



Charter Renewal Application

Part 1. Charter Renewal Reflection

Peak to Peak Charter School's Leadership Team for the 2024-25 school year is as follows:

Executive Directors:

Jennie Klein, Executive Director of Education
Jennifer Douglas, Executive Director of Operations

Principals:

Melissa Christensen, Elementary Principal
Clara Quinlan, Middle School Principal
Joshua Benson, High School Principal

Governing Board:

Brian Boonstra, President
Nicole Harrison, Vice President
Marlene Martin, Secretary
Samantha Juedes, Treasurer
Mark Seeber, Board Member
Courtney Six, Board Member
Marcus Watkins, Board Member

Section 1: Reflection on Implementation of the School's Mission and Vision

Peak to Peak's mission and vision are as follows:

Mission

- Provide broad access to an exemplary K-12 liberal arts, college preparatory education that challenges students to achieve their academic potential.
- Be a community that values and recognizes scholarship, academic achievement, and creativity.
- Provide an environment in which each student is known, respected, and valued as an individual of great potential and promise.
- Prepare students to become active and responsible citizens of an interdependent world.

Vision

The Peak to Peak community will inspire students to fulfill their academic dreams for college, to develop their creative passions and athletic talents, and to become responsible citizens of an interdependent world.

Reflection: Achieving our Mission and Vision

Peak to Peak's journey towards achieving our mission and vision has been central to our focus throughout the term of our current contract. We strive to provide an educational experience that holds our mission at the heart of our daily practice. As we reflect on our progress, it is evident



that our steadfast commitment to academic excellence and our focus on college readiness have positively impacted student achievement.

Key aspects of our progress include the following:

Student Demographics

In recent years, Peak to Peak has experienced some significant shifts in student demographics. In 2021-22, we made a change to our enrollment preferences. This change prioritized students who qualify as low income based on their current economic survey. This change resulted in an increased enrollment of students who qualify for free and reduced lunch.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	6-Year Change
Asian	15.3%	16%	17.5%	18.8%	20.5%	23%	+7.7%
Black	0.4%	0.5%	0.4%	0.4%	0.7%	0.8%	+0.4%
Hispanic	9.3%	9.7%	10%	11.4%	12.3%	12.7%	+4.4%
2 or more	6%	5.8%	5.7%	6.2%	6.3%	6.3%	+0.3%
Minority	31.3%	32.4%	34%	37%	40.2%	43.2%	+11.9%
White	68.7%	67.6%	66%	63%	59.8%	56.8%	-11.9%
ELL	1.9%	3%	2.3%	2.3%	2.4%	4.6%	+2.7%
IEP	5.7%	6.2%	5.9%	5.7%	6.4%	7.8%	+2.1
Free and Reduced Lunch Eligible	8%	9%	7.9%	8.5%	13.4%	16%	+8%
Gifted	27.4%	29.8%	31.1%	33%	34.1%	37.4%	+10%
504	7.1%	6.8%	6.7%	5.7%	7.4%	9.8%	+2.7%
In-District	71.4%	74.3%	76.3%	79.1%	80.3%		
Out-of-District	28.6%	25.7%	23.7%	20.9%	19.7%		

Open Enrollment: Peak to Peak is committed to ensuring that all BVSD students have access to Peak to Peak. We actively review our open enrollment preferences and we are open to making adjustments that ensure equitable access.



Academic Excellence

A liberal arts education has been recognized throughout history for its broad benefits and its appropriateness as a foundation for future learning. By focusing on a liberal arts college preparatory program, Peak to Peak achieves two important objectives: it prepares students to successfully meet the educational challenges of higher education and to be well-educated members in an increasingly complex world. Peak to Peak takes this time-tested education and makes it accessible to students who are interested in a focused college preparatory program, regardless of their cultural or economic background.

The school is designed from the ground up for graduates to meet or exceed the entrance requirements of top colleges and universities. The elementary, middle, and high school programs have been carefully crafted as a unified, coherent, and challenging curriculum, which progressively builds each student's foundation of knowledge and mastery of skills, while preparing them for university life. It is clear from our high school data that our approach is having a positive impact on our students. Our students are consistently admitted to colleges that align to their needs and they attend college at high rates.

School Performance Rating:

Peak to Peak has consistently been rated as Performance on the School Performance Framework by the Colorado Department of Education. We are proud of this ongoing rating and yet still aware that there are areas where we can continue to improve practice especially when it comes to serving subgroups of students. Our leadership team utilizes this tool as one of our data points when we are making K-12 decisions as well as when we are making decisions for specific groups of students.

- [2021-2022](#)
- [2022-2023](#)
- [2023-2024](#)

Academic Achievement:

Peak to Peak students continue to perform at high rates on state accountability assessments. As with many schools across the country, we saw a dip in student performance following Covid. These scores seem to have rebounded. Data shows that student achievement tends to increase throughout the K-12 continuum with the majority of our students showing proficiency by the time they graduate. We have noticed that our current math scores are not trending as high as they did in the past. This is something we are exploring. There may be some misalignment between our teaching standards and the assessed standards. We implemented a new math curriculum in our elementary school this past year and saw some improvements in math achievement. We hope to see this continue in the coming year.

Elementary: Percent of students who met or exceeded state proficiency benchmark		
Year	ELA	Math
2017-2018	72.4%	52.2%
2018-2019	73.7%	56.3%
2020-2021	70.4%	52.3%
2021-2022	66.1%	52.9%
2022-2023	73.4%	66.4%
2023-2024	61.9%	69.9%

Middle School: Percent of Students who met or exceeded state proficiency benchmark		
Year	ELA	Math
2017-2018	66.8%	56.3%
2018-2019	67.8%	56.9%
2020-2021	63.3%	52.6%
2021-2022	60.7%	51%
2022-2023	62.8%	52.6%
2023-2024	66.6%	52.8%

High School: Percent of students who met PSAT benchmark		
Year	EBRW	Math
2017-2018	97%	75%
2018-2019	91%	75%
2020-2021	89%	73%
2021-2022	94%	77%
2022-2023	88%	66%
2023-2024	94%	64%

High School: Percent of students who met SAT benchmark		
Year	EBRW	Math
2017-2018	93%	81%
2018-2019	97%	82%
2020-2021	91%	76%
2021-2022	88%	69%
2022-2023	90%	74%
2023-2024	91%	63%

Graduation Rates: Peak to Peak has an average 4-year on-time graduation rate of 99% over the past five years. We are proud of our ability to graduate such a high percentage of students.

College Acceptance: All high school seniors are supported by our robust college counseling program in which all students receive instruction and support in the college application process. Peak to Peak prioritizes college counseling and allocates additional funding to ensure our counselors have a manageable caseload. Our counselors manage a caseload of 150 or less students. We also employ a Post Graduate Coordinator who supports our students with college selection, acceptance and scholarships. College acceptance rates have been extremely high over the past 9 years. Four of the past nine years, one hundred percent of our students have been accepted to college and the other five years have all had college acceptance rates of over 97%. In addition, over the past nine years our students have an average college matriculation rate of 95.95%.



Graduation Honors: Peak to Peak implements an honors system that is based on GPA, service hours, and community engagement. Students receive honors at 3 levels: Peak Scholar, Peak Scholar with Honors, and Peak Scholar with Distinction. These honors have rigorous requirements that align to our mission and vision.

Peak Scholar		
Peak Scholar	Peak Scholar with Honors	Peak Scholar with Distinction
Advanced Placement (AP) Classes		
Complete: • At least two AP classes by end of junior year • At least three AP courses by the end of senior year	Complete: • At least three AP classes by end of junior year • At least four AP courses by the end of senior year	Complete: • At least four AP courses by end of junior year • At least five AP courses by the end of senior year
Academic Achievement		
Cumulative Weighted GPA 3.3	Cumulative Weighted GPA 3.7	Cumulative Weighted GPA 3.9
Community Service Hours Required by time of Application		
100 hours	125 hours	150 hours
Declaration of Character or Community Contributions		
Attendance, behavior, respect, character etc. will be taken into consideration.		

In addition, our students can receive diploma endorsements in Seal of Biliteracy, Seal Art, and STEM.

Rigorous Graduation Requirements: All students must complete a minimum of 230 credits: four years of English and math, three years of science, social studies and world language, and two years of visual/ performing arts. In addition, all Peak to Peak high school students must also complete a minimum of 100 hours of community service to earn a diploma.

College Readiness

Academic Rigor: Our school participates in the College Board's Advanced Placement Program, these challenging academic courses provide our motivated high school students with college-level academic courses. Students have access to twenty AP courses where they can build skills for a successful college experience. Other possible benefits of taking AP courses include college credit, course waivers, and diploma recognition. To realize the full benefit of



these college-level classes, all students taking AP courses are expected to take the May cumulative exam. This is a Peak to Peak requirement. In 2024, more exams were administered to more students than in any of the previous 5 years and a higher percentage of students scored a 3 or higher than in any of the previous 4 years.

Peak Scholarship Program: In an effort to advance our mission and vision we must ensure our students have both the academic skills and financial capacity to attend college. Our scholarship program is one way we support students who have ongoing financial needs.

College Counseling: Our high school counseling team supports students and families in their transition from middle to high school and from high school to college. Counselors utilize a whole child approach to high school counseling that includes: health and wellness, balance, appropriate course selection, social emotional learning and a “fit+funding = finishing” approach to college selection. College readiness is also an emphasis throughout elementary and middle school. Students are encouraged to engage in rigorous content aligned to their areas of passion and strength. In addition, Peak to Peak hosts a series of parent knowledge nights that align to the needs of their students. An example is our elementary parent session that focuses on saving for college.

Program Design

Curriculum: Peak to Peak is a K-12 public charter school offering a liberal arts, college preparatory curriculum that gives students a foundation for a lifetime of learning and discovery. High expectations are an important part of the Peak to Peak school culture, and students are encouraged to work hard and strive to achieve their full potential. Peak to Peak students who demonstrate a mastery of knowledge and skills are challenged through appropriate placement in each subject area. A liberal arts education has been recognized throughout history for its broad benefits and its appropriateness as a foundation for future learning. By focusing on a liberal arts college preparatory program, Peak to Peak achieves two important objectives: it prepares students to successfully meet the educational challenges of higher education and to be well-educated members in an increasingly complex world. Peak to Peak takes this time-tested education and makes it accessible to students who are interested in a focused college preparatory program, regardless of their cultural or economic background. Our school is designed from the ground up for graduates to meet or exceed the entrance requirements of top colleges and universities. The elementary, middle, and high school programs have been carefully crafted as a unified, coherent, and challenging curriculum, which progressively builds each student's foundation of knowledge and mastery of skills, while preparing them for university life.

Character Development: At Peak to Peak, respect, responsibility, and other universally valued character traits are embedded in the curriculum and school culture and modeled by community members with the goal of equipping students for long-term success in life. Students learn to



exercise their intelligence with integrity and consider how their decisions and actions affect both themselves and others. The faculty and administrators encourage students to exercise character in practical ways through leadership and participation in service opportunities at school and within our community. Peak to Peak has previously been recognized as a Colorado State School of Character for our commitment to character development.

The K-12 community participates in service learning projects at least twice per year, including a canned food drive for a local food bank, and a student-driven project that typically is national or international in focus. Student leaders at all three levels are the main drivers for organizing, promoting, and running each service project.

Community Service: Across the K-12, we have over a dozen student-led community service clubs and organizations. In addition to the 100-hour graduation requirement for all students, each year, our 10th grade students spend an entire day exploring different community service opportunities to select a meaningful experience to meet their required graduation hours.

Extracurricular Opportunities/Clubs: Peak to Peak students have access to over 50 clubs and extracurricular clubs and 21 middle and high school sports. We strive to create well rounded students who's high school experience aligns with college opportunities. Access to sports and extracurricular activities allow our students to explore areas of passion and interest on a regular basis. We are proud of our athletic participation rates which continue to grow. During the 2023-24 school year, 70% of middle school students and 76% of high school students participated in at least one sport at Peak to Peak.

Experiential Learning: Peak to Peak is committed to providing students opportunities to engage in hands-on interactive learning whenever possible. To ensure that all students benefit from these enriching experiences, we incorporate field trips at every grade level. These excursions are designed to complement classroom instruction by providing real-world applications that enhance and deepen students' understanding of their studies.

In high school, Peak to Peak developed a program for all students called Peak Week. Students in grades 9-12 engage in a week of experiential, hands-on learning that is truly unique and aligned to the identified learning outcomes of our school, as well as student passion areas. Students can choose from a wide variety of courses such as international language and culture immersion programs, service-based initiatives both locally and nationally, STEM-focused programming, visual and performing arts experiences, and more. Some students elect to create their own course including internships or externships in careers or fields of interest. We are committed to ensuring that all students, regardless of their income level, have at least one out-of-state or international experience in their four years of high school by financially supporting students and families in need.



Student Support

As a BVSD public charter school, Peak to Peak is proud to serve every student who enrolls. We have worked hard to develop extensive programming that meets the needs of our community. In recent years, we have been able to expand our services for students with identified needs. In addition, our community outreach coordinator organizes an annual Latino Cohort for families. This cohort works together to ensure parents understand school level systems and expectations.

Special Education Programs: Our K-12 Special Education team provides support to students with Individualized Education Plans, collaborates with multidisciplinary teams, and provides resources to teachers, students, and families. Services are available at the elementary, middle, and high school levels. Peak to Peak collaborates with BVSD on a regular basis to ensure our programming and services align to district protocols. Peak to Peak employs and trains our own team of SpEd teachers. We are proud of our team's ability to serve a wide range of students with identified needs. The K-12 nature of our SpEd team has been essential in expanding services to ensure we provide the level of support each student needs.

Our charter status and waivers have allowed us the flexibility we need to respond quickly and appropriately to the changing needs of our students. Our Executive Leadership Team regularly assesses data and makes decisions to allocate additional resources based on the needs that arise. An example of this practice emerged this past year. The number of students with IEPs has increased significantly at Peak to Peak and many of these students were moving from elementary to middle school for the 2024-25 school year. During our budgeting conversations, the Executive Leadership Team determined that there was a need to add 1.0 FTE to our middle school support team. As such, a budgetary allocation was made to allow for two full-time Special Education teachers at the middle school level.

In collaboration with BVSD, we currently implement a SpEd hybrid model. This model has enhanced our ability to respond to student needs and has supported the growth of our model. We strongly believe that this model should remain unchanged in our next contract. In this model, we identify our own special education staffing needs, hire qualified staff members, and ensure that IEP requirements are fulfilled with fidelity. The district provides oversight to ensure legal compliance and support as needed. This model has allowed us to successfully meet a broad range of student needs. It is our belief that any transition away from this model will negatively impact the quality of service we provide to our students with special needs.

Multi-Tiered Systems of Support: It is always our goal to provide students with foundational learning environments that meet their individual needs. At times, students need additional support to ensure they can access curricular content. In these cases, Peak to Peak subscribes to a layered approach that includes collaboration across team members, strong assessment



practices, clear processes for instruction, and layered interventions that meet students where they are and move them forward.

Through ongoing dialogue and collaboration with classroom teachers, our team provides integral support to students who are experiencing challenges. These educators provide essential services to individual students, staff, groups and families within the school.

ALPS and Advanced Learning Plans (ALPs): This is another area where we have been able to leverage our charter status in a positive way to adjust to the changing needs of students at our school. We have traditionally served a large number of students who are identified as TAG and those numbers and needs continue to grow.

Student Leadership: Leadership opportunities are available to our students starting as early as 5th grade through participation in Student Council and the Character Club. In middle school, students can engage in Student Council, with additional opportunities in 8th grade, including the National Junior Honor Society and WEB (Where Everyone Belongs). Upon entering high school, students have access to a vast array of leadership opportunities with over 30 clubs and honor societies, as well as a designated pathway for establishing new student-led organizations on campus.

Staffing

Peak to Peak is proud of our ability to recruit and hire dedicated staff members who support our mission and vision. The autonomy our charter provides also enables us to adjust our staffing based on the current needs of our student community. Peak to Peak continues to enjoy a high rate of retention across our staff. We monitor retention metrics on an ongoing basis through our staff retention KPI. Our average staff retention has been 88% over the past 6 years.

Staff Satisfaction: Staff satisfaction is extremely important to our success at Peak to Peak. One way we monitor our employee satisfaction is through our annual staff survey. This survey focuses on four key areas: Communication, Compensation, Culture and Climate and Organizational Trust. The survey consistently yields positive results and also offers feedback on areas where we can improve the work experience for employees. For the January 2024 administration of this survey, we had an 86% participation rate with 165 staff members completing the survey. Our overall rating was an average of 4.19 (on a 5-point Likert scale). Average ratings on each dimension were as follows: 4.16 for communication; 4.27 for culture and climate; 3.95 for compensation and benefits; and 4.21 for organizational trust. We attribute these high ratings to our intentional focus on culture and climate. Staff often identify professional autonomy as a reason for high levels of satisfaction.



Induction Program for New Staff: Peak to Peak recognizes the importance of providing robust beginning-of-year and ongoing support for new staff members. This results in both successful teachers resulting in strong outcomes for students and higher staff retention. Peak to Peak’s state-approved induction program is a proven avenue toward increasing teacher mastery and retaining quality teachers, which raises the overall educational school quality and aids in student academic achievement. All teachers in their first year at Peak to Peak are required to complete the induction program as part of their introduction and orientation to the school’s systems and expectations for quality instructional practices. The induction program runs for one full school year, and every induction teacher is paired with a peer mentor. The program includes professional development workshops in August, bi-monthly workshops throughout the school year, classroom observations, weekly mentor meetings, and written reflections. Mentors meet with their mentees for thirty minutes outside of class each week, and pairs observe in each other’s classrooms once each semester.

Teacher and Staff Degrees and Recognitions: Peak to Peak is proud of the advanced degrees and other recognitions received by our talented faculty and staff. The chart below provides details on teacher and staff degrees and recognizes the percent of staff at each level and their highest earned degree.

Staff Type	Total Staff	% BA	% MA	% PhD	% National Board Certified	% Peak Option *
Elementary School	29	17%	79%	-	0%	21%
Middle School	28	14%	86%	-	7%	39%
High School	31	6%	87%	6%	10%	45%
SpEd, Media,GT Coordinators, Counselors	17	6%	94%	-	24%	41%
Total	105	10%	87%	1.90%	9%	36%

* Peak Option is a Peak to Peak-specific program designed to provide additional opportunities for veteran staff members to earn higher salaries when they take on additional leadership at the school. Staff members who have been at the school for seven years and have taken on significant leadership roles are eligible to apply.

Staff Numbers: The table below shows the number of staff at each level and in other roles for the 2024-25 school year.

Category	Total Employees (2024-25 SY)
----------	------------------------------



Elementary School (teachers/interventionists/sped)	33
Middle School (teachers/interventionists/sped)	31
High School (teachers/interventionists/sped)	34
Counselors	7
Administrators (100 level)*	14
Professionals (300 level)	12
Support Staff (400-600 level)*	83
Total Teachers	97
Total Teachers & Counselors	105
Total All Staff	214

Community

Stakeholder Feedback: Peak to Peak values all stakeholder input and there are a number of ways that stakeholder input is gathered and used to inform leadership decision-making. Specific examples include a comprehensive family survey administered each spring by the Accountability Committee, a staff satisfaction survey noted above in the Staffing Section, and an internal student culture and climate survey administered in grades 3-12 every year. In addition, the Board of Directors collects input from relevant stakeholders in evaluating the two executive directors each spring.

Volunteers: Each year, Peak to Peak provides current families and the broader community with numerous volunteering opportunities. Due to our ongoing building debt, we rely heavily on volunteers to support our teachers in the classroom. We also offer a range of other ways for community members to contribute their time and talents, helping our school grow and become stronger. While most of our active volunteers are parents, guardians, and extended family members, we also benefit from support from the wider local community. This can include local business representatives mentoring high school students, individuals maintaining and teaching in our Peak Learning Garden, and others with various expertise assisting with our sports teams and clubs, as example. In the 2023-2024 school year 1,016 individuals reported volunteering at Peak to Peak in some capacity. All volunteers undergo a comprehensive background check and are encouraged to explore the many K-12 opportunities available throughout our school. Our community is very supportive in terms of volunteering their time. Our community is very generous with their time, contributing more than 4000 hours per year.

Community Building: *At Peak to Peak, we greatly value our community connections. Since we draw students from various areas across Boulder Valley and are not a neighborhood school, we strive to offer opportunities for our families to build strong connections with each other and with*



our school. We host a range of community-wide events and monthly activities designed to foster social interactions and strengthen our sense of community. Examples include our annual Homecoming Tailgate Party, Holiday Marketplace, Athletics Spirit Nights, and Spring Gala, all of which bring together families and staff members in a spirit of connection and camaraderie. Additionally, each grade level has the chance to engage through various online platforms and in-person grade level events and are encouraged to build a supportive community within their own grade.

Equity and SEL:

Peak to Peak fosters the development of educated, active, and responsible community members. To ensure academic excellence, we believe in challenging each student to achieve their full potential, and we are committed to creating a responsive school culture and community where students feel a clear sense of belonging. Peak to Peak understands that valuing scholarship, challenge, and community means we must, at our core, value inclusion, equity, and diversity, in authentic and ongoing ways. In support of the school's [vision](#), [mission](#), and [strategic plan](#), Peak to Peak must strive to be an anti-oppressive school where all students and staff can see, respond to, and redress inequity. As a result, Peak to Peak unequivocally commits to the following ideals of diversity, inclusion, equity, and justice:

1. Affirming the uniqueness of each individual and understanding how diverse personal, cultural, and historic aspects of identity are essential to fully realizing our potential as a school community.
2. Working to dismantle systems that restrict access to our school programs and curriculum or that devalue individuals or groups, especially those from marginalized backgrounds.
3. Identifying and working to eliminate bias in our materials and practices and exposing our students to diverse, inclusive college-prep curricula, individuals, and processes.
4. Ensuring that staff members have the knowledge, skills, and training necessary to serve every student and expecting staff to revise and update instructional strategies, pedagogy, and content so that all students can see themselves and others as valid scholars and members of society.
5. Empowering stakeholders to be active and responsible contributors to our school, our larger community, and the world, and to take action to ensure justice and equity for all.
6. Challenging and disallowing any language, behavior, or action that threatens the safety, humanity, or legitimacy of an identity that has historically suffered oppression, harm, exclusion, or a lack of equal rights.
7. Ensuring that all in our community feel safe, valued, and able to be their authentic selves and that they have the skills to stand against bullying and oppression.

Student affinity groups play a crucial role in fostering an inclusive environment for our students and are essential for creating a school culture where every student feels safe and valued. Beginning in middle school, students can join the Queer Student Union to come together in celebration of LGBTQIA+ identities and allyship. In high school, in addition to QSU, students are



invited to participate in any of our student affinity groups, including the Asian Student Union, Latino Student Union, and Black Student Union. Members of these groups are recognized with a stole at graduation as a way of honoring the role they play in cultivating a sense of belonging for all students in our community.

Practicum students from local universities/partnerships: Peak to Peak welcomes the opportunity to work with pre-service teachers and counseling interns for field experiences, student teaching, and counseling internship opportunities. We regularly partner with area universities, including the University of Colorado-Boulder, Regis University, Denver Seminary, Metro State University, Western Governors University, Adams State, Colorado State University, the University of Northern Colorado, among others.

External PD partnerships: As a result of the leadership and consulting opportunities provided by CPD partnerships, Peak to Peak teachers and administrators become inspired by new insights and valuable experiences, which they use as a lens through which to reflect upon and improve Peak to Peak's own internal programs and practices. Partnerships provide opportunities for Peak to Peak teachers to increase their instructional mastery and leadership capacity, as well as engage in metacognitive reflection about the best practices in their own classrooms. What's more, many partnerships generate income for the school and additional compensation for the teacher-consultants involved. In addition to promoting high student achievement, partnerships also serve to raise the school's profile in the Colorado educational community and beyond. Ultimately, when the CPD brings education professionals together to improve organizations through authentic needs assessments and systematic implementation of best practices, schools get better and students grow.

Community Engagement Opportunities: As a K-12 campus, Peak to Peak works to intentionally build connection and community across levels and among families, students, and staff. Examples of this include a K-12 Homecoming Tailgate event, Run for the Peak, a Family Ambassador Program where new families are paired with a returning family throughout their entire first year, a cornhole tournament, an annual gala that focuses more on community-building than just fundraising and a spring showcase.

Alumni Network: Peak to Peak has a large informal alumni network, which includes an alumni magazine that is published twice a year. One of our strategic goals is to formalize this network, encourage more alumni leadership within the network, and create more school-sponsored opportunities for connection and engagement over the next couple of years.

Operations

Strategic Allocation of Resources: As a public charter school with the autonomy to independently manage our budget, Peak to Peak works hard to be nimble and responsive in utilizing resources that best meet the school's current needs and align with our mission, vision, and strategic plan. As a large K-12 school, it is important that we consistently consider the



needs of all grade levels and programs in making strategic decisions regarding our financial resources. To this end, our Executive Leadership Team (ELT) is heavily involved in the budget planning process (starting from a data-informed needs assessment) and in approving any budget changes over \$10,000. Our Board, Finance and Budget Committee (FBC), and Accountability Committee also play an important role in providing effective financial oversight and ensuring allocation of resources is fully aligned with student and staff needs.

Staff Compensation: Peak to Peak has worked hard to offer competitive salaries and benefits and to ensure that employees are being compensated equitably. As the state has worked hard to increase per pupil revenue over the past four years to offset the budget stabilization / negative factor, Peak to Peak has invested the vast majority of these increases into staff salaries. See the table below for the specific adjustments made over the past four years.

	Teacher Pay Increases	Hourly Support Staff Pay Increases	Salaried Support Staff Pay Increases	Admin Pay Increases
2021-22	5%	Scales Reset	5%	5%
2022-23	4%	5%	4%	4%
2023-24	10%	10%	9%	9% *
2024-25	5.20%	8.20%	5.2%	5.2%

*During the 2022-2023 school year, Peak to Peak hired a professional compensation benchmarking consultant to complete a compensation analysis of its administrative salaries. Adjustments were made to reflect market averages.

In terms of benefits, Peak to Peak is proud of the robust benefits programs it offers - some through BVSD and some independently - as we consistently hear positive feedback from staff on the quality of benefits. Details of the Peak to Peak benefits package can be found in [this benefits overview document](#).

Facilities Maintenance and Expansion: Unlike all schools in BVSD (both district-managed and other charter schools), Peak to Peak owns its own land and buildings. With the exception of the renovations and expansions that have been completed with BVSD bond revenue (detailed in the next section), all land and building purchases and maintenance have been made with per pupil revenue and the BVSD operations and technology mill levy. Because we own our facilities, Peak to Peak holds effective stewardship of its land and buildings as a high priority. We have a dedicated facilities team that works year-round to ensure all maintenance and upkeep needs are addressed, which includes both proactive maintenance and addressing any building repair needs. We dedicate resources in our annual operating budget for regular maintenance items such as asphalt crack repair, seat coat, and striping; gym floor screen and coat annually; and HVAC servicing. In addition, we have a schedule for more periodic maintenance needs such as



turf renewal, interior painting, exterior wall sealant, etc. As an example, in the summer of 2023, we upgraded all interior lights to LED lights; in the summer of 2024, we began upgrades in our gymnasiums adding shot clocks for basketball.

Food service program: Peak to Peak has been operating as an independent school food authority (SFA) for approximately 15 years. We are proud of the fact that we have a fully operating kitchen that prepares breakfast and lunch for all students in-house and largely from scratch. In 2023-24, with the introduction of Colorado's Healthy School Meals for All Program to supplement the National School Lunch Program, program participation increased dramatically. Peak to Peak served an average of 412 breakfasts per day and 772 lunches per day during the 2023-24 school year. Daily menus include a main entree and vegetarian options. Last year, we also began offering a halal meal option weekly, an addition that was made in response to feedback from Muslim students and parents in our community,

Transportation Program: To increase student access to Peak to Peak, as well as to ensure transportation for our experiential and extracurricular/athletic programs, the school launched a transportation program during the 2022-23 school year. This included leasing four electric buses and hiring part-time bus drivers. Since that initial year, the school has added a fifth bus and hired a part-time dedicated transportation coordinator. At the start of the 2024-25 school year, we have approximately 140 students taking the bus to school every morning, three regular bus drivers, and numerous field trips, extracurricular, and athletic events scheduled using our transportation program. Peak to Peak is also on the cutting edge of electric vehicle (EV) technology with an all-electric fleet and one bus with vehicle-to-grid (V2G) technology. We are always glad to share what we learned in terms of our electric bus fleet with BVSD, other schools, and/or other districts.

Friends of Peak to Peak: Friends of Peak to Peak ("Friends") is a non-profit with 501(c)3 tax-exempt status that handles all of Peak to Peak's fundraising functions. Because Peak to Peak still carries debt from the original construction of our facilities, we do robust fundraising throughout each school year to offset the portion of per pupil revenue that goes towards debt service and other facility-related expenses. In the 2023-24 school year, the net revenue raised by Friends was \$392,199. Friends also manages a scholarship fund made possible by a generous gift made to the school for this purpose in 2015. The scholarship fund is in an endowment fund held at the Colorado Gives Foundation. The scholarship fund allows us to grant between four and six 4-year scholarships (\$3,000 per year) for students who need additional financial support for college.

Center for Professional Development (CPD): In 2010, Peak to Peak Charter School launched its Center for Professional Development (CPD), an office dedicated to creating collaborative educational partnerships designed to maximize student achievement. As a nationally celebrated charter school, Peak to Peak regularly receives requests for advice, support, or resources from other schools and educational institutions. Because the school recognizes its responsibility as



an educational leader, the CPD was designed to respond to those requests. The CPD's purpose is twofold. First, it oversees professional development for Peak to Peak faculty and creates opportunities to serve as consultants, mentors, workshop leaders, and instructional coaches. Second, it facilitates partnerships to provide collaborative, research-based professional development services to other schools and institutions (schools, districts, universities, etc.). Partnerships are custom-tailored to the needs of each partner institution and are designed to be relevant and transformative for educators in all stages of their careers. CPD partnerships take on a variety of forms, from providing partner schools with curriculum consultants to offering workshops on best practices to providing state-approved induction services.

Section 2: District Collaboration and Feedback

Peak to Peak is grateful for our partnership with Boulder Valley School District. This section details the ways in which we have collaborated with the district in service of providing a high-quality education to all students.

District Training: Peak to Peak regularly attends district trainings to ensure we are aligned in practice when it comes to policies that we have not waived in our charter contract. Our leaders have found the District Leadership Team meetings and the principal-level meetings to be extremely supportive. Our team members have been able to extract the information that pertains to us and apply it to our current context. We have also partnered with BVSD Safety and Security to ensure our practices align to the district.

Bond Program: We have appreciated the opportunity to participate in both the 2014 and 2022 BVSD bonds. As taxpayers, our families have also appreciated that these taxpayer-supported measures are benefiting students at district-managed and charter schools like Peak to Peak. In collaboration with the district, the following improvements were made to the Peak to Peak facilities using the proceeds from the two bonds that have passed during this charter contract period:

- **2014 Bond:** Using \$10.2m in funding from the 2014 Bond, Peak to Peak was able to address many campus expansion needs, including a cafeteria expansion, a college counseling center, a tutoring/innovation center, a high school gymnasium, and a couple of additional elementary and middle school classrooms. The total added space was 42,131 square feet.
- **2022 Bond:** Using \$12.2m in funding from the 2022 Bond, a number of facility renovations are currently underway at the school. The largest of these projects is the conversion of the school's "auditeria" into a proper K-12 auditorium and performing arts center, a space for programming that aligns with CTE standards. In addition, there have been more minor renovations to a number of spaces to maximize learning for students and some "critical needs" infrastructure upgrades such as new HVAC units, new boiler, concrete replacement, carpet replacement, paint refresh, etc.



Serving Multilingual Learners: At the elementary level Peak to Peak partners with BVSD to provide Elementary English Language Development (ELD) services via a co-teaching model. Co-teaching allows the general education teacher and an ELD teacher to collaborate as they plan and implement daily lessons in core content areas. Through this collaboration, the classroom teacher leverages their content expertise, and the ELD teacher leverages their language expertise to plan lessons that support students in developing language while accessing grade level standards. Peak to Peak has seen this model benefit our students in a variety of ways. We anticipate that our multilingual student population will continue to grow in future years and we anticipate the needs of our multilingual learners will continue to grow. As we move into our charter renewal we would like to explore the possibility of moving away from the BVSD insurance model for ELD to a model that mirrors our current SPED model. Peak to Peak would like to have the flexibility to hire and train our own staff to serve our multilingual learners. It has been our experience that having our teachers on staff ensures a greater alignment to our mission and vision. Below is a chart that represents our in group percentiles for elementary and middle SPED and multilingual learners.

In-group percentiles from CMAS 2023-24

School Level	ELA SPED	Math SPED	ELA Multilingual	Math Multilingual
Elementary	88th	91st	NA	NA
Middle	92nd	96th	65th	76th

Open Enrollment: We have valued our partnership with BVSD in managing enrollment. We feel this ensures the integrity of the process and ensures that enrollment preferences are implemented consistently and with fidelity.

District Safety and Security: While Peak to Peak is not currently a part of the BVSD School Safety Advocate (SSA) Program, we have nonetheless felt supported by the district’s safety and security team when needs arise. Brendan Sullivan, David Self, and the entire SSA team have been responsive when we reached out with questions and concerns related to safety issues. We are interested in having an SSA presence more regularly at Peak to Peak, but do not currently have the resources for a full-time SSA and have not found another charter school interested in partnering to share the cost and services of a full-time SSA.

Section 3: The Next Five Years

Continued Focus on Maturation: Continued focus on mission and vision implementation with a focus on strengthening systems in alignment with a commitment to long-term sustainability.



There are many components to this strategic priority, including intentional K-12 program alignment and the other specific priorities that follow.

Continued Focus on Academic Excellence: Peak to Peak is committed to continuing its laser focus on strong academic outcomes and college readiness for all students. As we continue to enroll more students with identified needs, we are working to ensure effective support for students with diverse academic, social-emotional, and behavioral needs. We believe that it is critical that we keep our current SPED model intact and that we bring our services for multilingual learners in house to achieve these goals. By doing so we can effectively monitor and adjust our practices to meet individual student needs. We will also continue to partner with colleges and universities to understand how to best support students for post-secondary success, and then ensure that our program aligns with the changing landscape of higher education.

Staff Satisfaction and Retention: Peak to Peak has long had strong staff satisfaction and retention as noted in the staffing section above. However, an ongoing challenge is remaining competitive with BVSD in terms of staff compensation. In an environment where the teacher candidate pool is increasingly shrinking, it is essential that we continue to attract and retain strong talent. Part of this is maintaining our positive staff culture, but also continuing to dedicate resources to offering competitive salaries and benefits.

Campus Enhancement: Peak to Peak is in the process of updating its master plan to address our long-term facility needs. Currently, our hallways are congested, and we lack sufficient space for more innovative, exploratory learning. By the end of the 2024-25 school year, the school is working to have an updated master plan and a financial model that would support the implementation of that plan so the Board can make a decision about implementation of the plan following charter renewal.

Continued Culture, Climate, and Equity Work: Peak to Peak is continually working to close all academic achievement and growth gaps between subgroups of students and to ensure no gaps in student or family perception of culture and climate in terms of inclusion and safety. In addition, we are working towards a clear articulation of equity-focused curricular and program initiatives across the K-12 continuum. As an example, this year the school is beginning implementation of No Place for Hate school-wide.

Part 2: Required Body of Evidence Submissions

Body of Evidence Submissions Checklist

<input type="checkbox"/>	Academic Performance School Performance Framework
<input type="checkbox"/>	School Calendar
<input type="checkbox"/>	Elementary Master Schedule Secondary Master Staff Schedule
<input type="checkbox"/>	Staff Roster
<input type="checkbox"/>	Curriculum Overview
<input type="checkbox"/>	Multilingual Learner Self-Reflection
<input type="checkbox"/>	Multi-Tiered Systems of Support Reflection
<input type="checkbox"/>	SPED Self-Reflection
<input type="checkbox"/>	Professional Development History Professional Development Plan
<input type="checkbox"/>	Teacher Evaluation Template
<input type="checkbox"/>	School Leader Evaluation <ul style="list-style-type: none"> • Current Evaluation Process • Executive Director of Education Evaluation Tool • Executive Director of Operations Evaluation Tool
<input type="checkbox"/>	Staff Handbook
<input type="checkbox"/>	Classroom Observation Protocol
<input type="checkbox"/>	Assessment Plan (including Interim Assessments)
<input type="checkbox"/>	Graduation Requirements



<input type="checkbox"/>	Unified Improvement Plan <ul style="list-style-type: none">• 2022-2024• 2024-2026
<input type="checkbox"/>	Bylaws
<input type="checkbox"/>	Board Governance
<input type="checkbox"/>	Board Meeting Schedule
<input type="checkbox"/>	Board Meeting Agendas and Minutes
<input type="checkbox"/>	Board Roster
<input type="checkbox"/>	Strategic Plan
<input type="checkbox"/>	Board Handbook (including Conflict of Interest Policy)
<input type="checkbox"/>	Board Self-Evaluation/Needs Assessment
<input type="checkbox"/>	Current Waivers and Replacement Policies New Waiver Requests with Rationale Document
<input type="checkbox"/>	Organizational Chart
<input type="checkbox"/>	Complaint/Grievance Policy
<input type="checkbox"/>	Title IX Plan/Policy
<input type="checkbox"/>	Student Discipline Policy
<input type="checkbox"/>	Student discipline data by subgroup for previous four* years <i>*included 3 years of data due to distance learning/pandemic</i>
<input type="checkbox"/>	Program Data: Proportionality
<input type="checkbox"/>	Parent/Student Handbooks
<input type="checkbox"/>	Student Enrollment by Subgroups



<input type="checkbox"/>	Requests for Contract Modifications
<input type="checkbox"/>	Financial Performance - Financial Key Performance Indicators - 2016 - 2024
<input type="checkbox"/>	Long-term budget (5-years if available)
<input type="checkbox"/>	Financial Policies and Procedures
<input type="checkbox"/>	Annual Independent Audit - FY24 (Previous years' audited financial statements are available on the school's website .)
<input type="checkbox"/>	Audit Management Letter - FY24



**BOULDER VALLEY
SCHOOL DISTRICT**

**BOULDER VALLEY SCHOOL DISTRICT RE-2 RESOLUTION 25-07
On the Peak to Peak Charter School Renewal Application**

WHEREAS, the mission of the Boulder Valley School District is to create challenging, meaningful and engaging learning opportunities so that all children thrive and are prepared for successful, civically engaged lives;

WHEREAS, on May 26, 1998, an application was received from the Peak to Peak for the formation of a charter school within the School District;

WHEREAS, the School District's Board of Education determined that the application submitted to the School District for the formation of Peak to Peak as a charter school complied with the purposes and requirements of the Charter Schools Act;

WHEREAS, on May 13, 1999, the Board approved a Charter School Contract for a five-year term ("Original Contract"), and subsequently renewed the Charter School Contract for two additional five-year terms commencing on July 1, 2005 and July 1, 2010. On May 12, 2015, the Board approved a ten year charter contract that expires on June 30, 2025.

WHEREAS, pursuant to the Charter Schools Act, C.R.S. §§ 22-30.5-101 to 120 (the "Act"), the Board received a Renewal Application ("Renewal Application") (attached as Exhibit A) from Peak to Peak Charter School for a renewal to commence as of July 1, 2025 in accordance with the School District's Board Policy LBD;

WHEREAS, the Board has thoroughly considered the Renewal Application, the relevant law, Board Policy, the Summative Renewal Report, and Peak to Peak's Response to the Summative Renewal Report;

WHEREAS, Peak to Peak has achieved pupil performance standards, responsibly managed its funds, and met applicable federal and state law requirements, and other terms of the Charter School Contract; and,

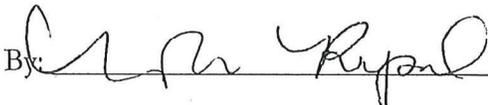
WHEREAS, Peak to Peak's data shows progress on issues important to the Board including in enrolling a student population that reflects the School District's student population and implementing equitable discipline policies and practices.

NOW THEREFORE, BE IT RESOLVED the Board finds it in the best interests of the students, School District, and community pursuant to Colorado law to approve the Renewal Application.

BE IT FURTHER RESOLVED that the Board directs the negotiation and execution of a mutually acceptable charter contract no later than ninety (90) days after the effective date of this Resolution, unless the parties jointly waive such timeline pursuant to C.R.S. § 22-30.5-106(2). Such contract shall contain standard terms and conditions, including, but not limited to:

- a provision requiring the School to use the School District's open enrollment policy, specifically enrollment criteria, beginning in the 2025-2026 school year (for enrollment in the 2026-2027 school year);
- a mutual agreement with regard to the School's request for non-automatic waivers from state statutes and District policies that includes approval of replacement policies; and,
- A five-year term with no automatic renewals.

Approved and adopted this 28th day of January, 2025.

By: 

Nicole Rajpal, President

Attest:



Laura Shafer, Secretary