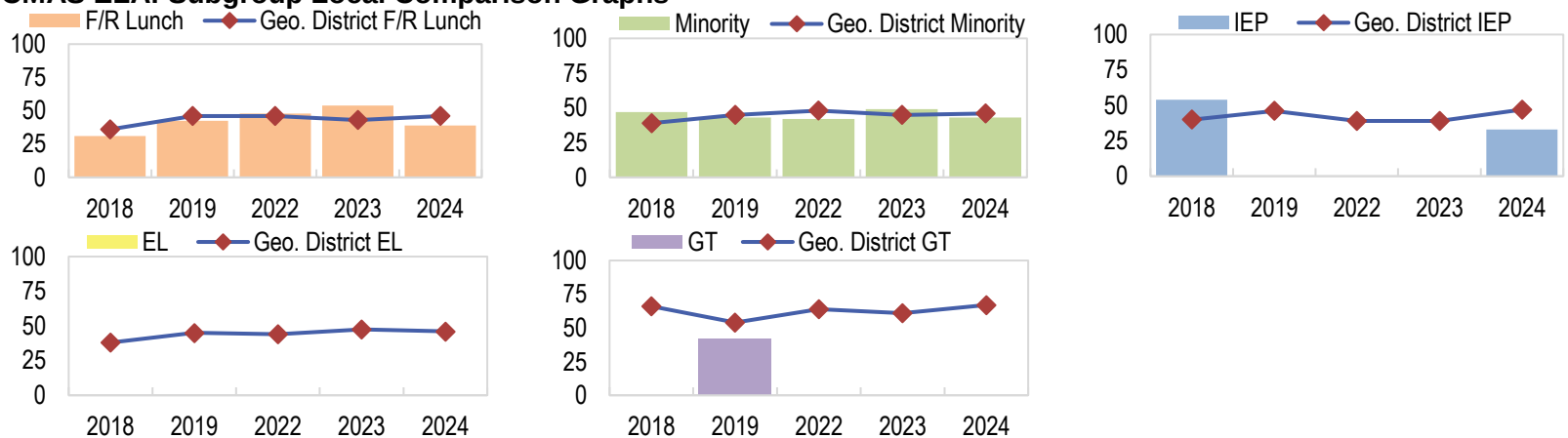
Subgroup Growth Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	31.0	42.5	48.0	54.0	39.0
	N	38.0	39.0	45.5	48.0	43.0
Minority	Y	47.0	43.0	42.0	49.0	43.0
	N	34.5	39.0	46.0	48.5	42.0
IEP	Y	54.0	n<20	n<20	n<20	33.0
	N	36.0	41.0	45.5	50.0	43.0
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	37.0	40.0	46.0	49.0	42.0
GT	Y	n<20	42.0	n<20	n<20	n<20
	N	36.0	40.0	45.5	47.0	42.0
Schoolwide		37.0	40.0	46.0	49.0	42.0

Subgroup Growth Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	36.0	46.0	46.0	43.0	46.0
	N	44.0	52.0	51.0	51.0	55.0
Minority	Y	39.0	45.0	48.0	45.0	46.0
	N	41.0	51.0	49.0	48.0	52.0
IEP	Y	40.0	46.0	39.0	39.0	47.0
	N	41.0	50.0	50.0	49.0	51.0
EL	Y	38.0	45.0	44.0	47.5	46.0
	N	40.0	50.0	49.0	47.0	50.0
GT	Y	66.0	54.0	64.0	61.0	67.0
	N	40.0	49.0	47.0	46.0	49.0
Geographic District		40.0	49.0	49.0	47.0	50.0

CMAS ELA: Subgroup Status and Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, minority students outperformed their non-minority peers, general education students outperformed their IEP peers, overall, Mesa County Valley 51 outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, - additional details are available in the graphs.

Mathematics Achievement

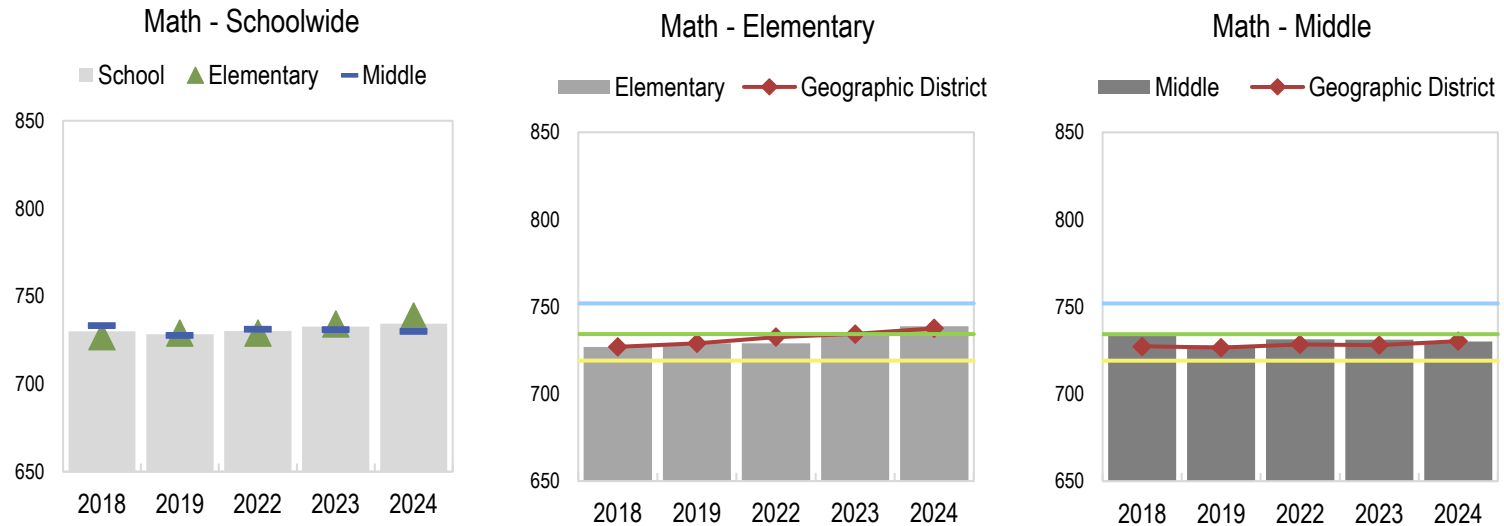
CMAS Math: School Status, Trends, and Local Comparison Tables

- How are students achieving on state assessments in Mathematics over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	72	739	71	729	70	729	76	744	71	744
4	78	726	76	731	70	730	68	739	74	735
5	75	716	80	727	73	729	71	719	68	738
Elementary	225	727	227	729	213	729	215	734	213	739
6	77	734	75	725	68	733	70	733	77	720
7	76	733	70	733	80	734	70	729	71	739
8	41	735	66	726	76	728	68	731	63	732
Middle	194	734	211	728	224	731	208	731	211	730
Overall	419	730	438	728	437	730	423	733	424	734

Geographic District Achievement over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,498	731	1,533	733	1,377	735	1,400	737	1,389	742
4	1,599	724	1,478	726	1,353	729	1,388	730	1,380	735
5	1,645	726	1,581	728	1,352	734	1,362	736	1,348	737
Elementary	4,742	727	4,592	729	4,082	733	4,150	734	4,117	738
6	1,505	728	1,621	726	1,382	728	1,317	728	1,307	731
7	1,502	726	1,450	729	1,296	727	1,303	728	1,210	730
8	1,420	728	1,453	726	1,421	731	1,204	729	1,191	729
Middle	4,427	727	4,524	727	4,099	728	3,824	728	3,708	730
Overall	9,169	727	9,116	728	8,181	731	7,974	731	7,825	734

CMAS Math: School Status, Trends, and Local Comparison Graphs



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by grade and class level. From 2018 to 2023, overall student achievement increased by 4.4 scale score points. Since last school year, overall mean scale score increased by 1.7 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district () for the past five years. Overall, the school outperforms their geo. district by 0.3 scale score points.

Mathematics Subgroup Achievement

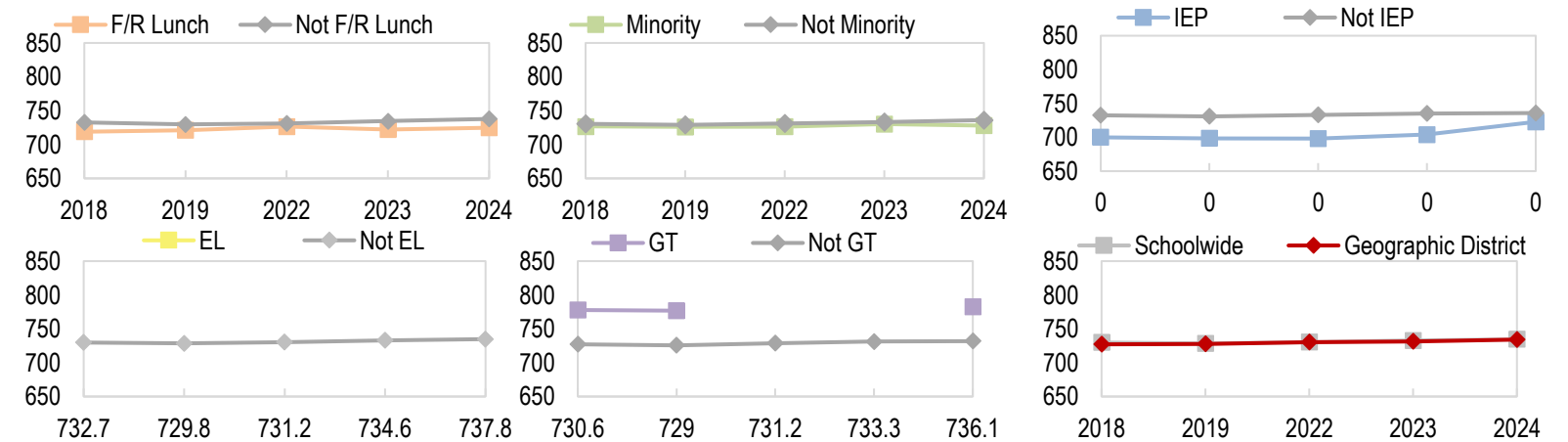
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in Mathematics over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

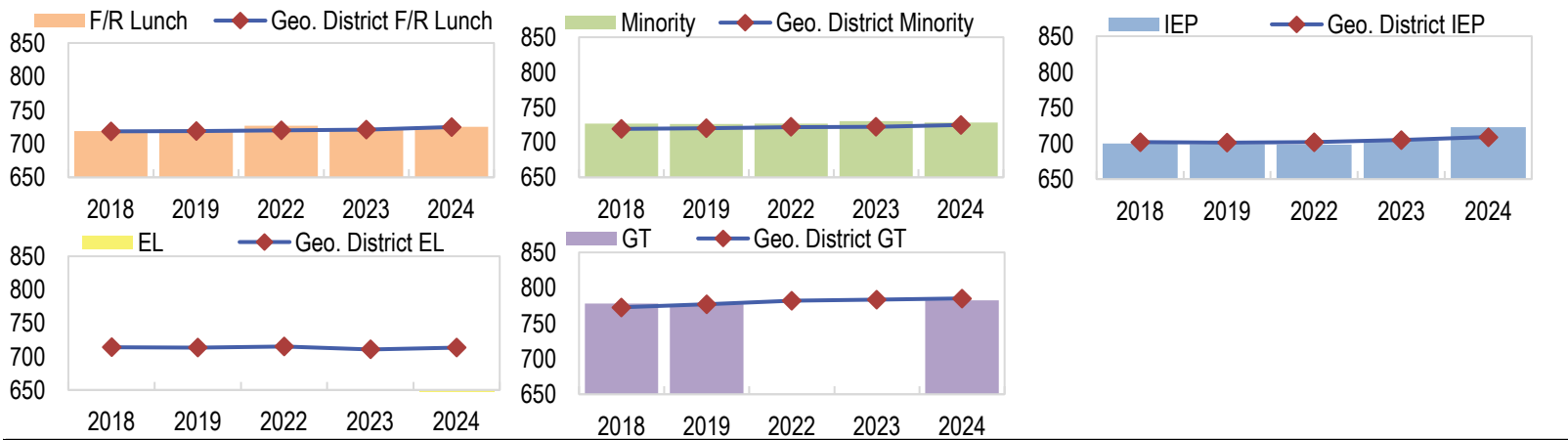
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	718.9	721.3	726.5	722.2	725.0
	N	732.7	729.8	731.2	734.6	737.8
Minority	Y	726.7	726.1	726.5	730.2	728.1
	N	730.6	729.0	731.2	733.3	736.1
IEP	Y	699.8	698.5	698.1	703.9	722.8
	N	732.7	730.8	732.9	735.1	735.8
EL	Y	n<16	n<16	n<16	n<16	n < 16
	N	729.9	728.6	730.5	732.9	734.8
GT	Y	777.8	776.8	n<16	n<16	782.3
	N	727.2	725.6	728.9	731.1	731.8
Schoolwide		730	728	730	733	734

Geographic District Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	718.4	718.7	720.0	720.9	724.8
	N	735.6	736.6	738.0	740.2	745.1
Minority	Y	719.1	719.9	721.8	722.1	724.7
	N	730.6	731.3	734.2	735.3	738.2
IEP	Y	701.6	701.0	701.8	704.6	708.9
	N	731.4	730.7	735.0	736.6	738.8
EL	Y	714.0	713.5	715.0	710.6	713.3
	N	728.0	728.8	731.4	732.6	735.5
GT	Y	772.6	777.1	782.0	783.2	785.1
	N	725.0	725.2	727.4	728.0	730.7
Geographic District		727	728	731	731	734

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

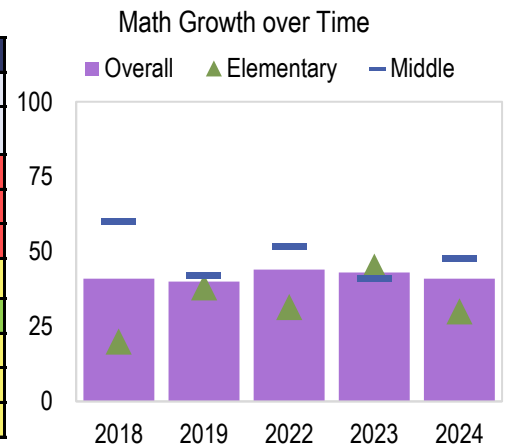
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, EL students outperformed their non-EL peers, GT students outperformed their non-GT peers, overall, the school outperformed Mesa County Valley 51. In 2023, the following subgroups outperformed the geo. district: FRL, minority, IEP, EL, - additional details are available in the graphs. In 2023, the following subgroups outperformed the geo. district: FRL, minority, IEP, EL, - additional details are available in the graphs.

Mathematics Growth

CMAS Math: School Status and Trends Tables and Graphs

-Are students making sufficient growth on state assessments over time?

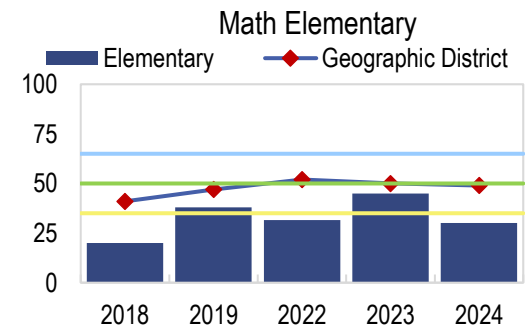
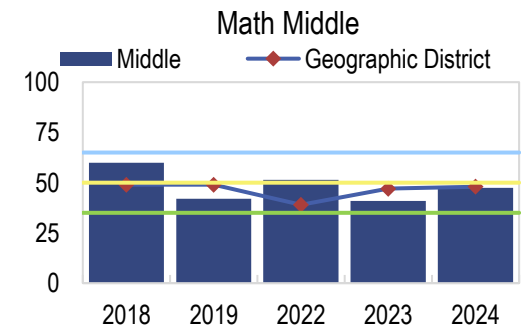
Growth over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	73	31.0	67	49.0	--	--	63	76.0	70	29.0
5	71	17.0	75	28.0	68	31.5	62	26.5	65	30.0
Elementary	144	20.0	142	38.0	68	31.5	125	45.0	135	30.0
6	70	58.0	73	49.0	--	--	61	58.0	71	42.0
7	72	66.0	67	42.0	68	51.5	62	39.5	65	62.0
8	31	49.0	64	37.5	--	--	64	35.0	58	39.5
Middle	173	60.0	204	42.0	68	51.5	187	41.0	194	47.5
Overall	317	41.0	346	40.0	136	44.0	312	43.0	329	41.0



CMAS Math: Local Comparison Tables and Graphs

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	1,486	40.0	1,406	44.0	--	--	1,312	44.0	1,322	48.0
5	1,503	42.0	1,510	49.0	1,233	52.0	1,291	55.0	1,299	49.0
Elementary	2,989	41.0	2,916	47.0	1,233	52.0	2,603	50.0	2,621	49.0
6	1,301	56.0	1,531	53.0	--	--	1,256	49.5	1,230	51.0
7	1,348	47.0	1,347	44.0	1,134	39.0	1,216	43.0	1,145	44.0
8	939	43.0	1,353	48.0	--	--	1,102	52.0	1,096	51.0
Middle	3,588	49.0	4,231	49.0	1,134	39.0	3,574	47.0	3,471	48.0
Overall	939	43.0	7,147	48.0	2,367	46.0	6,177	48.0	6,092	49.0



Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the Math state assessment. From 2018 to 2024, overall student growth increased. Since last year, student growth decreased by 2 percentile points. In 2024, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

Mathematics Subgroup Growth

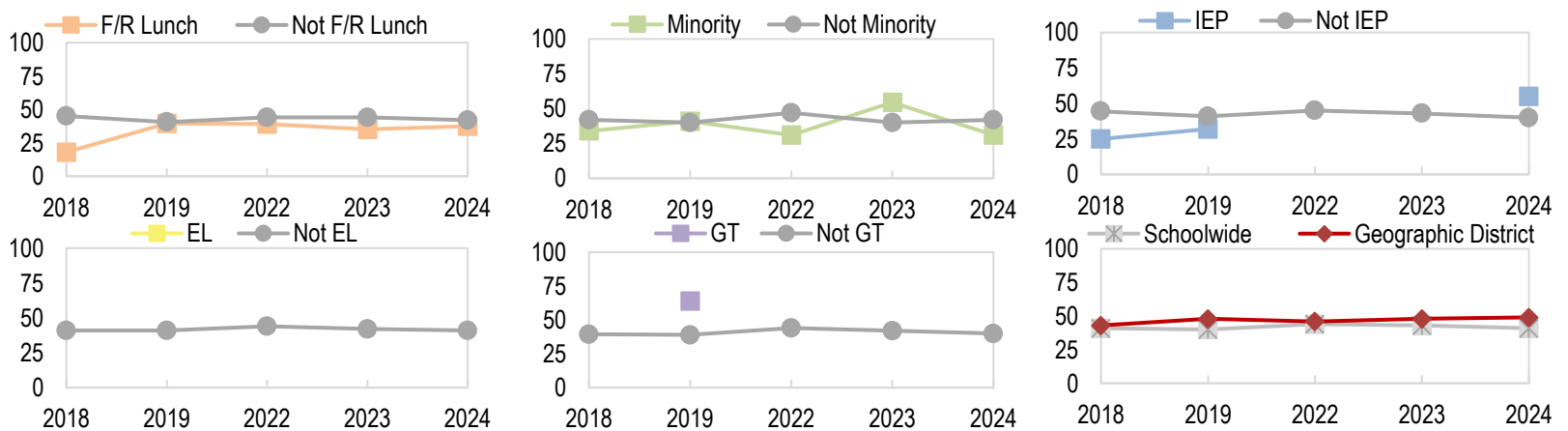
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Mathematics over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

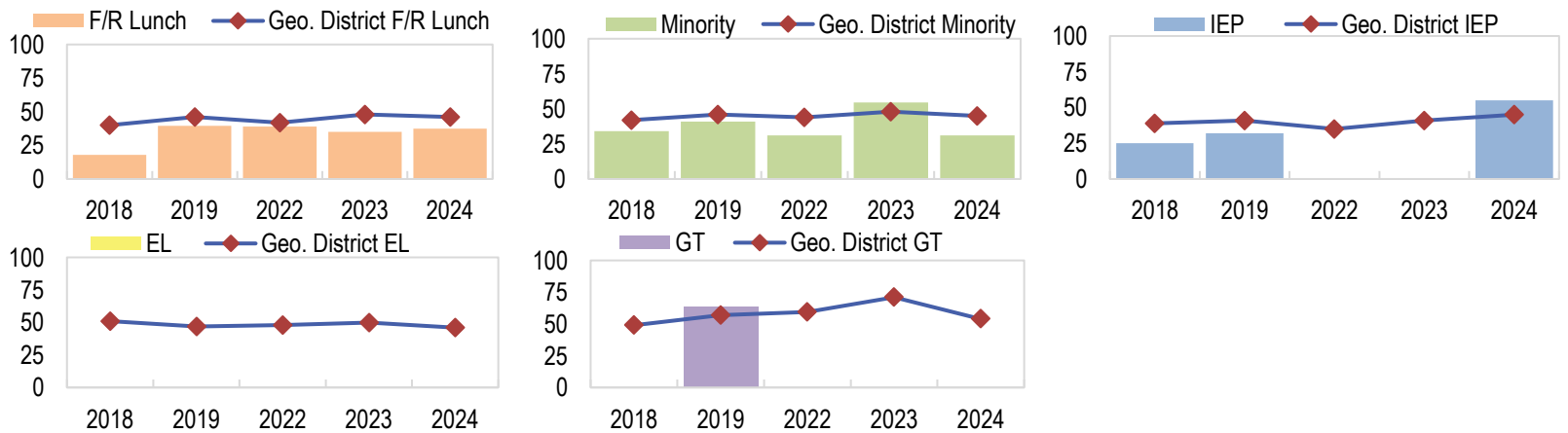
Subgroup Growth Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	18.0	39.5	39.0	35.0	37.5
	N	45.0	40.5	44.0	44.0	42.0
Minority	Y	34.0	41.0	31.0	54.5	31.0
	N	42.0	40.0	47.0	40.0	42.0
IEP	Y	25.0	32.0	n<20	n<20	55.0
	N	44.5	41.0	45.0	43.0	40.0
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	41.0	41.0	44.0	42.0	41.0
GT	Y	n<20	64.0	n<20	n<20	n<20
	N	39.5	39.0	44.0	42.0	40.0
Schoolwide		41.0	40.0	44.0	43.0	41.0

Subgroup Growth Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	40.0	46.0	42.0	48.0	46.0
	N	46.0	50.0	48.0	52.0	51.0
Minority	Y	42.0	46.0	44.0	48.0	45.0
	N	43.0	48.0	46.0	50.0	50.0
IEP	Y	39.0	41.0	35.0	41.0	45.0
	N	43.0	48.5	47.0	52.0	49.0
EL	Y	51.0	47.0	48.0	50.0	46.0
	N	42.0	48.0	46.0	50.0	49.0
GT	Y	49.0	57.0	59.5	71.0	54.0
	N	42.0	47.0	44.0	49.0	48.0
Geographic District		43.0	48.0	46.0	48.0	49.0

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, IEP students outperformed their non-gen. ed. peers, overall, Mesa County Valley 51 outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, - additional details are available in the graphs.

English Language Proficiency (ELP) Growth

ACCESS for ELLs: School Status and Trends

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students otherwise attend?
- How are traditionally underserved students growing on state assessments in ACCESS over time?^^
- How are traditionally underserved students growing on state assessments compared to their peers over time? ^^

Growth over Time on ACCESS															
ACCESS	2020			2021			2022			2023			2024		
Grade/Level	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track
Elementary	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	n < 20	n<20	-
Middle	n<20	--	--	n<20	--	--	n<20	--	--	--	--	--	n < 20	n<20	-
High	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	n < 20	n<20	-
Overall	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	n < 20	-	-

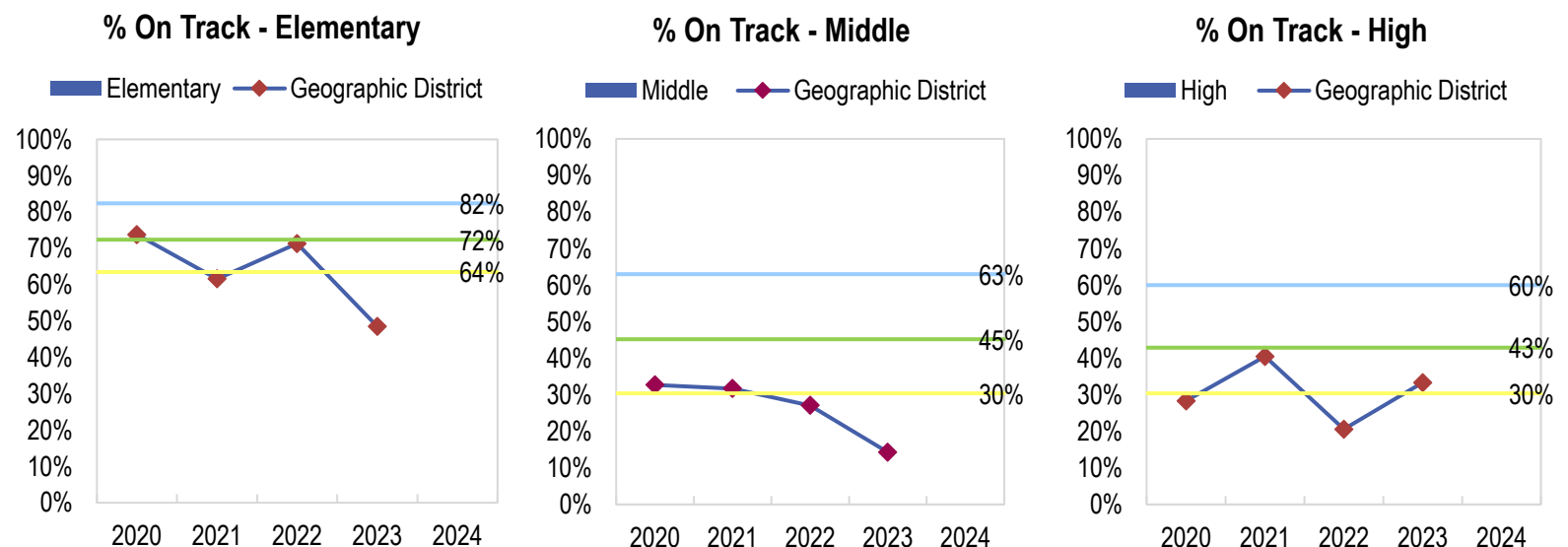
Geographic District Growth over Time on ACCESS															
ACCESS	2020			2021			2022			2023			2024		
Grade/Level	N	MGP	% On	N	MGP	% On	N	MGP	% On	N	MGP	% On	N	MGP	% On
Elementary	229	53.0	73.8%	233	60.0	61.6%	280	57.5	71.3%	33	44.0	48.5%	309	50.0	--
Middle	55	52.0	32.7%	66	67.5	31.7%	57	51.0	27.1%	21	63.0	14.3%	68	51.5	--
High	52	50.0	28.3%	56	50.0	40.5%	49	49.0	20.6%	24	63.0	33.3%	57	70.0	--
Overall	336	53.0	59.9%	355	61.0	53.6%	386	56.0	60.7%	413	53.0	60.7%	434	52.0	--

^^ACCESS subgroup status and gap trends are not available due to low student counts.

CSI can provide this data to schools if requested.

What is On Track Growth? This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate **how** much growth would be required for an individual student to achieve a specified level of proficiency within 1, 2, or 3 years. These projected targets can then be compared against the student's observed growth percentile to determine whether the student is on-track to meet their proficiency goal within the allotted timeline".

ACCESS: School Local Comparison Graphs



Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the ACCESS for ELLs state assessment. In 2024, overall student growth exceeded state expectations and was above the geo. district. of students were reported as being on track to reach English language proficiency.

Evidence-Based Reading and Writing Achievement

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Tables

- How are students achieving on state assessments in Evidence-Based Reading & Writing over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in EBRW										
PSAT/SAT EBRW	2018		2019 [^]		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	56	503	33	463	57	474	50	504	62	487
PSAT (10th)*	37	530	50	531	47	557	49	514	45	530
PSAT (9th&10th)	93	514	83	504	104	511	99	509	107	505
SAT (11th)	29	535	30	580	40	549	46	567	36	554
Overall	122	519	113	524	144	522	145	527	143	518

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2018		2019 [^]		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	441	448	1,496	443	1,460	438	1,327	442	1,215	450
PSAT (10th)*	1,377	468	1,357	455	1,305	470	1,206	469	1,207	481
PSAT (9th&10th)	2,838	452	2,853	449	2,765	453	2,533	455	2,422	465
SAT (11th)	1,295	497	1,356	493	1,258	491	1,120	499	1,198	498
Overall	4,133	466	4,209	463	4,023	465	3,653	468	3,620	476

*Grade level benchmarks for PSAT 8/9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores.

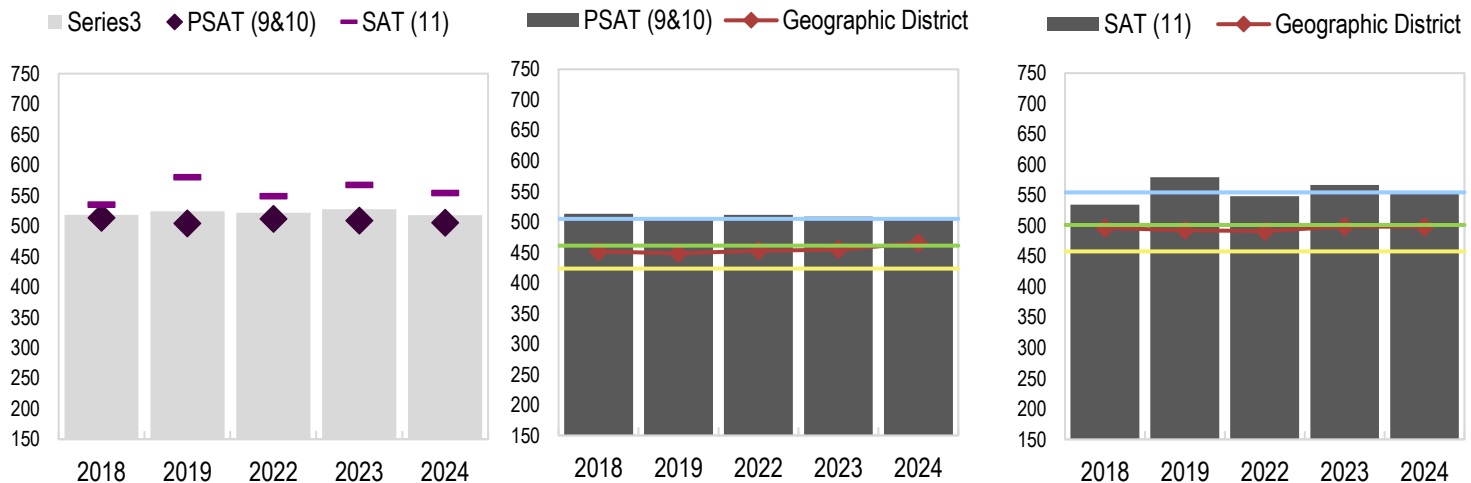
[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Graphs

EBRW - Schoolwide

EBRW - PSAT (9&10)

EBRW - SAT (11)



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the EBRW state assessment over time disaggregated by test and grade level. From 2018 to 2024, overall student achievement decreased by 6.5 scale score points. Since last school year, overall mean scale score decreased by 9.7 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Mesa County Valley 51) for the past five years. Overall, the school outperforms their geo. district by 41.4 scale score points.

Evidence-Based Reading and Writing Subgroup Achievement

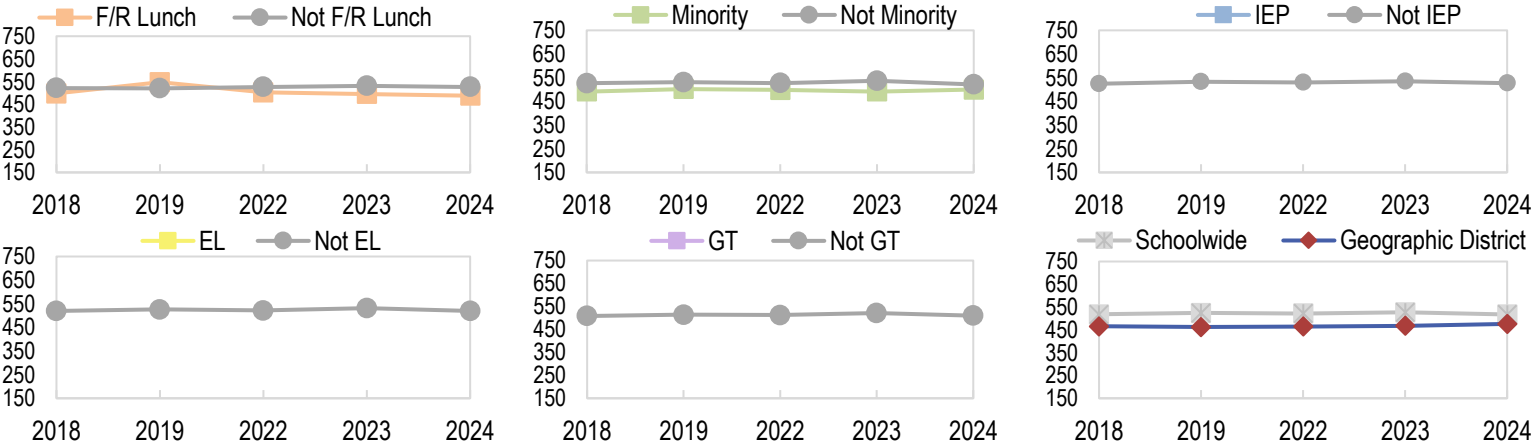
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in Evidence-Based Reading & Writing over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

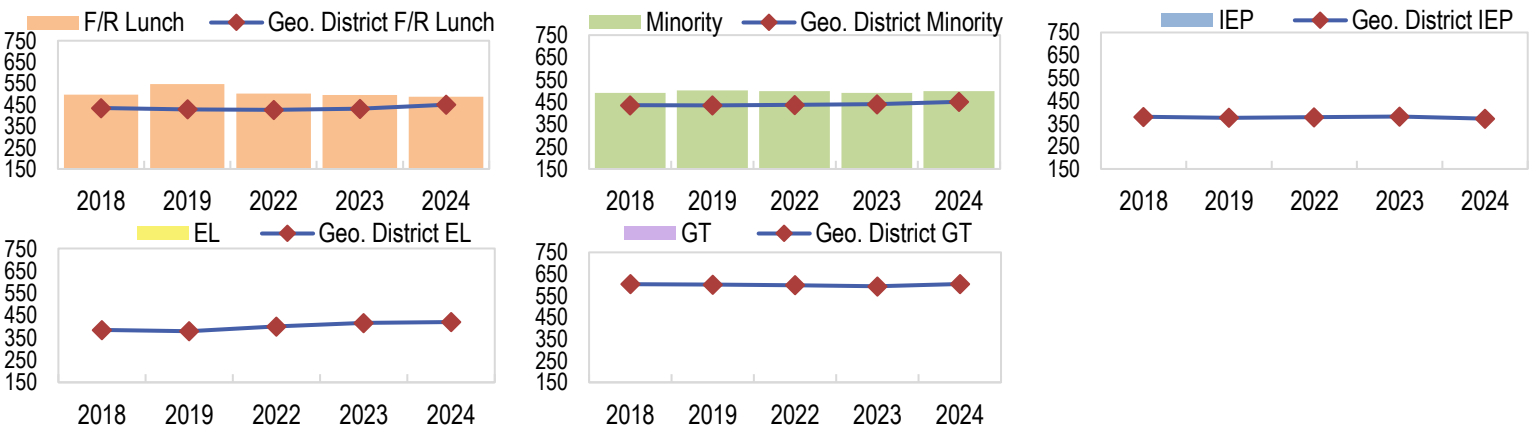
Subgroup Achievement Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	498	548	502	496	488
	N	522	520	526	531	527
Minority	Y	491	502	499	492	500
	N	527	531	527	537	522
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	525	534	530	535	527
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	520	526	522	531	520
GT	Y	n<16	n<16	n<16	n<16	n<16
	N	508	514	512	521	510
Schoolwide		519	524	522	527	518

Geographic District Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	435	430	427	432	451
	N	482	482	483	488	496
Minority	Y	435	435	437	440	451
	N	478	475	477	485	487
IEP	Y	379	375	377	381	371
	N	475	472	472	475	485
EL	Y	385	379	401	416	420
	N	468	465	469	471	480
GT	Y	604	601	599	594	604
	N	458	454	454	457	466
Geographic District		466	463	465	468	476

PSAT/SAT EBRW: Subgroup Gap Trends Graphs



PSAT/SAT EBRW: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, the school outperformed . In 2024, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

Evidence-Based Reading and Writing Growth

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Tables

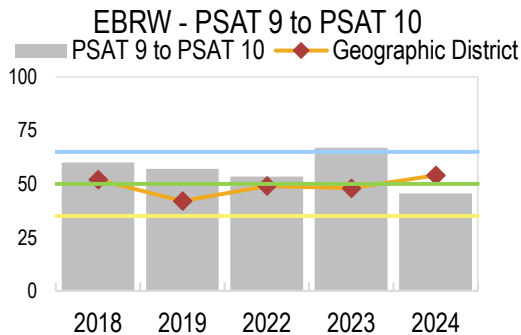
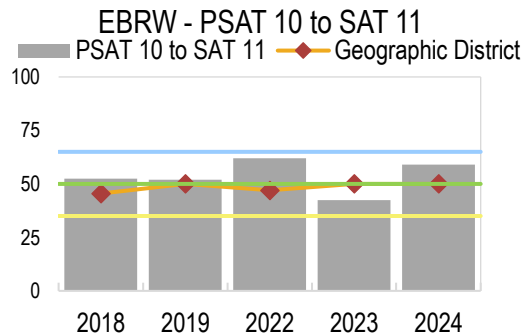
- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW										
PSAT/SAT EBRW	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	Not available									
PSAT 9 to PSAT 10	31	60.0	49	57.0	46	53.5	44	67.0	42	45.5
PSAT 10 to SAT 11	24	52.5	27	52.0	35	62.0	44	42.5	36	59.0
Overall	106	65	76	55.0	81	58.0	88	57.0	78	50.0

^To align with the state, the CARS report does not include 9th Grade CMAS to PSAT EBRW growth.

Geographic District Growth over Time in EBRW										
PSAT/SAT EBRW	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	Not available									
PSAT 9 to PSAT 10	1,085	52.0	1,278	42.0	1,167	49.0	1,140	48.0	1,134	54.0
PSAT 10 to SAT 11	1,136	45.5	1,265	50.0	1,120	47.0	1,030	50.0	1,110	50.0
Overall	3,365	50.0	2,543	46.0	2,287	48.0	2,170	49.0	2,244	52.0

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Graphs



Growth Status and Local Comparison Narrative										
<p>The graphs above show schoolwide growth on the EBRW state assessment. From 2018 to 2024, overall student growth decreased. Since last year, student growth decreased by 7 percentile points. In 2024, overall student growth met state expectations. Overall student growth was above the geo. district. Overall student growth for the geo. district has increased over time.</p>										

Evidence-Based Reading and Writing Subgroup Growth

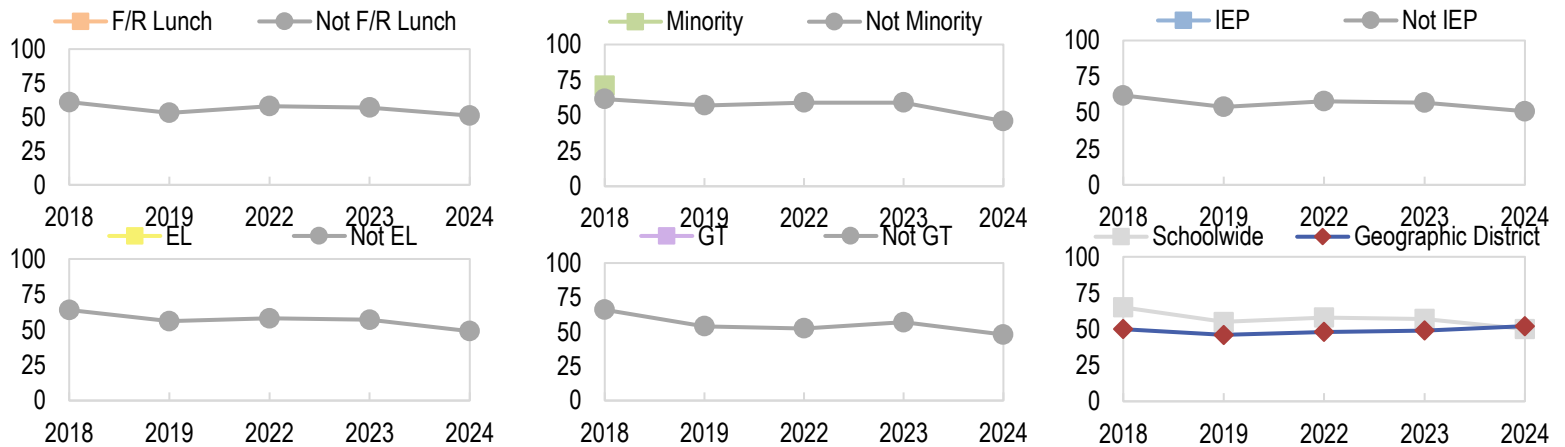
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Evidence-Based Reading & Writing over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

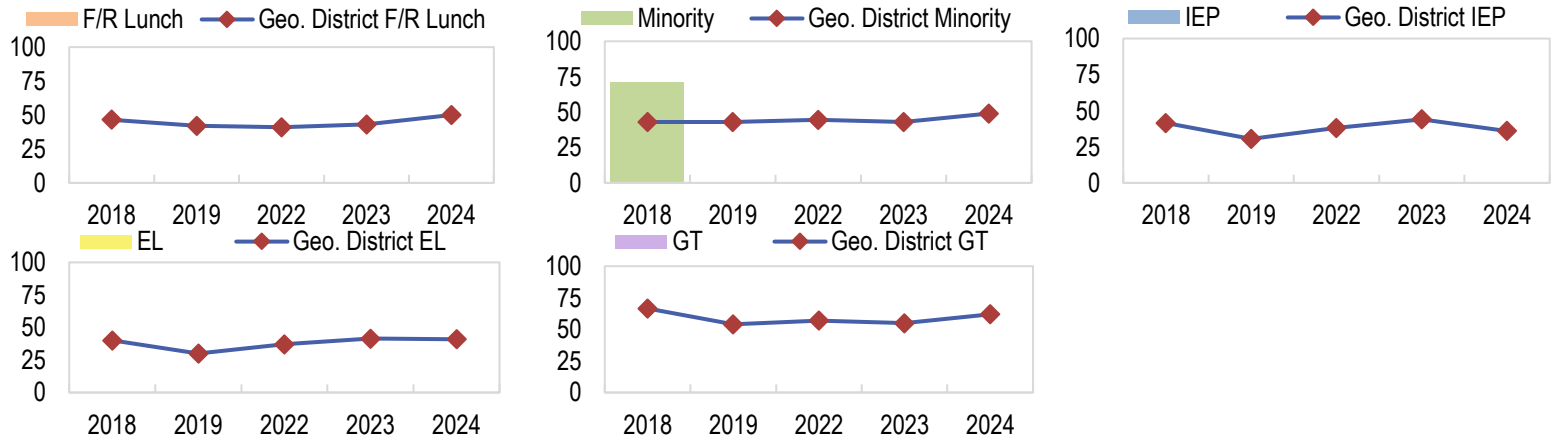
Subgroup Growth Gap Trends over Time in EBRW						
PSAT/SAT		2018	2019	2022	2023	2024
Student		MGP	MGP	MGP	MGP	MGP
F/R	Y	n<20	n<20	n<20	n<20	n<20
Lunch	N	61.0	53.0	58.0	57.0	51.0
Minority	Y	71.0	n<20	n<20	n<20	n<20
	N	61.5	57.0	59.0	59.0	46.0
IEP	Y	n<20	n<20	n<20	n<20	n<20
	N	62.0	54.0	58.0	57.0	51.0
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	64.0	56.0	58.0	57.0	49.0
GT	Y	n<20	n<20	n<20	n<20	n<20
	N	66.0	54.0	52.5	57.0	48.0
Schoolwide		65.0	55.0	58.0	57.0	50.0

Subgroup Growth Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	46.5	42.0	41.0	43.0	50.0
	N	52.0	49.0	51.0	52.0	53.0
Minority	Y	43.0	43.0	44.5	43.0	49.0
	N	53.0	47.0	50.0	52.0	53.0
IEP	Y	41.5	30.5	38.0	44.0	36.0
	N	51.0	47.0	49.0	50.0	53.0
EL	Y	40.0	30.0	37.0	41.5	41.0
	N	51.0	46.0	49.0	50.0	52.0
GT	Y	66.5	54.0	57.0	55.0	62.0
	N	49.0	45.0	47.0	48.0	51.0
Geographic District		50.0	46.0	48.0	49.0	52.0

PSAT/SAT EBRW: Subgroup Status and Gap Trends Graphs



PSAT/SAT EBRW: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the EBRW state assessment over time. PSAT/SAT results show the following (if applicable): overall, Mesa County Valley 51 outperformed the school. In 2024, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

Math Achievement

PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- How are students achieving on state assessments in Math over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

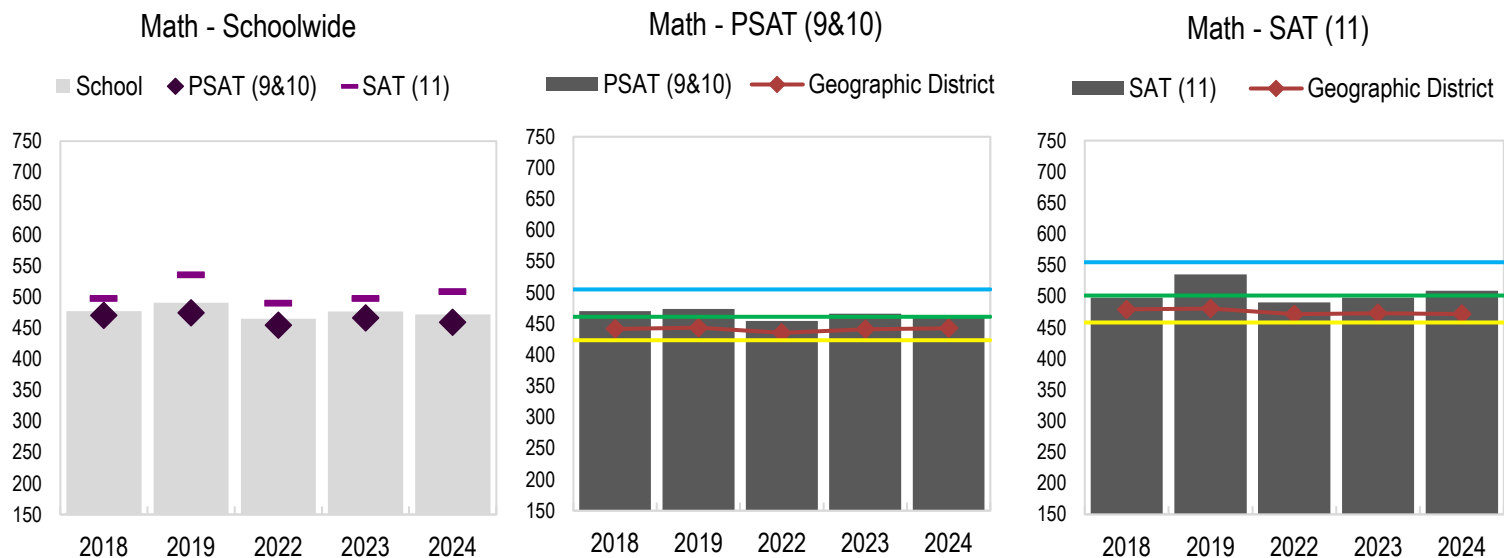
Achievement over Time in Math										
PSAT/SAT Math	2018		2019 [^]		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	56	463	33	463	57	433	50	458	62	445
PSAT (10th)*	37	481	50	481	47	481	49	475	45	479
PSAT (9th&10th)	93	470	83	474	104	454	99	466	107	459
SAT (11th)	29	498	30	535	41	490	46	498	36	509
Overall	122	477	113	490	145	465	145	476	143	472

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2018		2019 [^]		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS		
PSAT (9th)*	441	444	1,497	442	1,466	423	1,329	433	1,219	434
PSAT (10th)*	1,379	453	1,357	445	1,306	449	1,218	449	1,211	452
PSAT (9th&10th)	2,840	442	2,854	444	2,772	435	2,547	441	2,430	443
SAT (11th)	1,295	479	1,356	480	1,260	471	1,121	473	1,205	472
Overall	4,135	453	4,210	456	4,032	447	3,668	451	3,635	452

*Grade level benchmarks for PSAT 8/9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores.

[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

PSAT/SAT Math: School Status, Trends, and Local Comparison Graphs



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by test and grade level. From 2018 to 2024, overall student achievement decreased by 18.5 scale score points. Since last school year, overall mean scale score decreased by 4.4 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Mesa County Valley 51) for the past five years. Overall, the school outperforms their geo. district by 19.3 scale score points.

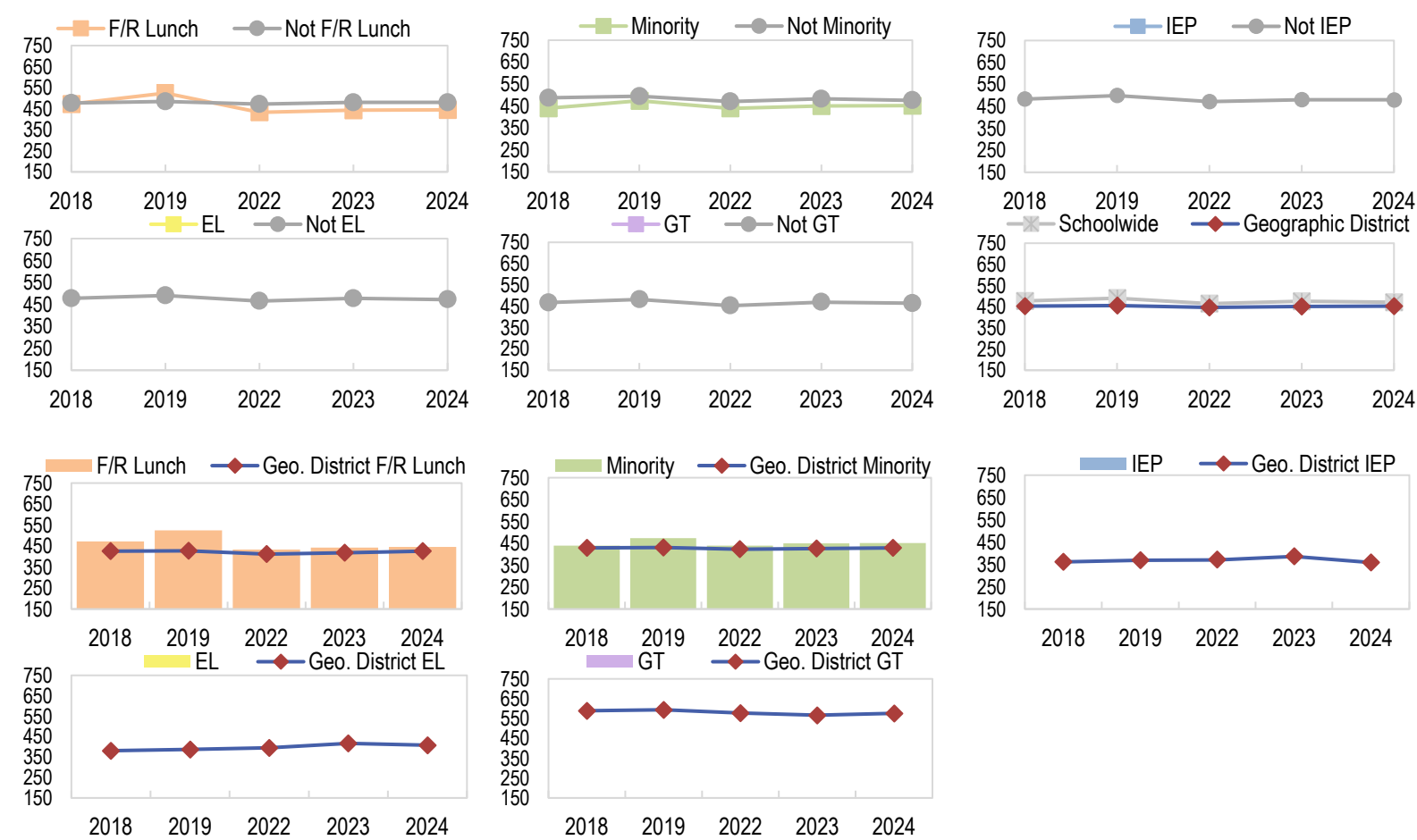
Math Subgroup Achievement

PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in Math over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Achievement Gap Trends over Time in Math						
PSAT/SAT Math		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	472	524	433	443	445
	N	478	485	472	480	480
Minority	Y	440	474	439	450	452
	N	488	495	471	483	476
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	484	499	472	480	480
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	478	491	465	478	473
GT	Y	n<16	n<16	n<16	n<16	n<16
	N	467	482	453	470	465
Schoolwide		477	490	465	476	472

Geographic District Gap Trends over Time in Math						
PSAT/SAT Math		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	426	427	412	418	425
	N	469	472	463	469	473
Minority	Y	429	431	423	426	429
	N	463	466	457	465	462
IEP	Y	362	369	371	386	359
	N	464	464	453	456	460
EL	Y	381	387	395	417	409
	N	456	458	450	453	455
GT	Y	589	594	578	567	576
	N	447	447	436	440	442
Geographic District		453	456	447	451	452



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, the school outperformed District. In 2024, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

Math Growth

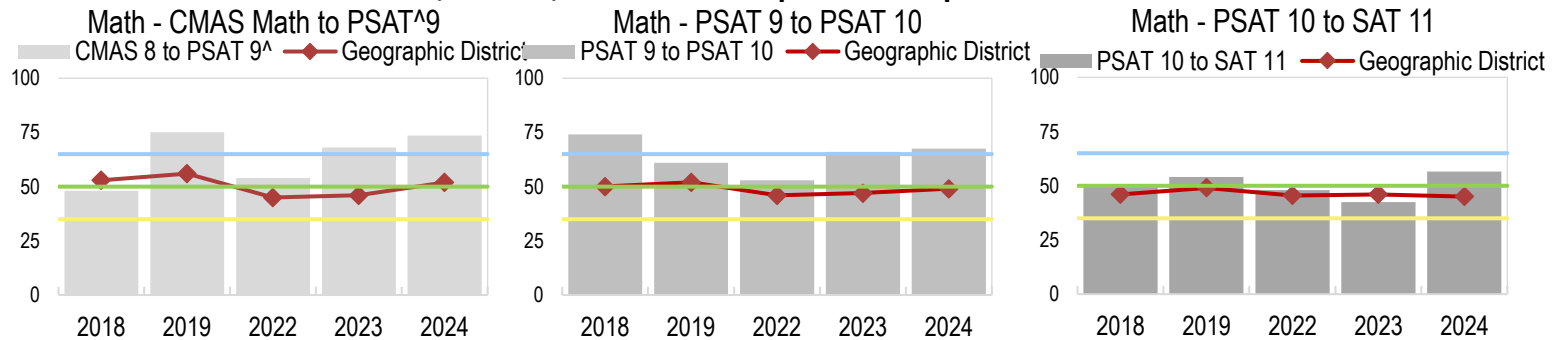
PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in Math										
PSAT/SAT Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	50	48.0	29	75.0	47	54.0	47	68.0	54	73.5
PSAT 9 to PSAT 10	27	74.0	49	61.0	46	53.0	44	66.0	42	67.5
PSAT 10 to SAT 11	24	49.5	27	54.0	35	48.0	44	42.5	36	56.5
Overall	101	52	105	63.0	128	53.0	135	57.0	132	68.5

Geographic District Growth over Time in Math										
PSAT/SAT Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	581	53.0	960	56.0	1,098	45.0	1,135	46.0	1,006	52.0
PSAT 9 to PSAT 10	703	50.0	1,278	52.0	1,167	46.0	1,140	47.0	1,134	49.0
PSAT 10 to SAT 11	1,136	46.0	1,265	49.0	1,120	45.5	1,030	46.0	1,110	45.0
Overall	2,678	50.0	3,503	52.0	3,100	45.0	291	40.0	3,250	48.0

PSAT/SAT Math: School Status, Trends, and Local Comparison Graphs



Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the EBRW state assessment. From 2018 to 2024, overall student growth increased. Since last year, student growth increased by 11.5 percentile points. In 2024, overall student growth exceeded state expectations. Overall student growth was above the geo. district. Overall student growth for the geo. district has decreased over time.

Math Subgroup Growth

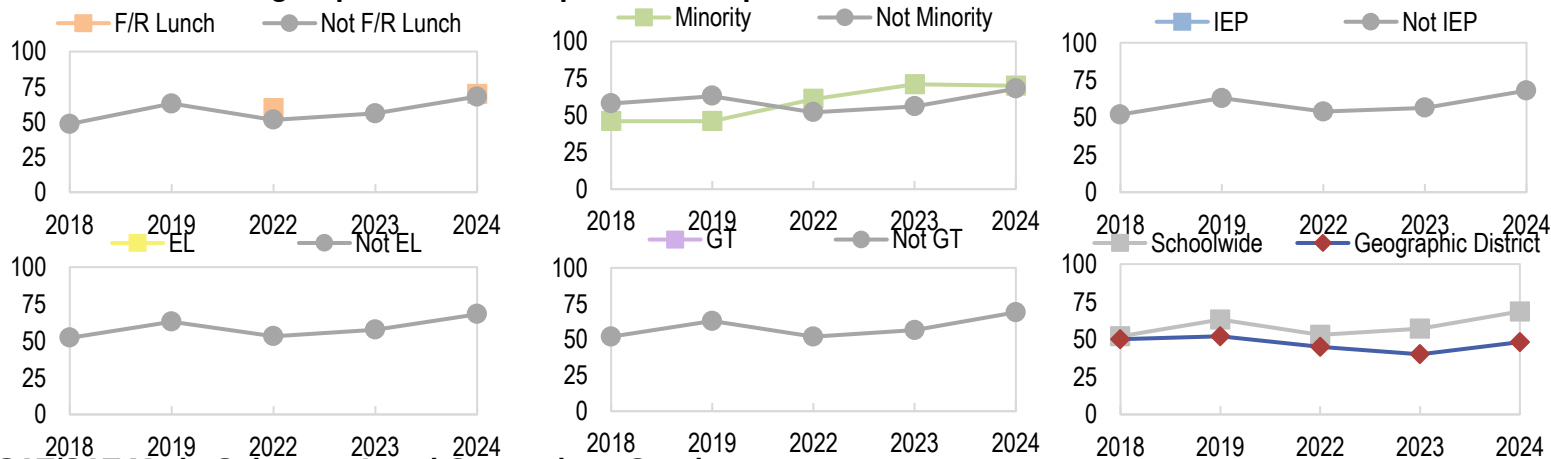
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Math over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

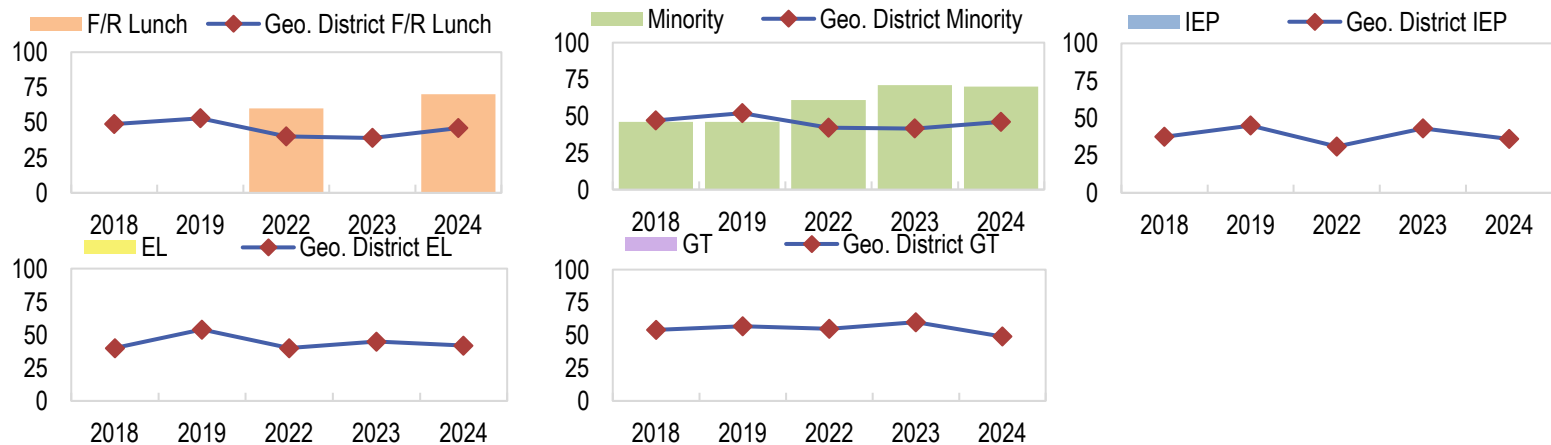
Subgroup Growth Gap Trends over Time in Math						
PSAT/SAT Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	60.0	n<20	70.0
	N	48.5	63.0	51.5	56.0	68.0
Minority	Y	46.0	46.0	61.0	71.0	70.0
	N	58.0	63.0	52.0	56.0	68.0
IEP	Y	n<20	n<20	n<20	n<20	n<20
	N	52.0	63.0	54.0	56.5	68.0
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	52.0	63.0	53.0	57.5	68.0
GT	Y	n<20	n<20	n<20	n<20	n<20
	N	52.0	63.0	52.0	56.5	69.0
Schoolwide		52.0	63.0	53.0	57.0	68.5

Subgroup Growth Gap Trends over Time in Math						
PSAT/SAT Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	49.0	53.0	40.0	39.0	46.0
	N	50.0	52.0	47.0	40.5	50.0
Minority	Y	47.0	52.0	42.0	41.5	46.0
	N	50.0	52.0	46.0	40.0	49.0
IEP	Y	37.5	45.0	31.0	43.0	36.0
	N	51.0	53.0	46.0	41.0	49.0
EL	Y	40.0	54.0	40.0	45.0	42.0
	N	50.0	52.0	46.0	40.0	49.0
GT	Y	54.0	57.0	55.0	60.0	49.0
	N	49.0	52.0	44.0	39.0	48.0
Geographic District		50.0	52.0	45.0	40.0	48.0

PSAT/SAT Math: Subgroup Status and Gap Trends Graphs



PSAT/SAT Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): FRL students outperformed their non-FRL peers, minority students outperformed their non-minority peers, overall, the school outperformed Mesa County Valley 51. In 2024, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

Postsecondary and Workforce Readiness Additional Indicators

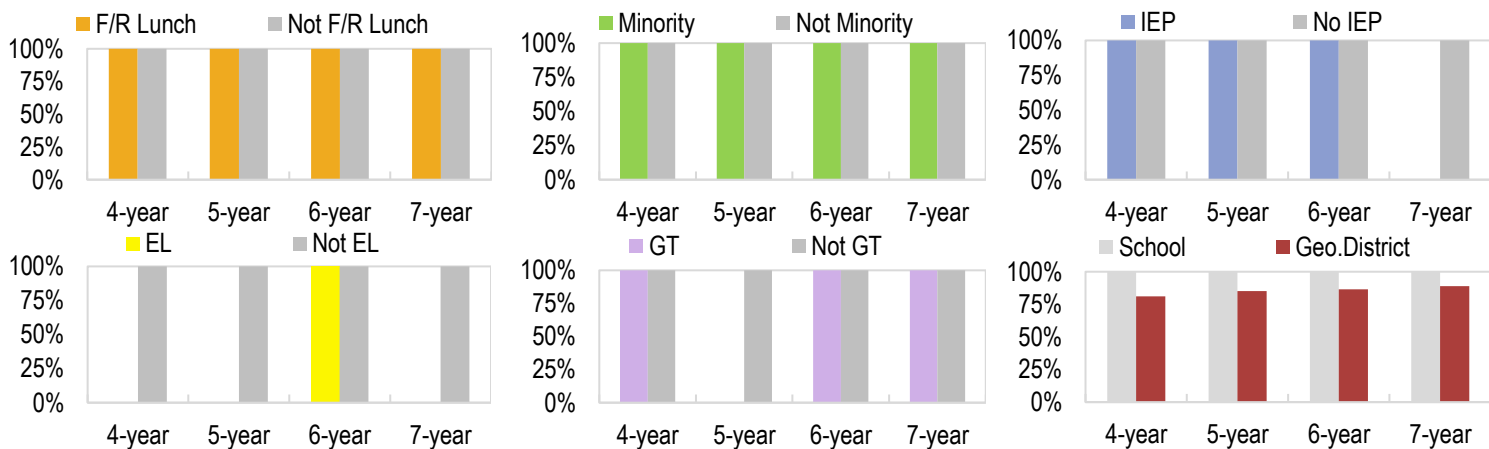
Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

- Are students graduating high school? How is the graduation rate changing over time?
- How is the graduation rate for traditionally underserved students changing over time?
- How are graduation rates for traditionally underserved students compared to their peers over time?
- What is the graduation rate in comparison to the geographic home district or schools that students might otherwise attend?

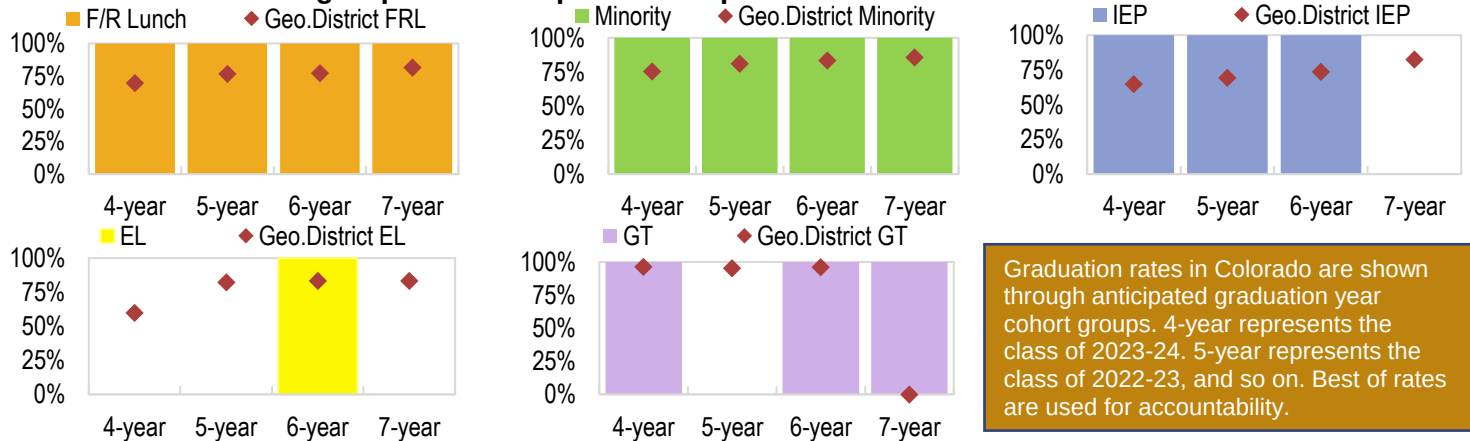
Subgroup Graduation Gap Trends over Time						
Graduation Rate	Best Of	4-year	5-year	6-year	7-year	
Student Subgroup		Rate	Rate	Rate	Rate	
F/R Lunch	Y	4-year	100%	100%	100%	100%
	N	4-year	100%	100%	100%	100%
Minority	Y	4-year	100%	100%	100%	100%
	N	4-year	100%	100%	100%	100%
IEP	Y	4-year	100%	100%	100%	N/A
	N	4-year	100%	100%	100%	100%
EL	Y	6-year	N/A	N/A	100%	N/A
	N	4-year	100%	100%	100%	100%
GT	Y	4-year	100%	N/A	100%	100%
	N	4-year	100%	100%	100%	100%
Schoolwide		4-year	100%	100%	100%	100%

Geographic District Graduation Gap Trends over Time						
Graduation Rate	Best Of	4-year	5-year	6-year	7-year	
Student Subgroup		Rate	Rate	Rate	Rate	
F/R Lunch	Y	7-year	70%	77%	77%	82%
	N	6-year	92%	93%	96%	96%
Minority	Y	7-year	75%	81%	83%	86%
	N	7-year	84%	87%	88%	90%
IEP	Y	7-year	65%	69%	74%	82%
	N	7-year	84%	87%	88%	90%
EL	Y	6-year	60%	82%	83%	83%
	N	7-year	--	--	--	89%
GT	Y	4-year	96%	96%	96%	>= 98%
	N	6-year	80%	84%	86%	--
Geographic District	7-year	81%	85%	86%	89%	

*CDE changed public reporting for graduation rate and dropout rate data for the 2023-24 school year. Non-numeric values may be reported for small student groups.



Graduation Rate: Subgroup Local Comparison Graphs



Graduation rates in Colorado are shown through anticipated graduation year cohort groups. 4-year represents the class of 2023-24. 5-year represents the class of 2022-23, and so on. Best of rates are used for accountability.

Graduation Rate Subgroup Status and Local Comparison Narrative

The graphs above show schoolwide graduation rates disaggregated by student subgroups for the school and geo. district. Overall, the school's best of graduation rate is the 4 year rate of 100%. The best of rate for the geo. district is the 7 year rate of 89%. The best of rate for students eligible for free or reduced price lunch is the 4 year rate of 100%. The best of rate for minority students is the 4 year rate of 100%. The best of rate for students with disabilities is the 4 year rate of 100%. The best of rate for English Learners is the 6 year rate of 100%. The best of rate for gifted students is the 4 year rate of 100%.

Postsecondary and Workforce Readiness Additional Indicators

Dropout Rate: Subgroup Status and Gap Trends Tables

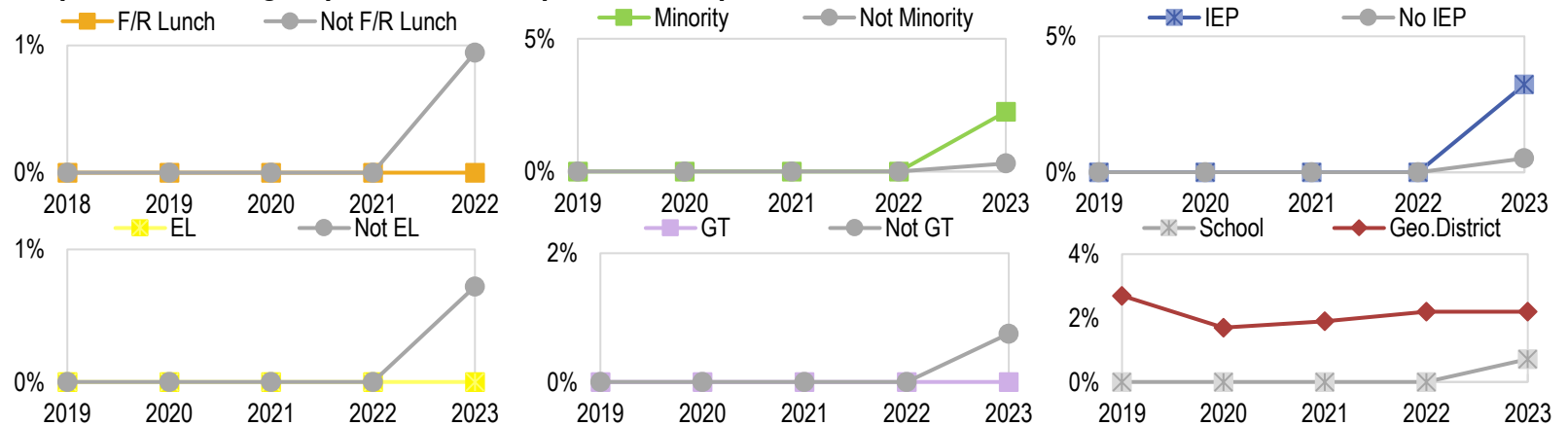
- Are students dropping out of high school?
- How is the dropout rate changing over time?
- What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

Dropout rates for CARS include students from 7th to 12th grade. State accountability dropout rates only include students from 9th to 12th grade.

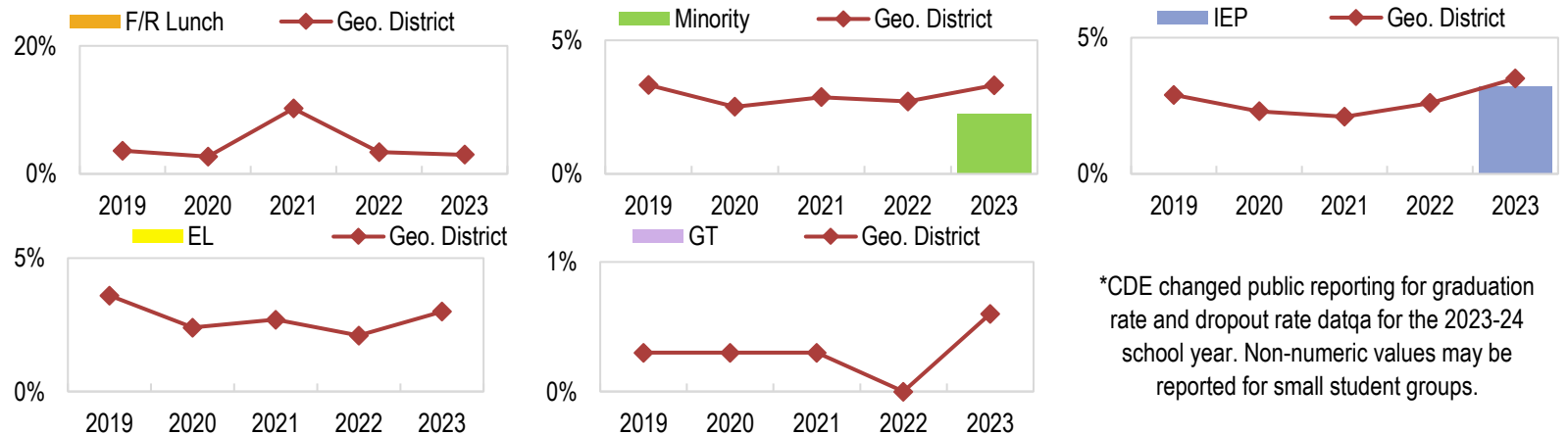
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2019	2020	2021	2022	2023
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.9%
Minority	Y	0.0%	0.0%	0.0%	0.0%	2.2%
	N	0.0%	0.0%	0.0%	0.0%	0.3%
IEP	Y	0.0%	0.0%	0.0%	0.0%	3.2%
	N	0.0%	0.0%	0.0%	0.0%	0.5%
EL	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.7%
GT	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.8%
Schoolwide		0.0%	0.0%	0.0%	0.0%	0.7%

Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate		2019	2020	2021	2022	2023*
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	3.6%	2.7%	10.2%	3.4%	3.0%
	N	2.0%	1.0%	1.1%	1.5%	1.7%
Minority	Y	3.3%	2.5%	2.9%	2.7%	3.3%
	N	2.4%	1.4%	1.4%	1.9%	1.7%
IEP	Y	2.9%	2.3%	2.1%	2.6%	3.5%
	N	2.7%	1.6%	1.8%	2.1%	2.0%
EL	Y	3.6%	2.4%	2.7%	2.1%	3.0%
	N	2.7%	1.7%	1.9%	2.2%	2.2%
GT	Y	0.3%	0.3%	0.3%	0.0%	0.6%
	N	2.8%	1.8%	2.0%	2.3%	2.3%
Geographic District		2.7%	1.7%	1.9%	2.2%	2.2%

Dropout Rate: Subgroup Status and Gap Trends Graphs



Dropout Rate: Subgroup Local Comparison Graphs



*CDE changed public reporting for graduation rate and dropout rate data for the 2023-24 school year. Non-numeric values may be reported for small student groups.

Dropout Subgroup Status and Local Comparison Narrative

The graphs above show dropout rates disaggregated by student group and dropout rates compared to the geographic district. From last year, FRL dropout rates had no change, minority student dropout rates increased, IEP dropout rates increased, EL dropout rates had no change, gifted student (GT) dropout rates had no change, and overall student dropout rates had no change. In 2021, the following subgroups had dropout rates lower than the geo. district: FRL, minority, IEP, EL, GT, - additional details are available in the graphs above.

Postsecondary and Workforce Readiness Additional Indicators

Matriculation Rate: School Status and Local Comparison

- Are high school graduates adequately prepared for post-secondary academic success?
- How are the matriculation rates changing over time?
- What is the matriculation rate in comparison to the geographic home district or schools that students might otherwise attend?

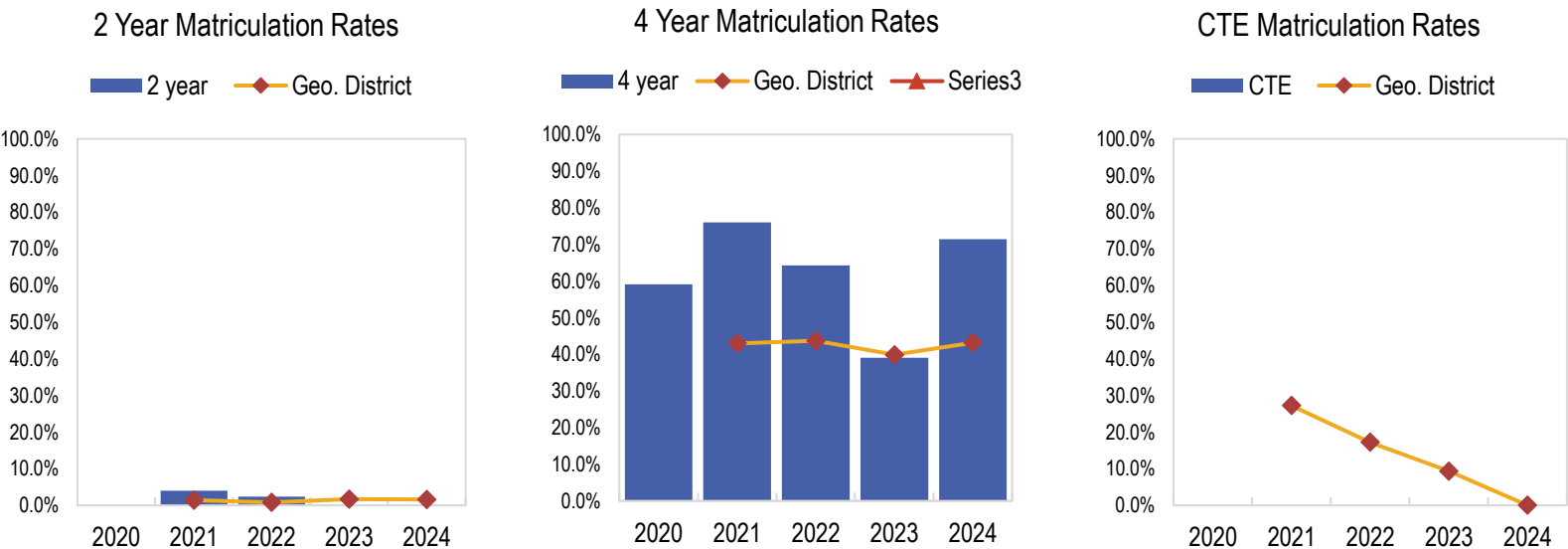
School Matriculation Rate Trends over Time										
Matriculation	2020*		2021		2022		2023		2024	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	0	0.0%	1	4.0%	1	2.4%	0	0.0%	0	0.0%
4 year	13	59.1%	19	76.0%	27	64.3%	9	39.1%	25	71.4%
CTE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Schoolwide	13	59.1%	20	80.0%	29	69.0%	11	47.8%	27	77.1%

Geo. District Matriculation Rate Trends over Time										
Matriculation	2020*		2021		2022		2023		2024	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	--	--	20	1.4%	11	0.8%	25	1.7%	22	1.6%
4 year	--	--	616	43.0%	607	43.7%	573	39.9%	610	43.2%
CTE	--	--	389	27.2%	239	17.2%	134	9.3%	107	7.6%
Geo. District	--	--	890	62.2%	756	54.4%	664	46.3%	703	49.8%

Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, data for the current reporting year (2023-24) represent outcomes for the class of 2022-23. Schoolwide matriculation rates are the only rates used for accountability.

* Please note that Geo. District Matriculation data were not provided to CSI for the 2019-20 school year.

Matriculation Rate: School Status and Local Comparison Graphs



Matriculation Rates Status and Local Comparison
<p>The graphs above show schoolwide matriculation rates compared to the matriculation rates for Mesa County Valley 51. In 2022, school matriculation rates exceeded state expectations and were above the geo. district. Since last year, schoolwide matriculation rates increased from 48% to 77%.</p>

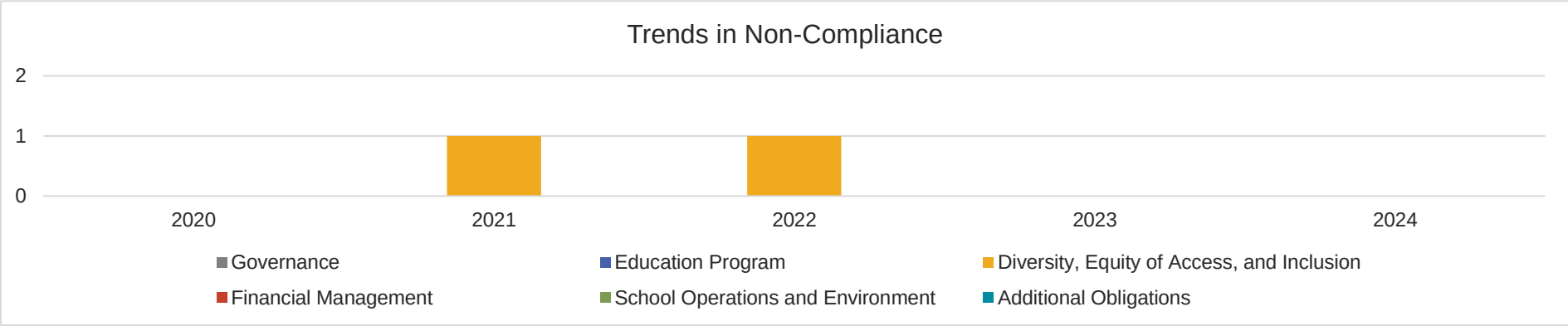
Academic Performance Metrics

School Observations

OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Organizational Performance Narrative					
CSI was not made aware of any issues related to the organizational performance of Caprock Academy in the 2023-2024 school year. Caprock Academy had no organizational performance issues in the prior school year. Current year results show similar organizational performance compared to prior year.					

Trends in Non-Compliance					
Category	2020	2021	2022	2023	2024
Governance					
"Is the school complying with applicable governance requirements?"	0	0	0	0	0
Education Program					
"Is the school fulfilling obligations and expectations relating to the educational program?"	0	0	0	0	0
Diversity, Equity of Access, and Inclusion					
"Is the school protecting the rights of all students?"	0	1	1	0	0
Financial Management					
"Is the school satisfying financial reporting and compliance requirements?"	0	0	0	0	0
School Operations and Environment					
"Is the school fulfilling obligations and expectations relating to the operational requirements?"	0	0	0	0	0
Additional Obligations					
"Is the school complying with all other obligations?"	0	0	0	0	0
Overall	0	1	1	0	0



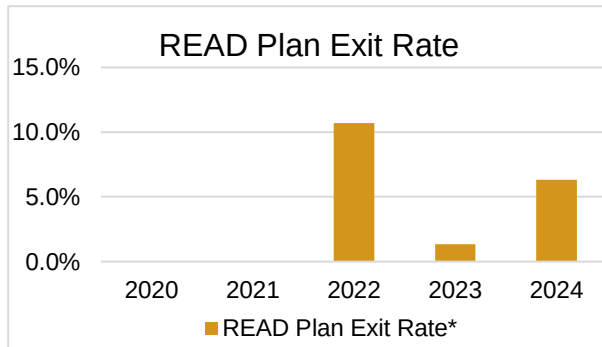
Instances of Non-Compliance			
Year	Category	Type	Narrative
2020-2021	Diversity, Equity of Access, and Inclusion	OCR Complaint	The School received an OCR Complaint related to accommodations for a student with a disability. The school settled the complaint with an OCR Rapid Resolution.
2021-2022	Diversity, Equity of Access, and Inclusion	OCR Complaint	The school failed to implement the accommodations in a student's Section 504 Plan resulting in an OCR complaint. The complaint was settled with an OCR rapid resolution in Fall of 2021.

Organizational Performance Metrics

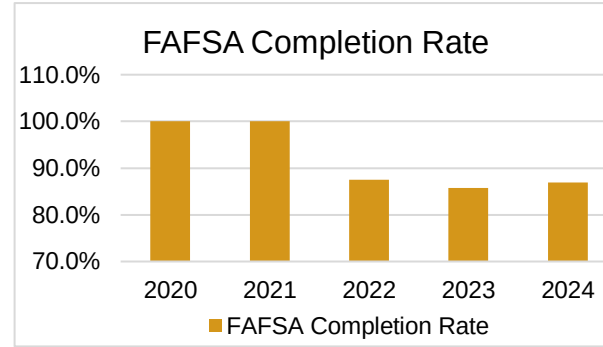
Diversity, Equity of Access, and Inclusion Metrics

- Is the school supporting students in reading at grade-level? (*only reported for schools serving K-3)
- Is the school supporting students and families in making post-secondary enrollment accessible? (*only reported for schools serving 9-12)

Diversity, Equity of Access, and Inclusion					
	2020	2021	2022	2023	2024
READ Plan Exit Rate*	--	--	10.7%	1.4%	6.3%
FAFSA Completion Rate*	100.0%	100.0%	87.5%	85.7%	87.0%



READ Plan Exit Rate is based on the unduplicated number of students who were on a READ plan the previous school year and were no longer on a READ plan the following year divided by the total number of students who were on a READ plan the previous year.



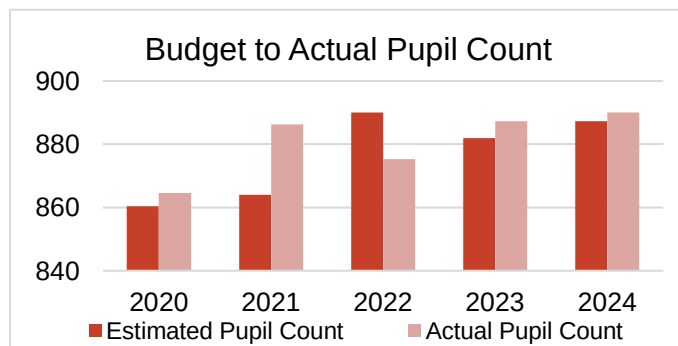
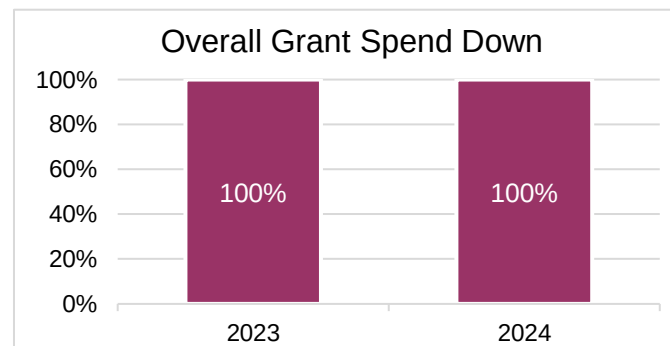
FAFSA Completion Rate is based on the number of students who filed a FAFSA by the fall following high school graduation. The year in the table above corresponds with the reporting year.

The 2024 data reflects the FAFSA completion rate

Financial Management Metrics

- Is the school accurately projecting enrollment?
- Is the school effectively managing and spending grant funds?

Financial Management					
	2020	2021	2022	2023	2024
Funded Pupil Count (FPC) Current-Year Variance (%)	0.5%	2.6%	-1.7%	0.6%	0.3%
<i>Estimated Pupil Count</i>	860.4	864.0	890.0	882.0	887.3
<i>Actual Pupil Count</i>	864.6	886.3	875.3	887.3	890.0
Overall Grant Spend Down (%)	--	--	--	100%	100%
<i>Total Grant Funds Unrecoverable (\$)</i>	--	--	--	\$0.00	\$0.00
TABOR	YES	YES	YES	YES	YES
Debt Default	NO	NO	NO	NO	NO

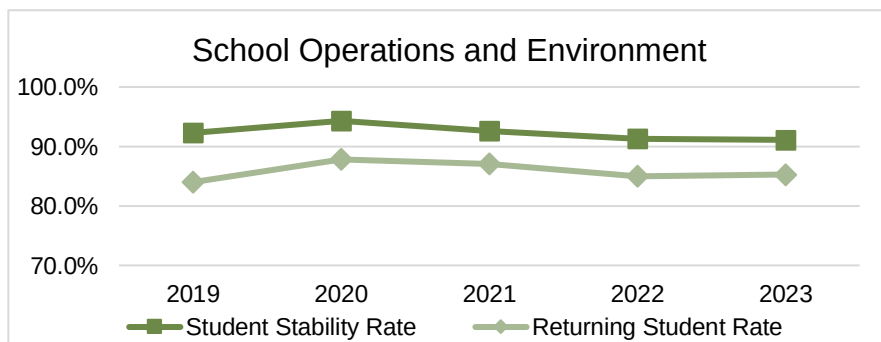


These measures are linked to financial health and stability but driven by comprehensive oversight. They appear at the organizational level because of this correlation. **FPC** should be within +/- 10% of adopted budget. Expected outcome for **Debt Default** is NO. **TABOR** met is a reserve of 3% of annual operating expenses as required by Colorado statute.

School Operations and Environment Metrics

- Is the student population stable during the school year?
- Are students returning to the school the following school year?
- Is the school soliciting feedback from stakeholders and sharing it with the community?

School Operations and Environment					
	2019	2020	2021	2022	2023
Student Stability Rate	92.3%	94.3%	92.6%	91.3%	91.1%
Returning Student Rate	84.0%	87.8%	87.1%	85.0%	85.3%
Survey Administration and Dissemination*	--	--	--	--	--



Student Stability Rate is defined by CDE as the unduplicated count of students who remained in a school divided by the total number of students that were part of the school at any time during a given school year.

Returning Student Rate is based on EOY data where the unduplicated number of students who did not exit the previous school year and returned for the following school year is divided by the total number of students who did not exit the previous year.

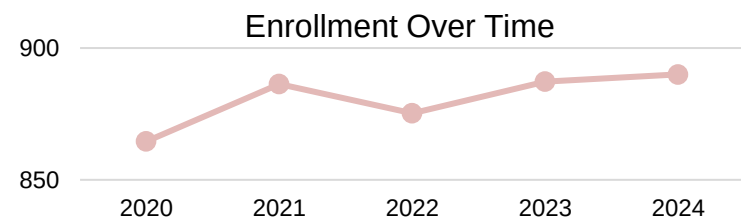
Both of these measures are lagged. The 2023 reporting year reflects the stability rate for 2022-23 and the returning student rate reflects students who completed the 2021-22 school year and returned for the 2022-23 school year.

Financial Performance Metrics

Enrollment

-How has the school's enrollment varied over time?

Enrollment					
Metric	2020	2021	2022	2023	2024
Actual Funded Pupil Count	864.6	886.3	875.3	887.3	890.0
One-Year Enrollment Variance	+6.5%	+2.5%	-1.2%	+1.4%	+0.3%
Three-Year Enrollment Variance	+7.3%	+9.1%	+1.2%	+0.1%	+1.7%



Enrollment is the keystone of a school's financial viability. The greatest amount of unencumbered funds comes from PPR. These metrics demonstrate whether a school has the ability to maintain or grow enrollment in a sustainable way that supports financial health. This report calculates the 1-year and 3-year changes as a

Debt

-How has the school been able to cover its debt obligations?

-To what extent has the school relied on borrowed funds to finance its operations?

Debt					
Metric	2019	2020	2021	2022	2023
Debt Service Coverage	0	0	0	0.357	0.451
Debt to Asset Ratio	1.4891	1.3452	1.4485	1.2704	1.2692

Controlling occupancy related debt is critical to a sustainable budget. This section considers if the school is in default of debt, has a healthy debt service coverage score, and a Debt to Asset Ratio that is within reasonable range.

Debt service coverage = (Net change in FB) / (Annual Prin, int & Lease), should be equal to or better than 1.1

Debt to Asset Ratio = (total liabilities /

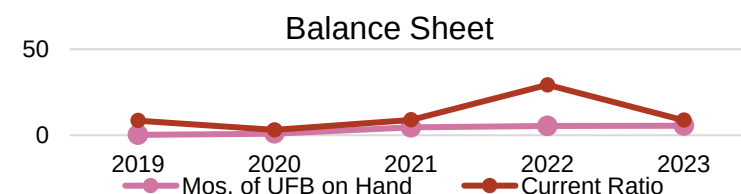
Balance Sheet

-Has the school maintained the appropriate unrestricted fund balance to provide for unexpected changes in revenue or expenses?

-How has the school's unassigned fund balance changed over time?

-To what extent can the school pay its short-term obligations?

Balance Sheet					
Metric	2019	2020	2021	2022	2023
Months of Unassigned Fund Balance on Hand	0.87	4.52	5.32	5.50	5.77
Change in Unassigned Fund Balance from Prior Year	+232.3%	+149.2%	+21.5%	+12.9%	+15.5%
Current Ratio	3.10	8.91	29.27	8.69	10.10



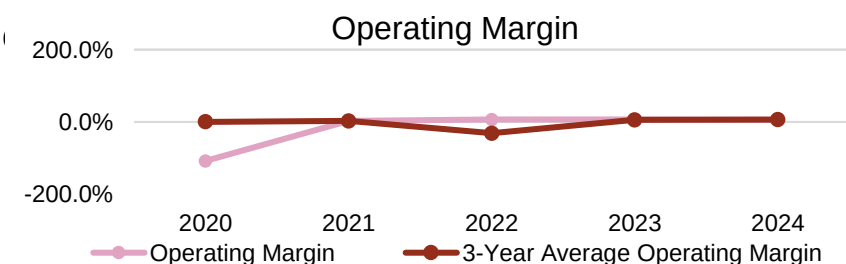
The balance sheet is a snapshot of how much cash or how much debt a school has. From this we can assess if a school has met reserve requirements, has adequate cash to manage expenses, and a healthy current ratio which measures the balance between assets and liabilities. Months of unassigned fund balance on hand to a degree that ensures near term liabilities will be met. A trend of positive growth in unassigned fund balance year over year. As well as, the current ratio = (total liabilities / total assets), should be equal to or greater than 1.1

Operating Margin

-To what extent is the school living within their means?

-How has the school's operating margin changed over time?

Operating Margin					
Metric	2020	2021	2022	2023	2024
Operating Margin	-108.3%	2.4%	6.5%	6.1%	5.9%
3-Year Average Operating Margin	0.0%	2.3%	-31.5%	5.1%	6.2%



Operating margin measures whether a school can manage expenses and spend less than the revenue received. The ability to control spending and maintain established reserves is key to sustaining financial health.

Operating margin = Net Change in Fund Balance / total revenue, this value should be positive.
3-year average = Total 3 yr Net Inc / Total 3 yr Rev.,

Financial Performance Metrics

Financial Performance Narrative
Caprock Academy ended the year with sufficient reserves to satisfy the TABOR reserve requirement. The school's funded-pupil count came in higher than the prior year and the school ended the year with 5.76 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a positive operating margin of 5.9%.

School Observations

OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.



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Policy SE 8.5 – Grievance Policy

Overview

Caprock Academy values open, respectful, and proactive communication among and between the members of our school community, including parents, students, faculty, staff, and administration. Caprock Academy's procedures for settling conflicts are designed to support prompt and equitable resolution at the original point of conflict. These procedures guide how faculty, staff, parents, and students are expected to express grievances about other members of our school community. Accordingly, resolution of any conflict should be pursued in the order of the steps outlined below.

At any stage of the grievance process, being required to report to a person you believe has engaged in ~~discriminatory harassment against you, or otherwise created a hostile work environment~~ discrimination, harassment, or general improprieties against you or the school is inappropriate. Thus, in those circumstances ~~you may skip that step and proceed to the next step in the process~~ please refer to the following policies.

- In the case of grievances relating to allegations of harassment or discrimination, please see the Unlawful Discrimination and Harassment Policy.
- In the case of grievances relating to allegations of sex-based harassment, please see the Sexual Harassment and Title IX Policy.
- In the case of grievances relating to general impropriety, please see the General Impropriety Policy.

Step One/Arrange Informal Meeting:

If you ~~or your student has~~ have a grievance, please schedule a time to meet with the Caprock staff involved in the original circumstance that gave rise to the conflict. At this scheduled meeting, the parties should discuss the matter and work towards a mutually agreeable resolution. Please do not confront Caprock staff without warning or notice, particularly when students are present. If your initial concern began directly with your supervisor, you may skip this step and proceed to the next Step.

Step Two/Request Formal Consideration Meeting:

If you are not satisfied with the outcome of the first step, please complete the grievance procedure form located on the school website, then request a formal meeting with the next level of School Administration above the Caprock staff involved in the original matter (e.g., a Director or Dean as reflected on the Caprock Academy Organizational Chart). This step is intended to address the situation, facilitate ongoing communication, and develop goals for conflict resolution. The Director



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or Dean will continue to monitor the issue until either a resolution or impasse is reached. If your initial concern began directly with the Head of School, you may skip this step and proceed to Step Four.

Step Three/Request Review by Head of School:

If the matter is still not resolved to your satisfaction, please request further consideration by filing a written request for review to the Head of School. After reviewing your request and meeting with you and the other Caprock staff member involved, the Head of School will provide a final decision to you in writing.

- The grievant must contact the ~~School Leader~~ Head of School within 10 days of the ~~above meeting~~ Formal Consideration Meeting described in Step Two.
- The complaint shall be in writing and shall detail:
 - the date of the incident (if applicable);
 - the School staff member involved;
 - a description of the incident, decision, or practice that gave rise to the issue;
 - the conflict resolution strategies that have been attempted thus far; and
 - the grievant's requested resolution.
- Within five ~~calendar~~ school business days from the date on which the written statement was received, the ~~school leader~~ Head of School will either issue a written response to the grievant or contact the grievant to schedule a time to discuss the issue.

Step Four/Appeal to Board:

If you still are not satisfied, you may appeal the Head of School's final decision to the Board by submitting a written request for appeal to the board chair (or board chair designee), whose email address is posted on the school's Board of Directors webpage. The written request for appeal should include all information outlined in the previous step. The Board will respond to your request for appeal within 30 days and will take such further action as it finds appropriate and necessary (for example, reviewing the issues of your appeal in an Executive Session*).

**Caprock Academy's legal obligation to protect the confidentiality of an individual student's information and an employee's personnel information continues throughout the dispute resolution process. Accordingly, if your appeal is granted, the Board may be required by law to consider and discuss your matter in a private meeting (an Executive Session), with only the Board's formal vote taking place in an open, public meeting. Also remember that while any member of the public is welcome to speak in an open board meeting, no grievance issue will be addressed by the Board without the grievant having first followed the prior procedures. Issues of employee or student privacy may be addressed in executive session only.*



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Step Five/Appeal to CSI:

Submit a Written Grievance to the Colorado Charter School Institute (“the Institute”) Executive Director. If the grievant is not satisfied with the School Board’s determination not to review the written grievance or the written resolution reached by the School Board after reviewing the grievance, the grievant may submit its concerns in written format to the Institute within five business days from receiving the written decision of the School Board. After review, the Institute’s Executive Director will publish his/her conclusions in writing within 15 calendar days from receipt of the written concern. The decision of the School’s Board will not be overturned unless there are compelling grounds that the School violated an applicable law, regulation, policy, or contract provision. The Institute can be contacted at (303) 866-3299 or legalandpolicy_csi@csi.state.co.us.

Strategic Planning Value Statements

Character - Inspire students to live lives of virtue and pursue wisdom, truth, and beauty, while instilling a strong sense of civic responsibility and lifelong learning.

Accountability - Foster a culture of open permissible communication with our school community, sharing information about our practices, performance, and operations, including staffing, curriculum, and finances. Strengthen organizational accountability through continuous professional development for the board of directors and staff.

Academics - Provide all students with an equitable opportunity to a rigorous, evidence-based classical education, empowering students to reach their full academic potential, become skilled in the art of rhetoric, and achieve their post-secondary and career goals.

purpose of such publications is to inform the Caprock Academy's community of school-related events, achievements, and business. In addition, student publications are a way for students to learn and to practice responsible writing and journalism. Student editorials are permitted in the student newspaper subject to prior review from the Head of School.

Employees of the school or parents may not use student media to proselytize their own views on controversial issues. The Head of School acts as the final editor in all cases.

Policy AP 6.0 – Student Video and Internet Access

Policy AP 6.1 – Video Viewing Policy

From time to time, videos or other media may be used to support the lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Head of School or Dean of Students in order to show a video. Teachers are responsible for previewing videos to ensure that they are appropriate.

Policy AP 6.2 – Internet/Network Use

Student Internet/Network Acceptable Use Policy:

- 1) Caprock Academy recognizes the importance of network and internet access as a valuable resource in the educating of today's youth. We also recognize the need for supervision to protect our students. It is our goal to provide these services in as safe an environment as possible. It is understood that this access is a privilege, not a right, and all students and staff are expected to practice proper and ethical use of these systems. The use of these systems is monitored and subject to administrative review at any time. It is intended that these resources will be used to pursue intellectual activities in support of research and education. Caprock Academy does not assume responsibility for system failures that could result in the loss of data.
- 2) User Accounts
 - a) Access to the network requires the granting of a user account. The following criteria will govern the granting of an account.
 - i) No user accounts will be granted to K – 4th grade students.
 - ii) User accounts for the Internet for 5th –12th grade students may be granted for classroom or research purposes only.
- 3) Electronic Mail
 - a) Students are not allowed unsupervised access to or use of personal electronic mail resources.
- 4) Netiquette
 - a) During supervised classroom activities on the network, such as "*Pen Pals Abroad*," students are expected to observe the same standards of behavior as they do in the classroom.
 - b) Be polite and courteous.
 - c) Never reveal any personal information about yourself. This includes addresses, phone numbers, and credit card numbers.
 - d) Do not reveal the addresses or phone numbers of any other student or member of the staff.
- 5) Network Security
 - a) Periodically you may be allowed to access other networks and/or computer systems. These are to be used for research purposes only. Do not make copies of copyrighted materials.
- 6) Penalties for inappropriate actions: See discipline policy.

Policy AP 7.0 – Grading Policy

Policy AP 7.1 – Grading Scales

Grades will be assigned in all subjects. Caprock Academy will assign grades in order to reflect accurately the range between true mastery and insufficient knowledge of a subject. In this scheme, the following letter grades have these meanings:

- A-Mastery
- B-Proficiency
- C-Sufficiency (Competence)
- D-Insufficiency
- F-Failing

In addition to these general parameters, we will be using the following grade scales for 2nd-8th and High School. High School courses taken in 8th grade 7th or 8th grade will be graded according to the High School grading scale. The letter and numerical grades for this system are listed below:

2nd-8th Grades

A 94-100% ~~4.0~~

A- 90-93 ~~3.7~~

B+ 87-89 ~~3.3~~
 B 84-86 ~~3.0~~
 B- 80-83 ~~2.7~~
 C+ 77-79 ~~2.3~~
 C 74-76 ~~2.0~~
 C- 70-73 ~~1.7~~
 D+ 67-69 ~~1.3~~
 D 64-66 ~~1.0~~
 D- 60-63 ~~0.7~~
 F 0-59 0.0

High School

	Standard Course	Honors/Advanced Placement
	GPA Credit	GPA Credit
A 90-100%	4.0	5.0
B 80-89%	3.0	4.0
C 70-79%	2.0	3.0
D 64-69%	1.0	2.0
F <64%	0.0	0.0

The grading scale as defined above is utilized for all students with the exception of kindergarten and first grade, where the scale will reflect A, B, C, and Needs Improvement. Incompletes will only be given under special circumstances as determined by the Head of School. To be in good academic standing the student must maintain a 2.0 Grade-Point Average. Advanced Placement and Honors classes are intended for those students with proven high academic performance. Students are encouraged to consider the higher standards and heavier workloads of Honors and AP classes before choosing them over traditional classes.

[Updated January 2023]

Policy AP 7.1.1 Concurrent Enrollment

Caprock Academy's primary aim for students in high school is to prepare them for post-secondary education. In light of this, Caprock does not support replacing its full curriculum at the high school level with concurrent enrollment classes. However, in recognition that students can benefit from earning college credit while in high school in order to pursue post high school goals more thoroughly, Caprock allows students to register for concurrent enrollment classes in either an on-campus or online format through the post-secondary institution(s) of Caprock's choosing. Students may only choose to take a concurrent enrollment class from an institution of higher education with whom Caprock Academy has partnered. Concurrent enrollment classes have collegiate level expectations and therefore great care should be taken when choosing to enroll in a concurrent enrollment class. Students interested in Concurrent Enrollment must meet the institution of higher education's enrollment requirements.

- Caprock will be financially responsible for tuition costs for concurrent enrollment classes.
- Students may be responsible for additional class costs, such as materials and books.
- Students who qualify for Free and Reduced Lunch status may be able to waive additional class costs that would otherwise cause there to be a barrier to concurrent enrollment.
- Required courses for graduation (traditional or Honors/AP) that may not be replaced by an online concurrent enrollment class:
 - English
 - Composition I, Classical Lit., British Lit., American Lit., World Lit., Rhetoric
 - Social Science/History
 - Western Civ. I, Western Civ. II, Eastern Civ. I
 - Language
 - Latin I
 - Philosophy
 - Moral Philosophy I
- All online concurrent enrollment courses must exceed what is offered on campus (e.g., Spanish II may not be taken online if Spanish II is offered on campus).
- All Concurrent Enrollment classes will have a value of 0.5 high school credits per semester, regardless of how many college credits are earned. Students will receive a separate college transcript that will detail the college credits the student has received.
- Grades earned through any concurrent Enrollment class taken through an institution of higher learning will translate to the weighted GPA scale.

Policy SE 4.01 – Administering Medical Marijuana to Students

The Caprock Academy Board of Directors (“the Board”) strives to honor families’ private medical decisions while ensuring a learning environment free of disruption. To accomplish these goals, Caprock Academy restricts the administration of medications, including medical marijuana, unless administration cannot reasonably be accomplished outside of school hours

Administration of medical marijuana to qualified students shall be in accordance with this policy and state law (C.R.S. 22-1- 119.3). Administration of all other prescription and nonprescription medications to students shall be in accordance with applicable law and Caprock Academy's policy concerning the administration of medications to students.

Definitions

For purposes of this policy, the following definitions shall apply:

- 1) “Designated location” means a location identified in writing by the Head of School in his or her sole discretion and may include a location on the grounds of the school in which the student is enrolled, upon a school vehicle in Colorado, at a school-sponsored event in Colorado, or on other school property.
- 2) “Permissible form of medical marijuana” means non-smokeable products such as oils, patches, tinctures, edible products or lotions that can be administered and fully ingested or absorbed in a short period of time.
- 3) “Parent or legal guardian” means the qualified student’s parent, guardian, or primary caregiver that is identified on the student’s Registry identification card (as defined in Article XVIII, Section 14 of the Colorado Constitution). In no event shall another student be recognized as a primary caregiver. Any primary caregiver seeking access to the school or school property, a school vehicle or school-sponsored event for purposes of this policy must comply with the Board’s policy and/or procedures concerning visitors to schools and all other applicable policies.
- 4) “Qualified student” means a student who holds a valid registration from the state of Colorado (license issued by the Colorado Department of Public Health and Environment) for the use of medical marijuana and for whom the administration of medical marijuana cannot reasonably be accomplished outside of school hours as evidenced by a written recommendation signed by the student’s physician.
- 5) ~~“School personnel” means the school personnel designated by agreement between the Head of School or his/her designee and a parent or legal guardian pursuant to the student’s written plan for the administration of non-smokeable marijuana. School personnel are not allowed to administer medical marijuana to a qualified student.~~

Permissible administration of medical marijuana to a qualified student by a parent or legal guardian

A qualified student's parent or legal guardian may administer a permissible form of medical marijuana to a qualified student in a designated location if all of the following parameters are met (no student shall be allowed to self-administer, regardless of age or legal status):

- 1) The qualified student's parent or legal guardian provides the school with a copy of the student's valid recommendation for medical marijuana from a licensed physician and a copy of the valid registration from the state of Colorado in advance of requesting authorization to administer medical marijuana pursuant to this policy;
- 2) The qualified student's parent or guardian signs a written acknowledgement assuming all responsibility for the provision, administration, maintenance, and use of medical marijuana under state law, and releases the school from liability for any injury that occurs pursuant to this policy.
- 3) The qualified student's parent/guardian or primary caregiver must be responsible for providing the permissible form of medical marijuana to be administered to the qualified student;
- 4) Caprock Academy determines, in its sole discretion, that a location and a method of administration of a permissible form of medical marijuana are available that do not create risk of disruption to the educational environment or potential exposure to other students;
- ~~4) After administering the permissible form of medical marijuana to the qualified student, the student's parent or legal guardian shall remove any remaining medical marijuana from the grounds of a school, on a school vehicle, at a school sponsored event, or on other school property; and~~
- 5) Caprock Academy may determine, in its sole discretion, the location of a locked storage container to store the qualified student's medical marijuana that does not significantly delay access to or the administration of the medical marijuana in a medical emergency, or, after administering the permissible form of medical marijuana to the qualified student, the student's primary caregiver may remove any remaining medical marijuana from the grounds of the school, school bus, or school-sponsored event; and
- 6) Caprock Academy prepares, with the input of the qualified student's parent and legal guardian and Head of School or his/her designee, a written plan that identifies the form, designated location(s), and any protocol regarding administration of a permissible form of medical marijuana to the qualified student. The written plan shall be signed by the Head of School or his or her designee, the qualified student (if capable), and the parent or legal guardian.

~~Administration of medical marijuana to a qualified student by school personnel is not permissible under this policy.~~

Permissible administration of medical marijuana to a qualified student by school personnel

School personnel may volunteer to store, administer, or assist in the administration of medical marijuana to a qualified student in a designated location if the following parameters are met::

1. The qualified student's parent/guardian has provided the school with a copy of the student's valid recommendation for medical marijuana from a licensed physician and a copy of the valid registration from the state of Colorado authorizing the student to receive medical marijuana;
2. The qualified student's parent/guardian signs a written acknowledgment granting permission to the school personnel who volunteer to store, administer, or assist in the administration of medical marijuana under state law, and releases the school from liability for any injury that occurs pursuant to this policy;
3. The qualified student's parent/guardian or primary caregiver must be responsible for providing the permissible form of medical marijuana to be administered to the qualified student;
4. Caprock Academy determines, in its sole discretion, that a location and a method of administration of a permissible form of medical marijuana are available that do not create a risk of disruption to the educational environment or exposure to other students;
5. Caprock Academy determines, in its sole discretion, the location of a locked storage container to store the qualified student's medical marijuana that does not significantly delay access to or the administration of the medical marijuana in a medical emergency; and
6. With the input of the qualified student's parent or guardian, Caprock Academy prepares, a written plan that identifies the permissible form of medical marijuana, designated location(s), instructions or treatment plan for administration from the student's recommending physician, and any additional protocols regarding administration of a permissible form of medical marijuana to the qualified student. The written plan must be signed by the school administrator, the school personnel who volunteer to store, administer, or assist in the administration of the medical marijuana, the qualified student (if capable), and the qualified student's parent/guardian.

Additional parameters

~~No school personnel will be allowed to administer medical marijuana to qualified students.~~

This policy conveys no right to any student or to the student's parents/guardians or other primary caregiver to demand access to any general or particular location on school property, a school bus, or at a school-sponsored event to administer medical marijuana.

This policy shall not apply to school grounds, school buses, or school-sponsored events located on federal property or any other location that prohibits marijuana on its property.

Permission to administer medical marijuana to a qualified student may be limited or revoked if the qualified student and/or the student's primary caregiver violates this policy, demonstrates an inability to responsibly follow this policy's parameters, or if the administration of medical marijuana creates a disruption to the educational environment or causes potential exposure to other students.

Student possession, use, distribution, sale, or being under the influence of marijuana inconsistent with this policy may be considered a violation of Caprock Academy's policy concerning drug and alcohol involvement by students or other school policy and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable school policy

If the federal government indicates that Caprock Academy's federal funds are jeopardized by this policy, the Board declares that this policy shall be suspended immediately and that the administration of any form of medical marijuana to qualified students on school property, on a school bus, or at a school-sponsored event shall not be permitted. The school shall post notice of such policy suspension and prohibition in a conspicuous place on its website.

Adopted: April 9th, 2019

Revised: October 2024

LEGAL REFERENCES:

Colo. Const. Art. XVIII, Section 14 (establishing qualifications for use of medical marijuana)

C.R.S. 22-1-119.3 (3)(a) (Board must adopt and implement a policy including processes for the storage, possession, and administration of medical marijuana)

C.R.S. 22-1-119.3 (3)(c), (d) (no student possession or self-administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on school grounds, on a school bus or at a school-sponsored event)

C.R.S. 22-1-119.3 (3)(d)(I) (school personnel may volunteer to possess, administer, or assist in the administration of medical marijuana)

C.R.S. 22-1-119.3 (3)(d)(III) (board may adopt policies regarding who may act as a primary caregiver and to establish reasonable parameters on the administration and use of medical marijuana on school grounds, on a school bus or at a school-sponsored event)

C.R.S. 22-1-119.3 (medical marijuana will not be administered to a student by either a primary caregiver or school personnel unless a written plan for the administration of medical marijuana is agreed to and signed by the school principal or his or her designee and a parent or legal guardian)