

**Caprock Academy Board of Directors
Tuesday, October 13, 2026
Regular Business Meeting at 6:00 p.m.
Caprock Academy - 714 24 1/2 Rd, Grand Junction, CO 81505**

Meeting can be viewed virtually via Zoom.

In order to attend the meeting via video conference, use the link below:

In order to attend the meeting by phone, dial the number below and follow the prompts:

Join Zoom Meeting

<https://us02web.zoom.us/j/86350206719?pwd=eUJYZkZZZnNmN1pVcWh3dHE3clZaQT09>

Meeting ID: 863 5020 6719

Passcode: 707033

If you are attending virtually and have a public comment, please fill out the Board Meeting Public Comment form located on the Board of Directors page on the school's website no later than one hour prior to the start of the meeting. During the public comment period, any forms submitted will be read aloud by a board member.

All virtual participants will be muted by the host.

- I. Pledge of Allegiance**
- II. Call to Order:** KJ Kline, CABOD President
- III. Establish Quorum**
- IV. Agenda Adoption**
- V. Board Member seating**
 - i. Recognition of the appointment of Mr. Matt Diers to the Board of Directors pursuant to the Caprock Academy By-Laws and vote 9/08/2026
 - ii. Oath of Office
- VI. Mission, Vision & Core Values**

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

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.

Core Values: Character. Accountability. Academics.

- VII. Mission moment – Mr. Goodbar**
- VIII. Volunteer of the Month – Mr. Goodbar**
- IX. General Public Comments**

Members of the public may address the Board during this portion of the agenda on any topic. **Please fill out the check-in form prior to the start of the meeting indicating your interest in addressing the board.** 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 will not respond to comments during this period but may direct staff to follow up as appropriate.* The Board reserves the right to limit or end public comment that it deems to be defamatory, insulting, abusive, disruptive, 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).

- X. Consent Agenda**
 - i. Consideration and possible approval of the Consent Agenda (CABOD Members may request any item(s) be removed to be considered in full at meeting)
 - i. September 08, 2026 Regular Board Meeting Minutes
 - ii. PTO Report
 - iii. CASAC Report
 - iv. Treasurer's Report
 - v. Governance Committee Meeting minutes
 - vi. Facilities Committee Meeting Minutes
 - vii. Fundraising Committee Report
- XI. Financial**
 - i. Consideration and possible approval of August 2026 Financial Reports as submitted
- XII. Old Business Discussion**
- XIII. Old business Action**
 - i. Policies for review and possible vote
 - i. Family Handbook
 - 1. SE 26.0 Lunches and Snacks
- XIV. New Business Discussion**
 - i. **Reports**
 - i. HOS update
 - ii. Board dashboard
 - iii. Enrollment Report

- iv. Strategic Plan Dashboard - update
- v. CSI Charter Renewal Status
- vi. CARS Report
- vii. Review of board terms and recruitment efforts

ii. **Policy**

- i. 10.0 Promotion Policy
- ii. TBD Physical Activity Policy

iii. **Resolutions to update bank signers**

- i. Resolution 2026-10-13.1
- ii. Resolution 2026-10-13.2
- iii. Resolution 2026-10-13.3
- iv. Resolution 2026-10-13.4
- v.

XV. New Business Action

i. **Vote on Resolutions**

- i. Resolution 2026-10-13.1
- ii. Resolution 2026-10-13.2
- iii. Resolution 2026-10-13.3
- iv. Resolution 2026-10-13.4

XVI. Executive Session

- i. Pursuant to CRS 24-6-402(4)(f) to discuss personnel matters related to previously notified employee(s) as required by law.
- ii. Pursuant to C.R.S. § 24-6-402(4)(b), conference with School's attorney for the purpose of receiving legal advice on investigation report and Board complaint
- iii. Return to open session

XVII. Action Item

- i. Action on investigation report

XVIII. Future Agenda Items

XIX. Adjourn

**Caprock Academy Board of Directors
Tuesday, September 08, 2026
Regular Business Meeting at 6:00 p.m.
Caprock Academy - 714 24 1/2 Rd, Grand Junction, CO 81505**

Meeting can be viewed virtually via Zoom.

In order to attend the meeting via video conference, use the link below:

In order to attend the meeting by phone, dial the number below and follow the prompts:

Join Zoom Meeting

<https://us02web.zoom.us/j/86350206719?pwd=eUJYZkZZZnNmN1pVcWh3dHE3clZaQT09>

Meeting ID: 863 5020 6719

Passcode: 707033

If you are attending virtually and have a public comment, please fill out the Board Meeting Public Comment form located on the Board of Directors page on the school's website no later than one hour prior to the start of the meeting. During the public comment period, any forms submitted will be read aloud by a board member.

All virtual participants will be muted by the host.

- I. Pledge of Allegiance**
- II. Call to Order:** KJ Kline, CABOD President @ 6:00pm.

Board Members Present: KJ Kline, Ryan McCulley, Joe Goodwin, Josh Quigley, Randy Wilkens.

Other People present: Brian Goodbar, Nicky Quinlan, Kerri Schulze, Tim Adams.

Other People in attendance via zoom: Kim Melancon, Kim Klene, Elyssa Clifford, Darlene Rice, Tara Barnes, Andrea Simmonds-Cummings, Cheala Herrera, Candice Freeman, Christine Santisteban, Jessica Rix, Tim Van Schaick, Dylan Albert, Heather Van Schaick, Jennifer Buniger, Kim Christensen, Matt Diers, Raluca Perett, Ryan Marks, Takara Montover, Jack Holt, Keith Allen, HB, Brandy Mustoe, Kilee Peck.

- III. Establish Quorum**

5/6 board members present. Jenna Coffman was not present. Quorum met.

- IV. Agenda Adoption**

1st Ryan McCulley, 2nd Joe Goodwin. 5/5 board members present agreed. Motion carried.

- V. Mission, Vision & Core Values**

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

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.

Core Values: Character. Accountability. Academics.

VI. Mission moment – Mr. Goodbar

Mr. Goodbar read an email that relates to the accountability and character values of Mrs. Quinlan. The email was sent by Mr. Ballegeer to Mr. Goodbar. The email praised the efforts of Mrs. Quinlan and the work she is doing to help keep the school running that doesn't get noticed by most people.

VII. Volunteer of the Month – Mr. Goodbar

Mr. Goodbar did not have a volunteer for this month due to issues with Infinite Campus and being unable to log in and retrieve any data.

VIII. General Public Comments

Members of the public may address the Board during this portion of the agenda on any topic. **Please fill out the check-in form prior to the start of the meeting indicating your interest in addressing the board.** 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 will not respond to comments during this period but may direct staff to follow up as appropriate.* The Board reserves the right to limit or end public comment that it deems to be defamatory, insulting, abusive, disruptive, 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).

No comments were made.

IX. Consent Agenda

- i. Consent Agenda (CABOD Members may request any item(s) be removed to be considered in full at meeting)
 - i. August 11, 2026 Regular Board Meeting Minutes
 - ii. August 18, 2026 Special Board Meeting Minutes
 - iii. PTO
 - iv. CASAC
 - v. Treasurer's Report
 - vi. Governance Committee Meeting minutes
 - vii. Facilities Committee Meeting Minutes

A motion was made to accept the consent agenda with the change of name from Matter Diers to Matthew Diers in the August 18th meeting minutes.

1st Randy Wilkens, 2nd Ryan McCully. 5/5 board members present agreed. Motion carried.

X. Financial

- i. Consideration and possible approval of July 2026 Financial Reports as submitted

Mr Wilkens presented the July financials and mentioned that July is the first month of the fiscal year, so some items may be adjusted in the mid-year budget. The operating cost was \$38,000 less than expected. There is a state funding change in additional revenue for this year only, of \$37,000 to \$40,000 per month.

Reported cash on hand was \$3,700,000. This is equivalent to 226 days cash on hand. Excess funds are suggested to be moved from Sunflower to Alpine when Sunflower matures in December. When the Vectra CD matures in October, the plan is to move it to the Vectra Checking account for potential investment through the ColoTrust account.

The audit is still being finalized, but some financial adjustments may be needed.

The Refinancing Committee is in discussions with several companies regarding the balloon payment that is coming up.

There were discussions regarding the excess revenue due to the state funding changes. Nothing has yet been decided, it will depend on what the money market looks like and where rates are good.

The Facilities, Safety & Security Committee (FSS) would like to make some renovations to buildings 1 & 2 if the money is available. Quotes are going to be collected for all the work that is needed.

A motion was made to accept the July 2026 financial reports as submitted.

1st Josh Quigley, 2nd Joe Goodwin. 5/5 board members present agreed. Motion carried.

XI. Old Business Discussion

None

XII. Old business Action

- i. Policies for review and possible vote
 - i. Family Handbook
 1. Policy AP TBD Federally Funded Construction Projects

This policy was revised by the Governance Committee and sent to CSI for comments. Changes were made and it was brought back to the board for review.

A motion was made to approve Policy AP TBD Federally Funded Construction Projects

1st Randy Wilkens, 2nd Ryan McCully. 5/5 board members present agreed. Motion carried.

XIII. New Business Discussion

i. CARS Report – Ryan Marks, Chief of Authorizing and Accountability

Mr. Ryan Marks came to present the CARS report, but due to poor internet connection, he was unable to present properly, so he was invited back next month to present again.

Mr. Goodbar presented a summary of the CARS report, giving some overall general information related to the full report.

The main detail that came from the summary was that due to the CMAS testing going online this year, there was a drop in scores. The math scores are lower than expected, so some work is needed to find out why the scores are not increasing. Regular training for the teachers for Singapore Math will hopefully help show an increase in the scores.

ii. Reports

i. HOS update

Mr. Goodbar present the following as things that have recently or will be happening soon. As of this week there are 757 students. The mileage reimbursement program will be rolling out soon. It was reported that 16 students have enrolled as a result of the marketing campaign that has been run this year. Caprock is the Timberline Bank non-profit of the month. They will present us with a check at the end of September with any donations they have received. Fruita Fall Festival is happening at the end of September. The 7-12 academic awards were held last week. The Outdoor Education club has been having field trips and appears to be a good addition this year. Mr. Goodbar said that he is meeting regularly with committees, directors and admin. The CSI visit happened last week and we are waiting for their report. Infinite Campus is continuing to improve and there will be some more training on 9/18. There will be a classical survey released after fall break, not to test staff, but to guide PD. HR has created the payscales for teachers. They are hoping to make payscales for all other staff soon. The snack cart came around for staff as an appreciation treat and seemed to be a hit. There was a lot of thanks as a result. The PTO color run on 9/24 is starting soon. We are hoping this will be a bit fundraiser for the school.

ii. Board dashboard

1. STARS Testing (Interim Assessment results)

The STARS results show that there is some work needed in different areas. Reports are going to go back to the teachers, to show them areas they need to work on with their students to help them grow in all areas.

Math fluency practice is needed K-6, to help with math facts and overall math skills.

The CMAS testing is answering in sentences whereas the STAR testing is multiple choice.

The dashboard showed high detention numbers in MS. The teachers were trying to set the tone for the year and demonstrate acceptable behavior and show that unacceptable behavior will not be tolerated.

The substitute hours were higher. This was due to having some staff out for extended periods

iii. Enrollment Report

The percent of returning students is good to see. They would like to see a breakdown for grades to see if there is any particular place we are losing more than other grades.

There are people on the waitlist, but the waitlist is just a holding place for people still waiting to complete paperwork, or yet to accept an offer etc.

iv. Strategic Plan Dashboard/update

This is to be updated to see where we are at since the start of school this year. Hopefully next month we will be able to look at the most up to date version.

v. CSI Charter Renewal Status

The site visit was last week. The staff, students and parents all represented the school and did a great job. On 10/20 Caprock needs to present to CSI, then again to the renewal committee in December. By mid-December we should have an answer from CSI. The board and Mr. Goodbar would like to share thanks to the staff and students for the tour and the effort behind the day.

vi. UIP review

This is going to be updated to relate to the new data and will be presented again.

iii. **Policy**

i. SE 26.0 Lunches and Snacks

There was a discussion regarding microwaves being made available to the HS students for lunchtime use. K-8 do not have access to microwaves but 9-12 will have limited access. This was to give some extra perks and independence to the older students. They will come with supervision and education on the correct use of microwaves.

This will be presented again for review and a possible vote next month.

XIV. New Business Action

i. League Conference

The League Conference is March 3-5th. The board are invited to attend if they can make it work with their schedules.

XV. Future Agenda Items

XVI. Adjourn @ 7:39pm.

A motion was made to adjourn. **1st Ryan McCulley, 2nd Randy Wilkens. 5/5 board members present agreed. Motion carried.**

Caprock Academy PTO

Board of Directors Update – October 2026

Eagle Run & Color Run Fundraiser

The 2026 Eagle Run & Color Run on September 24th was a significant success for Caprock Academy, exceeding both fundraising goals while generating positive feedback from students and staff.

Fundraising Results

- **\$46,188 in donations received** during the campaign.
- **\$35,326 retained by the school** after fees paid to the third-party fundraising company.
- **\$5,350 in community sponsorships** received separately to help cover the cost of T-shirts for every student and staff member.
- Exceeded the original \$20,000 fundraising goal and the \$30,000 stretch goal.

Student Participation

Of Caprock Academy's 765 students, 277 received donations, representing approximately 36% of the student body. Participation was strongest in grades K–6, with some involvement in grades 7–8 and very limited participation in grades 9–12. These results demonstrate an opportunity to increase future fundraising totals by expanding participation, particularly among secondary students if we decide to include the high school in the future.

Allocation of Funds

The \$35,326 retained by the school will be allocated as follows:

- **PTO programs and initiatives:** Approximately \$12,000–\$13,000
- **Annual Fund:** \$10,000 donation
- **On-campus improvement project:** Approximately \$12,000–\$13,000, depending on the final PTO allocation

The \$5,350 in community sponsorships was raised separately and helped offset the cost of providing T-shirts to all students and staff.

Campus Improvement Project

The PTO is working with school administration to identify an appropriate on-campus improvement project. Current discussions center on creating an outdoor learning/flex space with a shade structure to provide students with a more functional and comfortable

outdoor area. The PTO is currently gathering quotes to evaluate potential designs and costs.

Event Feedback and Future Opportunities

Students and staff shared positive feedback about both the fundraising campaign and Run Day. The event provided an engaging school-wide experience while supporting the PTO's fundraising priorities.

The PTO is grateful to the students, families, staff, and community sponsors whose generosity made this campaign possible. Future campaigns will build on this success while exploring ways to increase participation across all grade levels.

PTO's next family event will be our second annual Angelo's Pottery Ornament Paint Night at the school on Tuesday, December 8th from 5-7:30pm.

CASAC September 2026 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. New Business:

a. Create survey review teams (K-6/7-12/Admin) – K-6: Kimberly, Michelle, Caroline, Lisa; 7-12: Danielle, Lori, Heather, Heather; Admin (incl front/back office): Brian, Tracee, Sarah. Trends to be discussed at October meeting.

b. Review and identify areas of focus from CSI CARS report – Enrollment (retention of current students): current marketing efforts resulted in 17 new students. Current challenges: (1) less children in population, (2) school choice saturation. Question: What are we doing that makes our students want to stay at Caprock? Ideas: - (1) buddy/mentor day: pairing younger students with older students for “a day in the life of” and have younger students create a take home project, highlighting what they are looking forward to. (2) Concurrent enrollment: continue to grow opportunities for concurrent enrollment. (3) Interview current parents about why they choose Caprock for their students & highlight on school website and social media. (4) Alumni interviews on how Caprock has impacted their life after school & highlight on school website & social media. (5) Highlight current service hours projects happening around school. (6) Have athletes/clubs perform community service projects & highlight on school website & social media.

3. Old Business:

a. We voted in August to sprinkle guest presentations throughout the school year. Discussion on guest speakers and timing of guest presentations. Moved to October

b. Candice to request CASAC presentation to BOD be scheduled in April for this year, forward. I also asked if the HOS evaluation form this committee previously used is still valid or if there is an update.

4. Any other items in need of discussion?

5. Adjourn

Caprock Academy Board of Directors Business Meeting
Treasurer Report
Tuesday, October 13, 2026

I. REPORT

The Finance Committee met on September 30, 2026, to review and approve the August 2026 financial statements.

1) August 2026 Financial Report

Caprock's net income for August was \$149,837 which is \$110,320 over the budgeted net income of \$39,518. Fiscal year to date through August resulted in net income of \$137,942 which is \$147,929 over the budgeted net loss of \$9,988.

The forecast for year-end net income is currently projecting a positive \$656K variance compared with the \$165,599 2026/27 budgeted net income. Major differences include:

- \$573K overage for PPR state funding per changes included in the funding formula under Colorado's 2026 School Finance Act (SB26-023)
- \$127K PERA funding less than anticipated
- \$57K misc. expense contingency not earmarked at this time
- \$57K purchase of equipment not earmarked at this time
- \$40K vehicle purchased for less than budgeted

Follow up note from last month's Board meeting – The \$10,328 increase in the Alpine money market was attributed to the Alpine operating checking account. This amount established the new checking account but was recorded in the money market. It has been corrected in August.

The transfer from the Sunflower checking account to the Alpine money market has been paused pending the posting of outstanding transactions at the Sunflower. Once these transactions clear the migration to Alpine will progress.

2) Days Cash on Hand on August 31, 2026: 235

3) Cash Details

	<u>August 31st</u>	<u>July 31st</u>	
General Checking	\$1,849,852	\$2,303,055	
Sunflower MM	\$2,631,596	\$3,125,995	<i>Current Rate – 1.982%</i>
Timberline MM	\$ 100,696	\$ 100,559	<i>Current Rate – 1.6%</i>
Alpine MM	\$1,306,534	\$ 101,010	<i>Current Rate – 3.4%</i>
Alpine Checking			
CD – Sunflower	\$1,097,626	\$1,094,514	<i>Matures 12/20/2026 - Current Rate – 3.45%</i>
CD – Vectra	<u>\$ 250,000</u>	<u>\$ 250,000</u>	<i>Matures 9/13/2026 - Current Rate – 3.44%</i>
Total Bank Accounts	\$7,236,304	\$6,975,133	

4) Investing Strategy

The Finance Committee has directed the school to move \$2.5M from Sunflower to Alpine for the purpose of using Alpine as its primary checking account. The Sunflower checking account will be closed when all outstanding transactions are completed. Sunflower will continue to hold a minimum of 51% of the school's total cash products per the current loan agreement.

The school will manage the Alpine operating checking account, and excess funds will be moved to the Alpine money market using a sweep vehicle.

The Finance Committee also directed the school to move the Vectra CD funds to the Vectra general checking account and use the combined funds for investing at COLOTRUST. Approximately \$670K will be available for this purpose.

These changes will be re-evaluated by reviewing the process and ensuring each investment is performing as expected (earnings and liquidity). We will also review the balance between the ease of managing these investments and their financial performance.

- 5) **Cash Available for Investments** – This calculation shows excess eligible cash available for investment in interest bearing accounts as of July 31, 2026.

1)	Bank Account Assets		
	1072 Bill.com Money Out Clearing	450	
	8101A Vectra General Checking 4478	411,431	
	8101B Sunflower Insurance 3137	96,231	
	8101C Sunflower Money Market 2374	3,125,995	
	8101D Sunflower Operating 0034	1,785,021	
	8101F Sunflower CD 9546	1,094,514	
	8101H Timberline MM 4532	100,559	
	8101I Alpine MM	111,338	
	8103 Petty Cash	280	
	8111B Vectra CD 5459	250,000	
	Total Bank Accounts	6,975,818	(A)
2)	Cash Days on Hand		
	Twelve Month Rolling Operating Expenses (August 1, 2025 through July 31, 2026)	11,253,663	
3)	Sunflower Debt Covenant	1,250,000	
3.5)	51% Sunflower Investment		
	51% of Total Cash Available	3,557,667	
	Amount invested at Sunflower	6,101,761	
	Available for Non-Sunflower Investment	2,544,093	
4)	120 DCOH	3,699,834	(B)
5)	Non Sunflower Investments as of 7/31/2026 (not including cash products)	461,897	(C)
6)	Other Investment Opportunities (Total Cash and Equivalents less 120 DCOH, (including 51% Sunflower Debt Covenant), less non- Sunflower existing Investments)	2,814,087	(D)
	(A) - (B) - (C) = (D)		

6) 2018 Bonds Payable

The Colorado Educational and Cultural Facilities Authority (CECFA) issued \$22,000,000 Charter School Revenue and Refunding Bonds Series in November 2018. This bond accrues interest at 4.35% and the \$17,890,000 balloon payment is due 6/15/2028.

II. BOARD ACTION RECOMMENDED BY FINANCE COMMITTEE:

- 1) Motion to approve the August YTD 2026 Caprock Academy Financial Reports as submitted.

Caprock Academy
Statement of Financial Position Comparison
As of August 31, 2026

	As of Aug 31, 2026	As of Jul 31, 2026 (PP)	Total Change	% Change
ASSETS				
Current Assets				
Bank Accounts				
8101A Vectra General Checking 4478	427,759	411,431	16,328	3.97%
8101B Sunflower Insurance 3137	37,621	96,231	-58,610	-60.91%
8101C Sunflower Money Market 2374	2,631,596	3,125,995	-494,398	-15.82%
8101D Sunflower Operating 0034	1,135,661	1,784,786	-649,125	-36.37%
8101F Sunflower CD 9546	1,097,626	1,094,514	3,112	0.28%
8101H Timberline MM 4532	100,696	100,559	137	0.14%
8101I Alpine MM	1,306,534	101,010	1,205,524	1193.47%
8101J Alpine Bank Operating	248,531	10,328	238,203	2306.28%
8103 Petty Cash	280	280	0	0.00%
8111B Vectra CD 5459	250,000	250,000	0	0.00%
Total Bank Accounts	\$ 7,236,304	\$ 6,975,133	\$ 261,171	3.74%
Accounts Receivable				
8142 Grants Receivable	0	4,223	-4,223	-100.00%
8153 Accounts Receivable	5,736	5,038	698	13.85%
Total Accounts Receivable	\$ 5,736	\$ 9,261	-\$ 3,525	-38.06%
Other Current Assets				
8105 Escrow Account - Zions	335,549	230,488	105,062	45.58%
8181 Prepaid Expenses	85,393	0	85,393	
8191 Deposits	76,459	76,459	0	0.00%
Total Other Current Assets	\$ 497,402	\$ 306,947	\$ 190,455	62.05%
Total Current Assets	\$ 7,739,442	\$ 7,291,341	\$ 448,101	6.15%
TOTAL ASSETS	\$ 7,739,442	\$ 7,291,341	\$ 448,101	6.15%
LIABILITIES AND EQUITY				
Liabilities				
Current Liabilities				
Accounts Payable				
7421 Accounts Payable	363,179	145,317	217,861	149.92%
Total Accounts Payable	\$ 363,179	\$ 145,317	\$ 217,861	149.92%
Credit Cards				
7421B Ramp card	10,554	19,616	-9,062	-46.20%
Total Credit Cards	\$ 10,554	\$ 19,616	-\$ 9,062	-46.20%
Other Current Liabilities				
7471 Payroll Liabilities	575,325	485,861	89,464	18.41%
Total Other Current Liabilities	\$ 575,325	\$ 485,861	\$ 89,464	18.41%
Total Current Liabilities	\$ 949,057	\$ 650,793	\$ 298,264	45.83%
Total Liabilities	\$ 949,057	\$ 650,793	\$ 298,264	45.83%
Equity				
6720 SPED CSI Reserve	85,430	85,430	0	0.00%
6721 Reserve for TABOR 3%	340,000	340,000	0	0.00%
6760 Assigned Fund Balance	105,755	105,755	0	0.00%
6770 Unassigned Fund Balance	6,121,258	6,121,258	0	0.00%
Net Revenue	137,942	-11,896	149,837	1259.61%
Total Equity	\$ 6,790,385	\$ 6,640,548	\$ 149,837	2.26%
TOTAL LIABILITIES AND EQUITY	\$ 7,739,442	\$ 7,291,341	\$ 448,101	6.15%

CAPROCK CASH FLOW PROJECTIONS FY27

REVENUE

Revenue

1000 Local Revenue

3000 State Revenue

4000 Revenue From CDE

5710 PPR State Revenue

Total Revenue

EXPENDITURES

0100 Salaries

0200 Benefits

0300 Professional and Technnical Svs

0400 Purchased Property Services

0500 Other Purchased Services

0600 Supplies

0710 Land and Improvements

0730 Purchase/Lease of Equipment

0732 Vehicles

0734b Technology Equipment

0800 Child Care

0810 Dues and Fees

0830 Interest Expense

0890 Misc Expense

0900 gifts and donations

0910 Redemption of Principal (interest)

Total Expenditures

Net Operating Revenue

Other Revenue

1007b CD Interest

1008a Money Market Interest

1009 Zions Accounts Interest

1020b CD 1020 Interest

1088a 8th grade trip revenue

1090b1 Senior Trip Junior Fundraising

5600 Transfer

Total Other Revenue

Other Expenditures

0664a 8th grade trip expenses

0668 Concessions - Holding

0667a Senior Trip

Reconciliation Discrepancies-1

Total Other Expenditures

Net Other Revenue

NET REVENUE

	Actual Jul 26	Actual Aug 26	Forecast Sep 26	Forecast Oct 26	Forecast Nov 26	Forecast Dec 26	Forecast Jan 27	Forecast Feb 27	Forecast Mar 27	Forecast Apr 27	Forecast May 27	Forecast Jun 27	FY27 Adopted Budget	Actuals Combined with Forecast	Variance against Adopted Budget
REVENUE															
Revenue															
1000 Local Revenue	29,444	56,155	17,591	82,907	65,651	28,915	24,448	17,484	18,541	28,429	53,619	18,798	462,500	441,982	(20,518)
3000 State Revenue	80,005	241,595	183,417	82,585	82,585	86,527	82,585	82,585	82,585	82,585	85,896	327,678	1,505,792	1,500,628	(5,165)
4000 Revenue From CDE	0	0	19,991	8,257	19,456	18,008	0	18,422	21,369	120,500	65,337	16,885	308,226	308,226	(0)
5710 PPR State Revenue	782,920	793,532	793,532	793,532	793,532	793,532	793,532	793,532	793,532	793,532	793,532	793,532	8,938,801	9,511,775	572,974
Total Revenue	892,369	1,091,282	1,014,531	967,281	961,224	926,983	900,565	912,023	916,028	1,025,047	998,384	1,156,893	11,215,319	11,762,610	547,291
EXPENDITURES															
0100 Salaries	406,737	413,578	411,773	411,773	411,773	411,773	411,773	411,773	411,773	411,773	411,773	411,773	4,901,851	4,938,045	36,194
0200 Benefits	153,683	151,872	156,613	159,536	153,208	153,744	168,540	171,411	165,624	169,590	163,097	417,244	2,310,911	2,184,162	(126,749)
0300 Professional and Technnical Svs	44,109	44,888	42,660	53,526	58,539	53,526	53,526	46,309	36,124	58,539	58,539	53,526	598,038	603,810	5,772
0400 Purchased Property Services	16,522	25,778	27,133	27,133	27,133	27,133	27,133	27,133	27,133	27,133	27,133	27,133	325,597	313,630	(11,967)
0500 Other Purchased Services	108,670	61,110	43,423	40,546	35,008	42,501	35,008	56,670	54,612	46,562	30,426	47,539	677,565	602,074	(75,491)
0600 Supplies	63,046	59,930	63,790	52,587	55,997	63,790	64,796	48,826	63,790	46,574	39,740	72,102	694,967	694,967	0
0710 Land and Improvements									111,743				-	111,743	111,743
0730 Purchase/Lease of Equipment	65	625											58,123	691	(57,432)
0732 Vehicles		60,489									0	0	100,000	60,489	(39,511)
0734b Technology Equipment		100		2,490	16,337				0	0	349	4,846	28,000	24,122	(3,878)
0800 Child Care	482	622	740	1,005	465	351	409	477	381	339	437	538	8,961	6,247	(2,714)
0810 Dues and Fees	1,454	18,389	598				55	3,337	0	0	60	699	25,756	24,591	(1,165)
0830 Interest Expense	69,260	69,889	68,223	67,751	67,751	67,751	67,280	67,280	66,809	66,809	66,809	66,809	808,284	812,892	4,608
0890 Misc Expense					3,275			133	0	0	0	0	60,000	3,408	(56,592)
0900 gifts and donations		0	99					0	0	51	0	0	-	150	150
0910 Redemption of Principal (interest)	51,016	41,667	43,333	43,333	43,333	43,333	43,333	43,333	43,333	45,000	45,000	45,000	526,667	531,016	4,349
Total Expenditures	915,043	948,937	858,385	859,681	872,820	863,902	871,853	876,682	981,793	872,369	843,363	1,147,208	11,124,720	10,912,036	(212,684)
Net Operating Revenue	(22,674)	142,345	156,147	107,601	88,404	63,080	28,712	35,341	(65,765)	152,678	155,021	9,685	90,599	850,574	759,975
Other Revenue															
1007b CD Interest	698	698											-	1,396	1,396
1008a Money Market Interest	5,530	8,339	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	75,000	63,869	(11,131)
1009 Zions Accounts Interest	496	386	448	448	448	448	448	448	448	448	448	448		5,361	5,361
1020b CD 1020 Interest	3,004	3,112											-	6,116	6,116
1088a 8th grade trip revenue	1,162	773	742	2,356	714	170	2,731	3,857	27	158	80	-	35,525	12,770	(22,755)
1090b1 Senior Trip Junior Fundraising	297	1,368	869	5,886	8,609	2,887	285	519	2,332	727	326		72,116	24,105	(48,011)
5600 Transfer		(6,880)	6,880												
Total Other Revenue	11,187	7,795	13,939	13,689	14,771	8,505	8,464	9,824	7,806	6,333	5,854	5,448	182,641	113,616	-69,025
Other Expenditures															
0664a 8th grade trip expenses				1,088	2,472	2,585	3,257	3,671	189	3,310	-	-	35,525	16,572	(18,953)
0668 Concessions - Holding		178		1,879	9,327	5,379		783	40	249	-	-	-	17,833	17,833
0667a Senior Trip	408	125	1,117	(260)	320	619	281	5,900	780	13,735	-	-	72,116	23,026	(49,090)
Reconciliation Discrepancies-1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Expenditures	408	303	1,117	2,707	12,119	8,582	3,539	10,354	1,009	17,294	0	0	107,641	57,431	(50,210)
Net Other Revenue	10,779	7,492	12,823	10,983	2,652	(78)	4,925	(530)	6,798	(10,960)	5,854	5,448	75,000	56,186	(18,814)
NET REVENUE	(11,896)	149,837	168,969	118,583	91,057	63,003	33,638	34,811	(58,967)	141,717	160,875	15,133	165,599	906,760	741,161

Caprock Academy Governance Committee Meeting

Date: 9/16/26

Time: 3:30 PM - 5:00 PM

Location: Conference Room

Chair: KJ Kline

1. Tracker Update

The tracker is in progress. It can be updated further now the handbook has gone live.

2. Employee Handbook Policy Review

- EE Witness Leave – Can be added to the Employee handbook
- EE External Communications – Can be added to the Employee handbook
- Pay Check Deduction/Garnishment - This is still being worked on.
- Reporting Child Abuse – Can be added to the Employee handbook
- Solicitation and Distribution – Can be added to the Employee handbook

3. Family Handbook & Governance Manual Review

- Policy TBD – Federally Funded Construction Projects – Approved by Board Can be added to the family handbook
- Policy SE 26.0 Lunches and Snacks – No Changes from Board, Final Approval October Board Meetings
- Attendance Policy - Waiting for more information to review
- Policy 10.1 Promotion Policy - This policy was reviewed and can be presented to the board in November.
- Field Trip Policy - This is to be reviewed and presented again at a later meeting
- Physical Education Policy - This policy was reviewed and can be presented to the board in November.
- Review of sample separate family handbook and governance policy – delayed

Meeting adjourned at 5pm

Governance Meeting 9/25/2026

- The committee looked at policy SE2.0 Attendance policy – This policy is still under review. The committee is seeking advice from CSI for wording and content.
- The By-Laws were reviewed. The wording of the core values was discussed and reviewed, along with the wording for the first 2 articles of the By-Laws.

Caprock Academy FSS Committee Meeting Notes

Date: 9/18/26

Time: Noon

Location: Conference Room

Chair: Ryan McCulley / Josh Quigley

- The Committee continued further discussion regarding the modular buildings and much needed repairs and setting priorities for the work that needs done. They also explored ideas and potential opportunities for consolidating space that the school already has in order to save on repair costs. This will be an ongoing discussion with school leadership moving forward prior to anything happening.
- Began looking at the feasibility and cost of adding a full-time School Resource Officer (SRO) and gathering data to present options to the Board.
- Discussed the Federal, Mineral, Lease Grant and our intention to go after it next year.
- Key staff members participated in reunification training. This was valuable, and staff will be working to update the reunification plan soon.
- Staff continue to work closely with Grand Junction Police Department and Mesa County Sheriff's Office and foster strong relationships. We continue to coordinate with them on opportunities for training.

Caprock Academy Finance and Fundraising Committee Meeting Notes

Meeting date: 9/16/2026

The committee discussed how to build support for the Annual Fund through a clearer understanding of Caprock Academy's strategic plan, its priorities, and the resources needed to advance those priorities.

Attendance

- Natalie Clayton, Parent Volunteer
- Jennifer Buniger, Director of Finance
- Nicky Quinlan, Executive Assistant to the Head of School
- Mr. Goodbar, Head of School
- Jenna Coffman, Board of Directors Secretary
- Candace Freeman, joined by phone

Fundraising and the Annual Fund

The committee reviewed recent PTO fundraising, including the Fun Run/Color Run supporting family events. This fundraising serves a separate purpose from the Annual Fund campaign, although discussion indicated that a portion of the run proceeds may contribute to the Annual Fund. The amount available and any allocation remain to be confirmed.

Members discussed previous fundraising efforts, opportunities for improvement, and which successful approaches could be carried forward to support the Annual Fund.

Strategic Plan and Community Understanding

A central theme was the need to establish a shared understanding of the strategic plan before expanding fundraising efforts. Discussion revealed that some participants were unfamiliar with the plan and its current goals. The committee discussed how the Board and school leadership could help staff, families, and students understand the school's direction and the connection between those priorities and the Annual Fund.

The proposed communication approach begins by explaining what the strategic plan is, where the school is going, and the goals it is working toward. The next step is to explain the resources needed to advance those goals and how Annual Fund contributions can support implementation. Fundraising communications should connect requests for support to specific school priorities and benefits for students.

The committee identified the need to obtain an updated strategic plan from the Head of School, reflecting work with school leaders to complete outstanding sections and clarify current goals. This will provide a foundation for consistent communication and future fundraising planning.

Fundraising Options and Capacity

Members discussed fundraising dinners, galas, and silent auctions used in the past. Concerns included the staff and volunteer time required, current volunteer capacity, event costs, and the potential net revenue. Future consideration of these events should account for the resources required and the expected return on investment. No event selection was reported.

Follow Up Items

- Obtain the updated strategic plan from the Head of School, including completed sections and current goals.
- Confirm the first-year Annual Fund target and its connection to strategic plan priorities.
- Develop a communication approach to help staff, families, and students understand the strategic plan and how Annual Fund support advances its goals.
- Request a finance update showing funds raised to date, the portion of Fun Run/Color Run proceeds available for the Annual Fund, and progress toward the confirmed goal.
- Continue monthly committee meetings to review progress and refine fundraising plans.

Policy SE 26.0 - Lunches and Snacks

Parents are required to supply their children with lunch and snacks when they drop the students off in the morning. We suggest healthy, low-sugar foods for both the healthful benefit and improved classroom performance, but it is the parents' prerogative to provide for their children's nutritional needs as the parent sees fit. ~~Microwave and conventional ovens will not be available for students to heat their food; parents should provide meals that do not require heating.~~

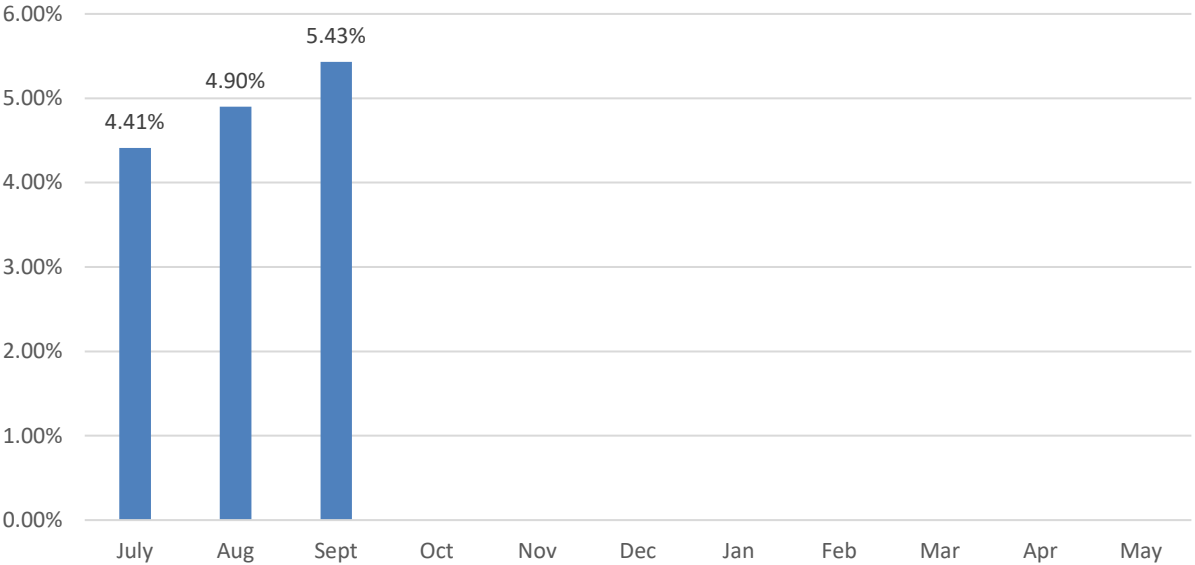
Microwave and conventional ovens will not be available for K-8 students to heat their food; parents should provide meals that do not require heating. Students in grades 9–12 will have limited access to microwaves to heat their food as needed. All students are encouraged to use ice packs to keep perishable foods safely chilled.

Teachers or Deans may prohibit drinks at their discretion if it causes a mess or distraction. Beverages will not be brewed or reheated on campus for students.

Should a student forget his or her lunch, it is incumbent on the student to tell the teacher about the missing lunch. Typically, the school will call a parent to deliver lunch to the school.

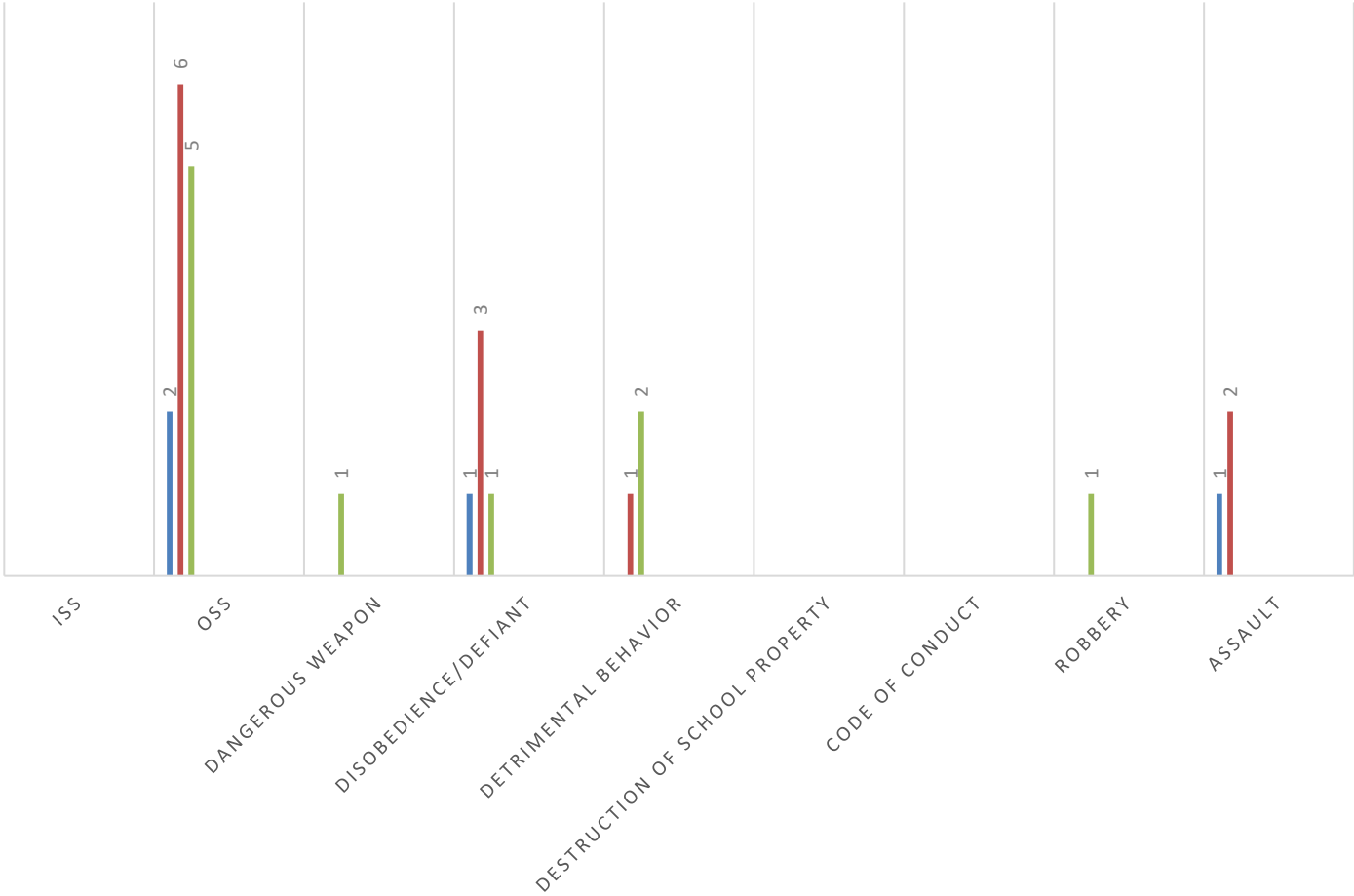
Due to the large number of students, the office will only deliver lunches in an emergency. Parents are asked not to depend on Caprock office staff for regular lunch deliveries. Students are not allowed to use their phone during school hours to order food for delivery.

2026 - 2027 Attendance
Absent Trend

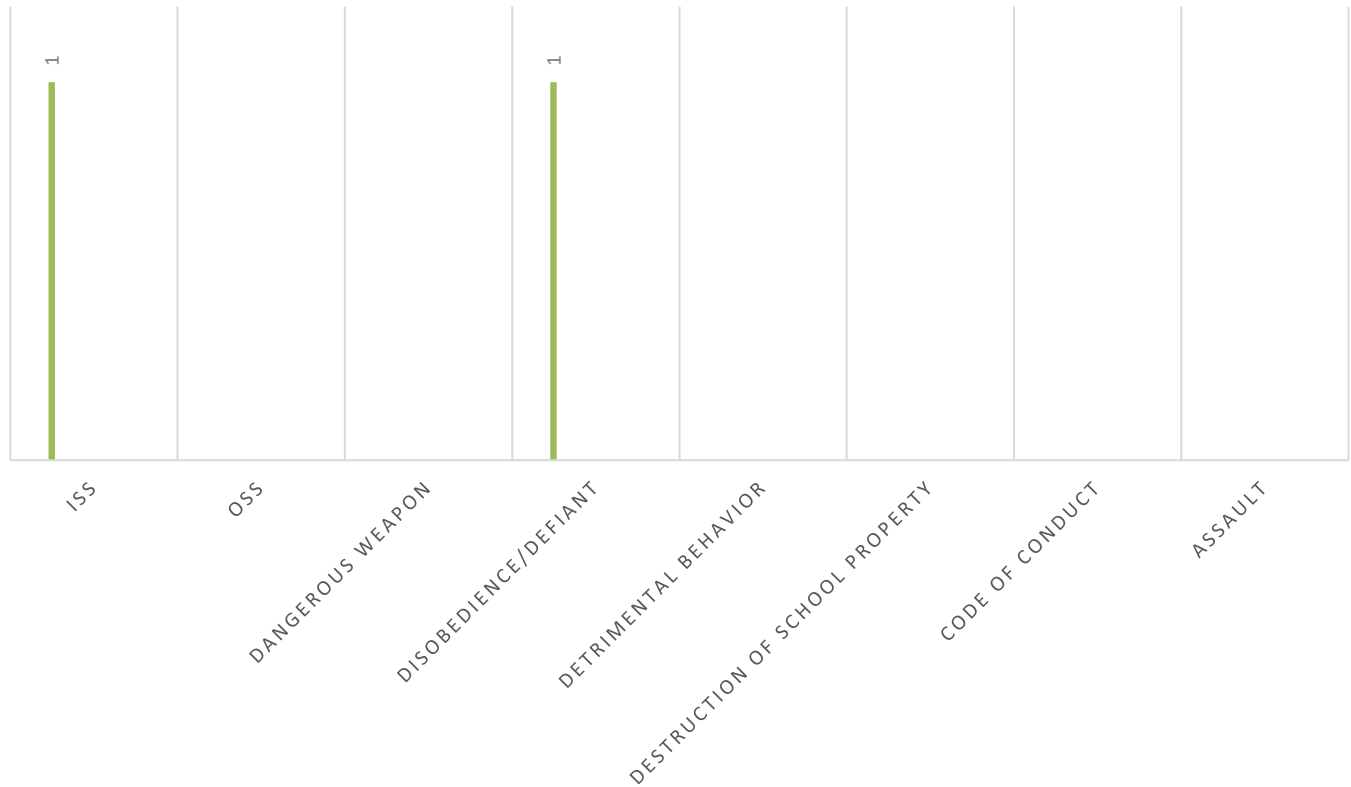


K-6 SUSPENSION (SEPTEMBER)

JUL - Total 2 AUG - Total 6 SEPT - Total 5 OCT - Total NOV - Total DEC - Total
JAN - Total FEB - Total MAR - Total APR - Total MAY - Total YTD - Total 8

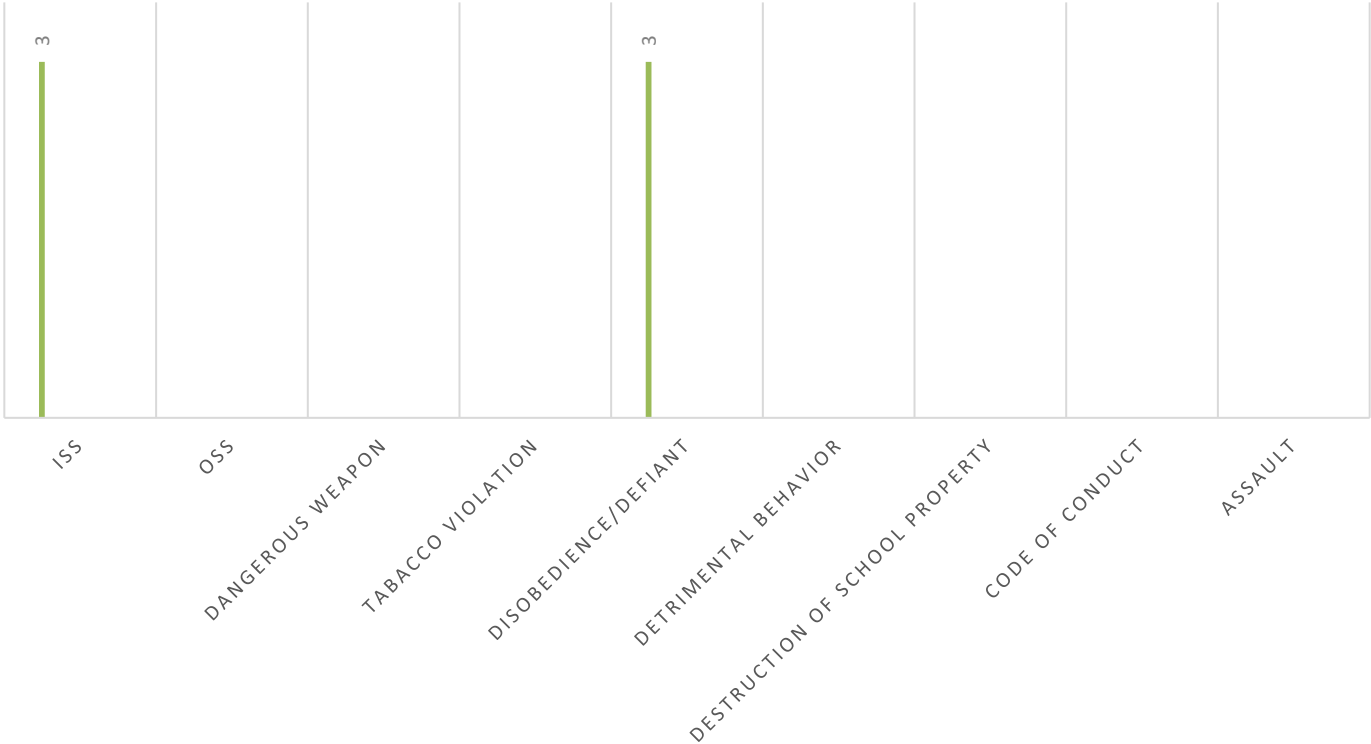


MIDDLE SCHOOL SUSPENSIONS (SEPTEMBER)



HIGH SCHOOL SUSPENSIONS (SEPTEMBER)

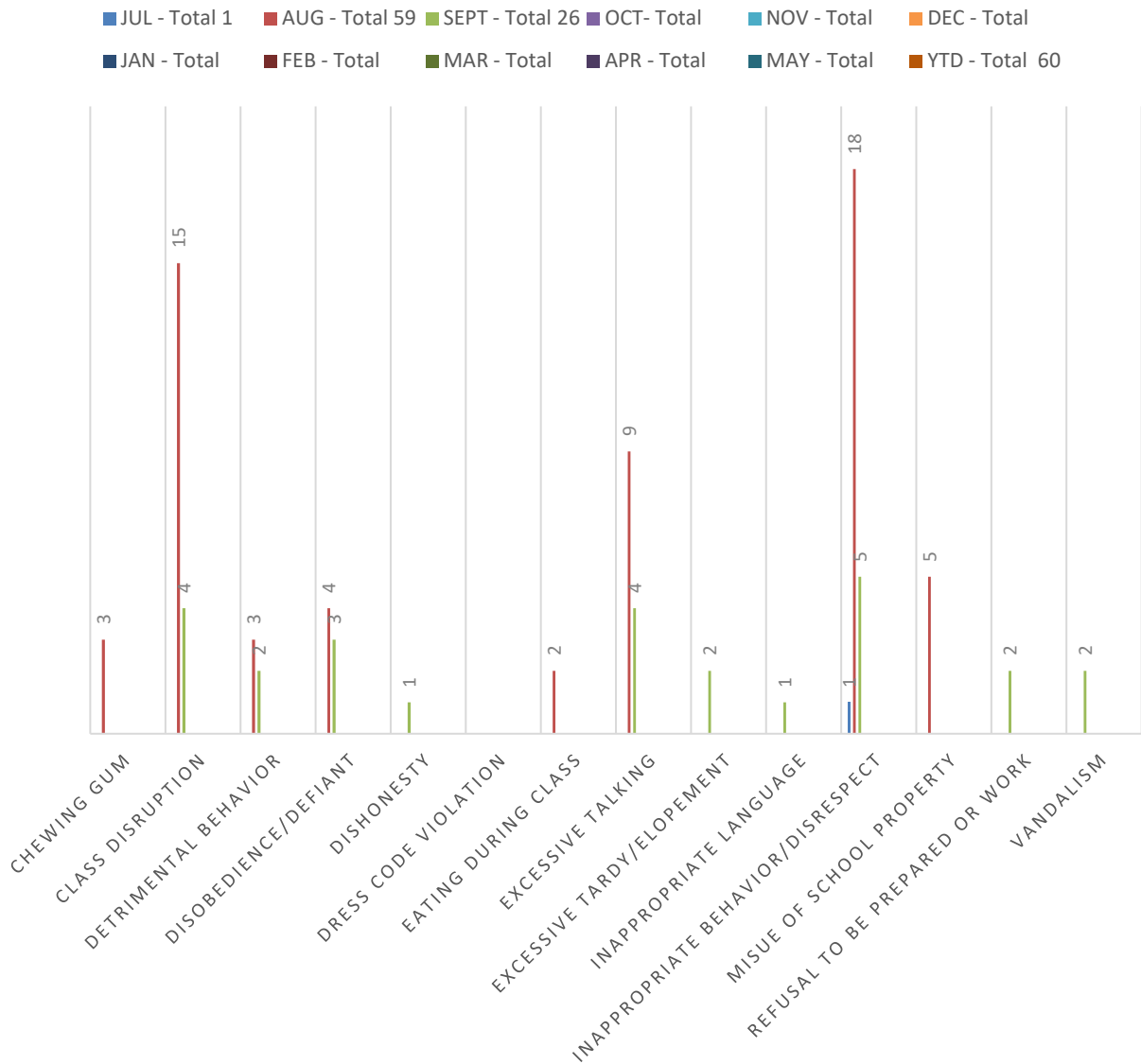
JUL - Total 0 AUG - Total 0 SEPT - Total 3 OCT - Total NOV - Total DEC - Total
JAN - Total FEB - Total MAR - Total APR - Total MAY - Total YTD - Total 0



MIDDLE SCHOOL - DETENTION BY INCIDENT (SEPTEMBER)

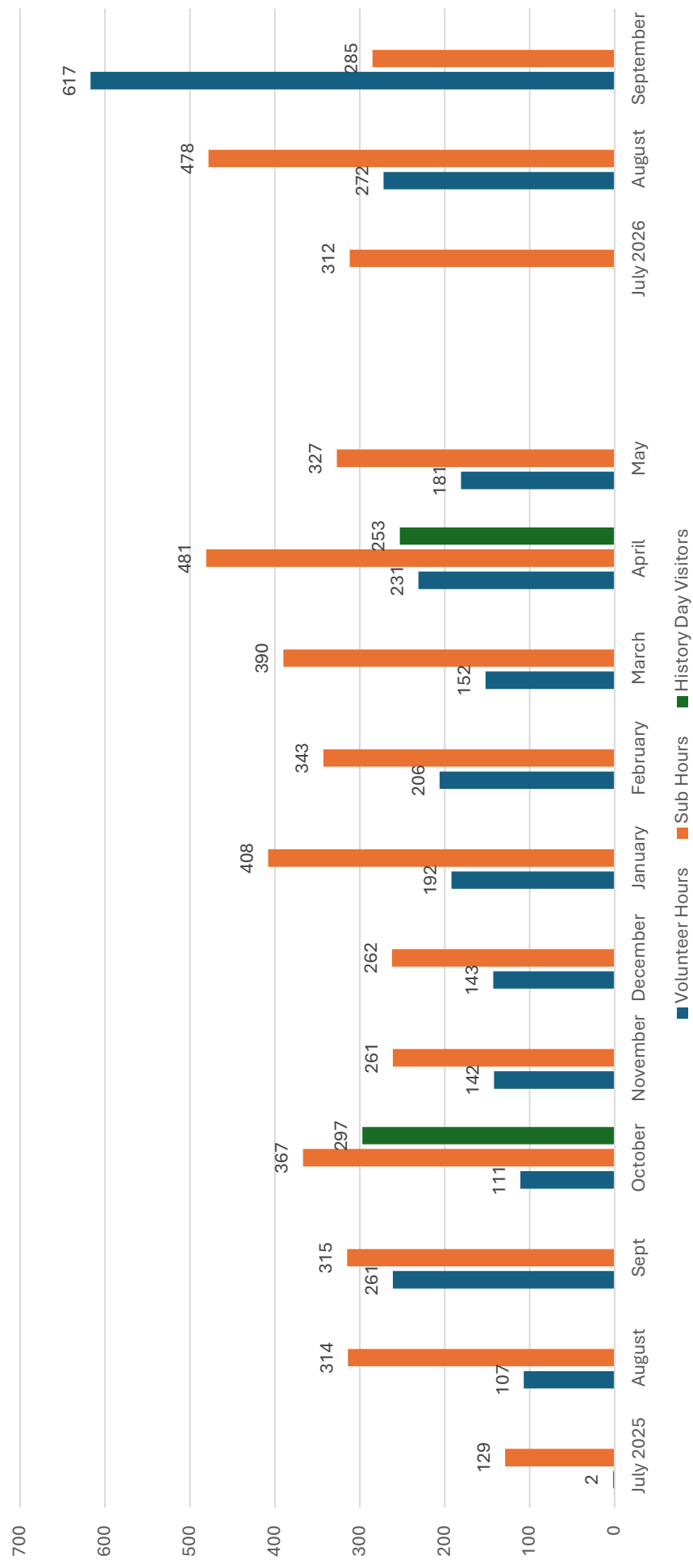
JUL - Total 1 AUG - Total 59 SEPT - Total 26 OCT - Total NOV - Total DEC - Total
JAN - Total FEB - Total MAR - Total APR - Total MAY - Total YTD - Total 60

Incident Type	JUL	AUG	SEPT	OCT	NOV	DEC
CHEWING GUM	0	3	0	0	0	0
CLASS DISRUPTION	0	15	4	0	0	0
DETRIMENTAL BEHAVIOR	0	3	2	0	0	0
DISOBEDIENCE/DEFIANT	0	3	4	0	0	0
DISHONESTY	0	0	1	0	0	0
DRESS CODE VIOLATION	0	0	0	0	0	0
EATING DURING CLASS	0	2	0	0	0	0
EXCESSIVE TALKING	0	9	4	0	0	0
EXCESSIVE TARDY/ELOPEMENT	0	0	2	0	0	0
INAPPROPRIATE LANGUAGE	0	0	1	0	0	0
INAPPROPRIATE BEHAVIOR/DISRESPECT	1	18	5	0	0	0
MISUSE OF SCHOOL PROPERTY	0	5	0	0	0	0
REFUSAL TO BE PREPARED OR WORK	0	0	2	0	0	0
VANDALISM	0	0	2	0	0	0



[illegible]

Substitute and Volunteer Hours



**Caprock Academy
Enrollment Totals
10/1/2026**

CLASS	TOTAL
FTK-Class A	20
FTK-Class B	16
FTK-Class C	18
1st Grade-Class A	17
1st Grade-Class B	18
1st Grade-Class C	16
2nd Grade-Class A	24
2nd Grade-Class B	24
2nd Grade-Class C	23
3rd Grade-Class A	20
3rd Grade-Class B	23
3rd Grade-Class C	22
4th Grade-Class A	23
4th Grade-Class B	24
4th Grade-Class C	25
5th Grade-Class A	23
5th Grade-Class B	25
5th Grade-Class C	25
6th Grade-Class A	21
6th Grade-Class B	20
6th Grade-Class C	18
7th Grade-Class A	24
7th Grade-Class B	23
7th Grade-Class C	23
8th Grade-Class A	24
8th Grade-Class B	24
8th Grade-Class C	25
9th Grade	43
10th Grade	37
11th Grade	38
12th Grade	43
TOTAL	749

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

AVAILABILITY	TOTAL
HTK	N/A
FTK	12
1st Grade	33
2nd Grade	13
3rd Grade	19
4th Grade	12
5th Grade	11
6th Grade	25
7th Grade	14
8th Grade	11
9th Grade	17
10th Grade	29
11th Grade	22
TOTAL	218

Intent to Return	TOTAL
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

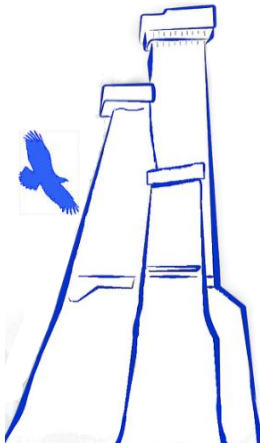
Retention %

Class	Jun/Year						2026-2027 School Year	
	20-21	21-22	22-23	23-24	24-25	25-26	August	Total
HTK-AM/PM	15	17	17	7	13	0		
FTK CLASS A	20	22	21	21	21	16	FTK-Class A	20
FTK-CLASS B	20	22	21	22	21	18	FTK-Class B	16
FTK-CLASS C	19	21	21	22	19	15	FTK-Class C	18
1st Grade-Class A	27	25	24	26	23	22	1st Grade-Class A	17
1st Grade-Class B	28	24	26	23	23	22	1st Grade-Class B	18
1st Grade-Class C	27	24	26	26	23	23	1st Grade-Class C	16
2nd Grade-Class A	27	26	25	25	23	19	2nd Grade-Class A	24
2nd Grade-Class B	27	27	26	27	23	19	2nd Grade-Class B	24
2nd Grade-Class C	26	26	26	27	22	21	2nd Grade-Class C	23
3rd Grade-Class A	21	26	25	26	25	25	3rd Grade-Class A	20
3rd Grade-Class B	25	25	29	27	26	23	3rd Grade-Class B	23
3rd Grade-Class C	25	24	26	25	23	23	3rd Grade-Class C	22
4th Grade-Class A	28	27	25	27	21	23	4th Grade-Class A	23
4th Grade-Class B	26	24	24	26	23	22	4th Grade-Class B	24
4th Grade-Class C	25	25	23	28	21	24	4th Grade-Class C	25
5th Grade-Class A	24	25	27	27	25	17	5th Grade-Class A	23
5th Grade-Class B	25	26	27	24	22	18	5th Grade-Class B	25
5th Grade-Class C	25	27	27	25	25	26	5th Grade-Class C	25
6th Grade-Class A	27	23	26	27	26	23	6th Grade-Class A	21
6th Grade-Class B	24	22	26	28	24	24	6th Grade-Class B	20
6th Grade-Class C	26	25	26	27	27	23	6th Grade-Class C	18
7th Grade-Class A	27	27	25	25	21	28	7th Grade-Class A	24
7th Grade-Class B	27	28	24	24	22	24	7th Grade-Class B	23
7th Grade-Class C	28	28	26	25	22	24	7th Grade-Class C	23
8th Grade-Class A	27	27	28	22	23	18	8th Grade-Class A	24
8th Grade-Class B	28	28	28	21	24	19	8th Grade-Class B	24
8th Grade-Class C	24	24	27	21	24	20	8th Grade-Class C	25
9th Grade	58	61	51	65	56	43	9th Grade	43
10th Grade	52	48	52	45	59	38	10th Grade	37
11th Grade	27	42	49	40	34	48	11th Grade	38
12th Grade	42	23	35	42	34	34	12th Grade	43
Total Enroll	877	869	889	878	818	742	Total Enroll	749
Total Waitlist	20	0	2	14	12	3	Total Waitlist	0
Total Enr+Waitlist	897	869	892	892	830	745	Total Enr+Waitlist	758
Final October Count	893	884	894	893	871	780	Final October Count	



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2025-2026

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

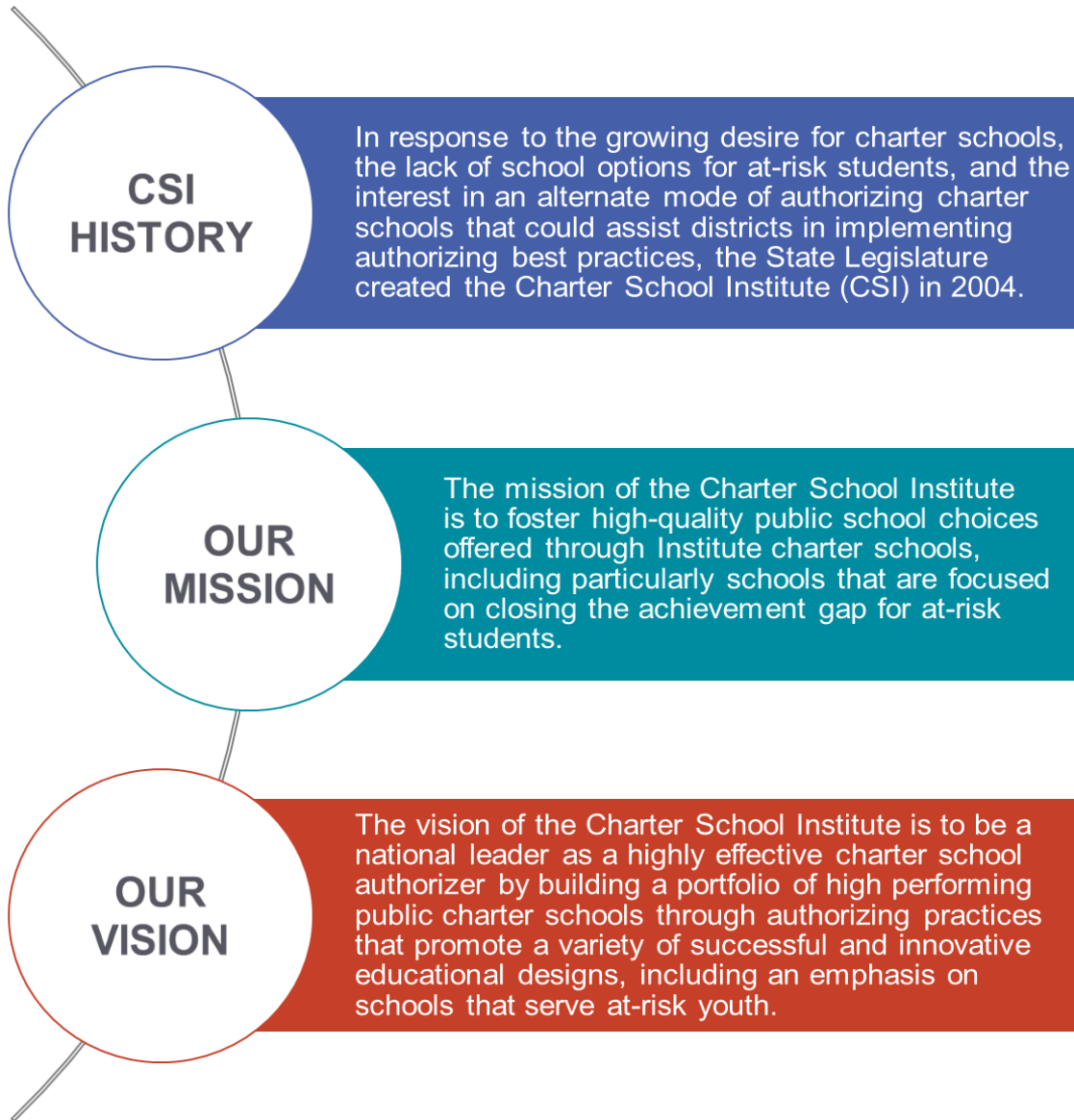


Table of Contents

CSI Annual Review of Schools (CARS) Summary	4
How to Use the CARS Report	5
CSI Performance Frameworks	6
School Overview	8
CSI Annual Review of Schools (CARS) Rating	9
Participation	10
Academic Performance	
CMAS English Language Arts	11
CMAS Math	15
English Language Proficiency (ACCESS)	16
P/SAT Evidence-Based Reading & Writing	12
P/SAT Math	16
Postsecondary and Workforce Readiness	20
School Observations (if applicable)	20
Financial Performance	21
Organizational Performance	23

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:

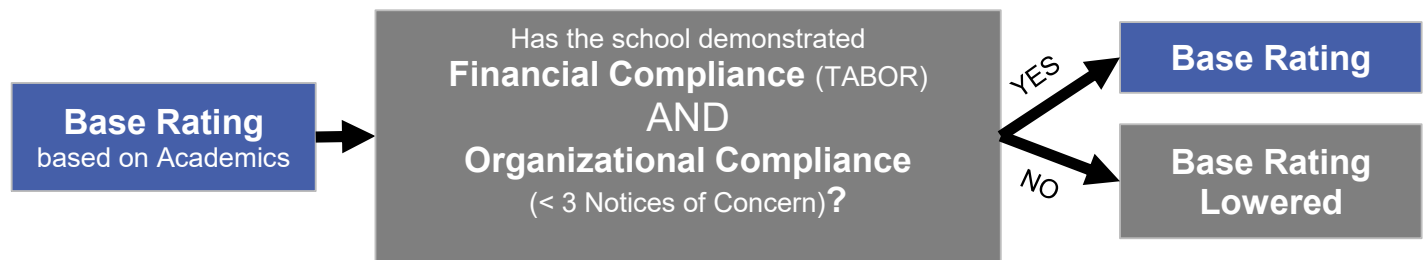
1. Add to the *body of evidence* that is used to make authorization decisions
2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
3. Determine the *level of support/intervention* to provide to the school

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 2020 to 2025. 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
- b. How has the school's unassigned fund balanced 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

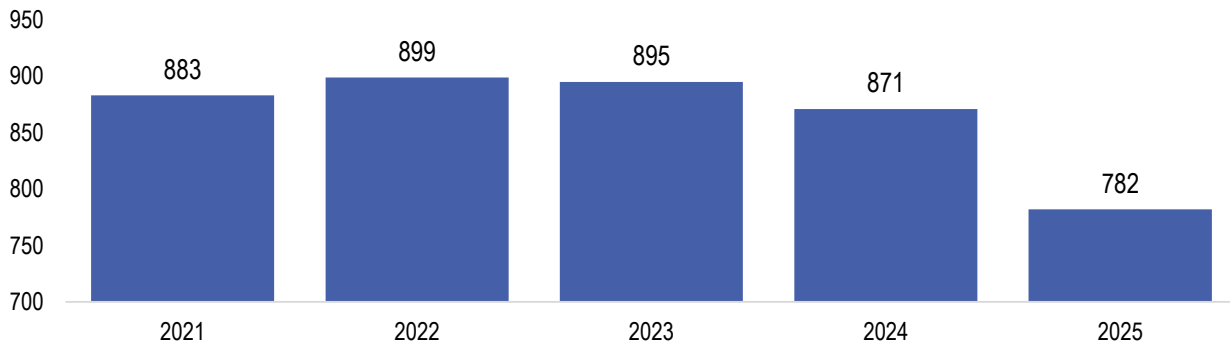
Town/City: Grand Junction

Geographic District: Mesa County Valley 51

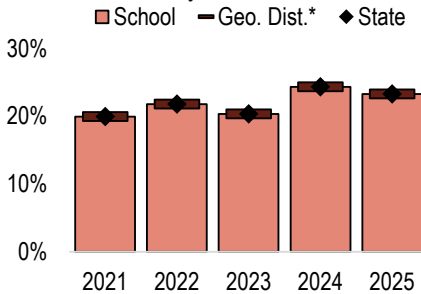
Original Application Type: New School

Enrollment and Student Demographics over Time					
October Student Counts	2021	2022	2023	2024	2025
Enrollment Over Time	883	899	895	871	782
F/R Lunch	17.9%	15.2%	29.9%	32.0%	34.9%
Minority	19.9%	21.8%	20.3%	24.3%	23.3%
IEP	8.6%	8.2%	8.8%	8.2%	9.6%
EL	1.6%	1.3%	1.0%	1.7%	1.3%
Gifted	2.8%	3.1%	3.8%	4.4%	5.2%
504	4.2%	4.8%	5.6%	6.4%	7.2%

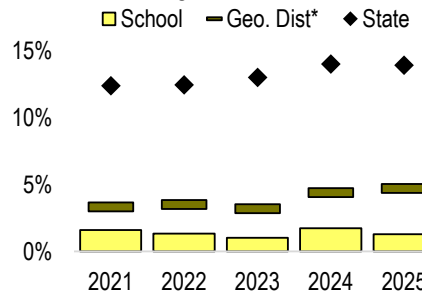
Enrollment over Time



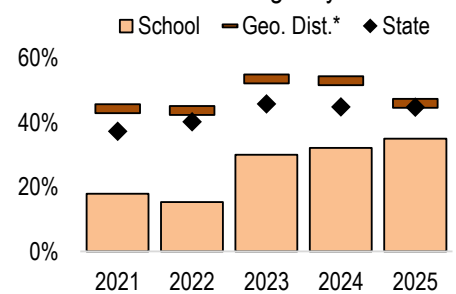
Minority Students



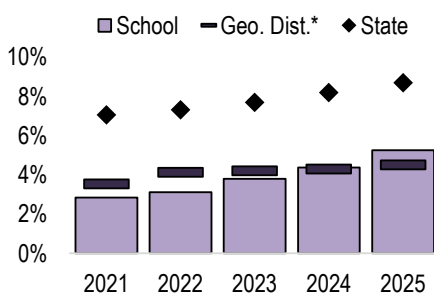
English Learners



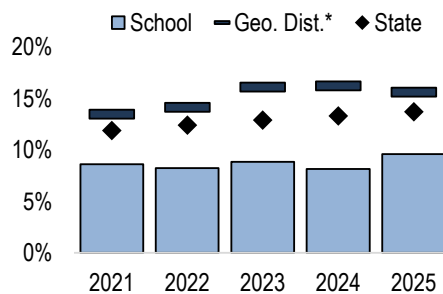
Lunch Eligibility



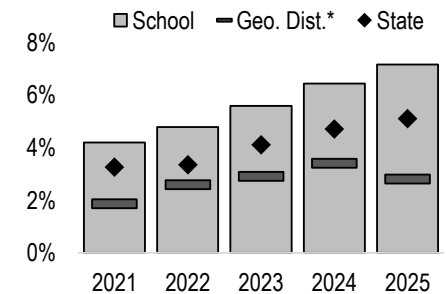
Gifted Students



Students with Disabilities



Students with a 504



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

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

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	536	510	95.1%	25	99.8%	Meets 95%
Math	537	506	94.2%	24	98.6%	Meets 95%
Science	167	131	78.4%	12	84.5%	Does Not Meet 95%

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	407	384	94.3%	23	100.0%	Meets 95%
CMAS Math	408	380	93.1%	22	98.4%	Meets 95%
CMAS Science	167	131	78.4%	12	84.5%	Does Not Meet 95%
PSAT/SAT Evidence-Based Reading and Writing	129	126	97.7%	2	99.2%	Meets 95%
PSAT/SAT Math	129	126	97.7%	2	99.2%	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?

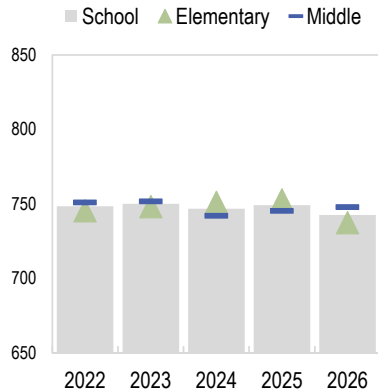
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in ELA										
CMAS ELA	2022		2023		2024		2025		2026	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	70	742	76	750	71	751	68	752	67	737
4	70	747	68	753	74	752	61	745	67	730
5	73	747	72	741	68	751	69	761	58	747
Elementary	213	746	216	748	213	751	198	753	192	738
6	68	748	70	748	76	734	76	743	65	752
7	79	755	70	743	69	754	59	739	76	748
8	77	750	71	765	63	740	63	754	48	743
Middle	224	751	211	752	208	742	198	746	189	748
Overall	437	749	427	750	421	747	396	749	381	743

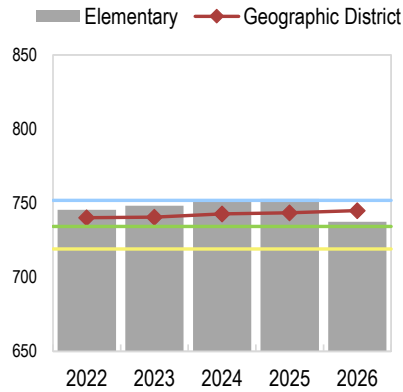
Geographic District Achievement over Time in ELA										
CMAS ELA	2022		2023		2024		2025		2026	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,377	735	1,399	735	1,377	736	1,331	737	1,209	741
4	1,352	740	1,391	739	1,376	744	1,376	744	1,320	746
5	1,356	745	1,356	748	1,326	749	1,362	750	1,390	748
Elementary	4,085	740	4,146	741	4,079	743	4,069	744	3,919	745
6	1,396	740	1,311	739	1,303	740	1,283	742	1,297	742
7	1,304	732	1,308	740	1,203	742	1,260	742	1,253	740
8	1,423	739	1,198	737	1,188	739	1,156	737	1,224	739
Middle	4,123	737	3,817	739	3,694	740	3,699	740	3,774	740
Overall	8,208	739	7,963	740	7,773	742	7,768	742	7,693	743

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

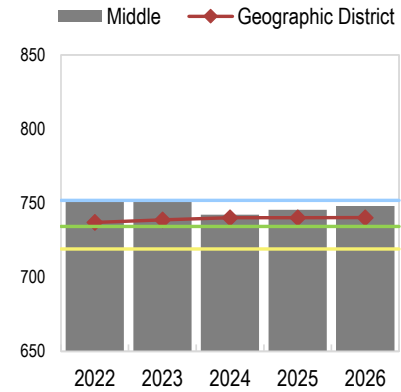
ELA - Schoolwide



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. Over the last five years, overall student achievement decreased by 5.8 scale score points. Since last school year, overall mean scale score decreased by 6.5 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. FALSE

English Language Arts Subgroup Achievement

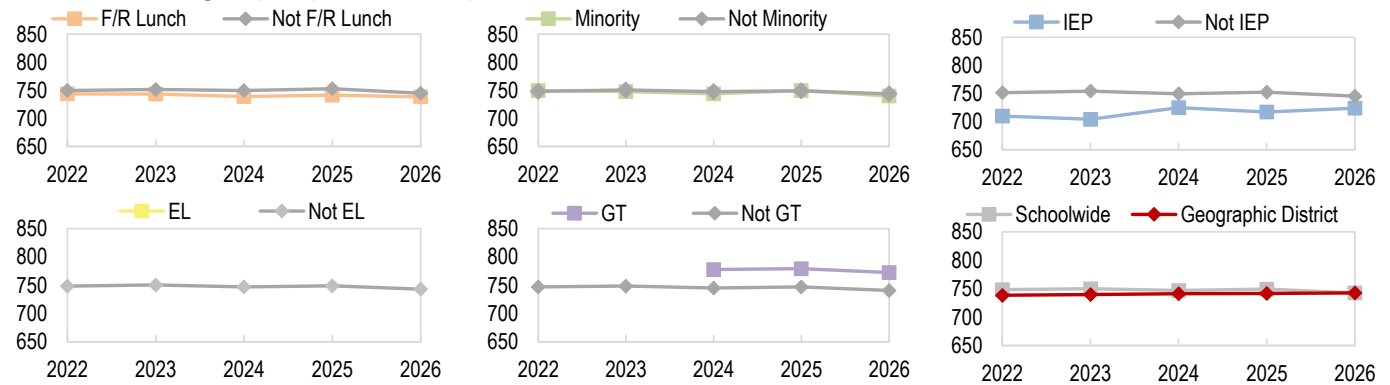
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

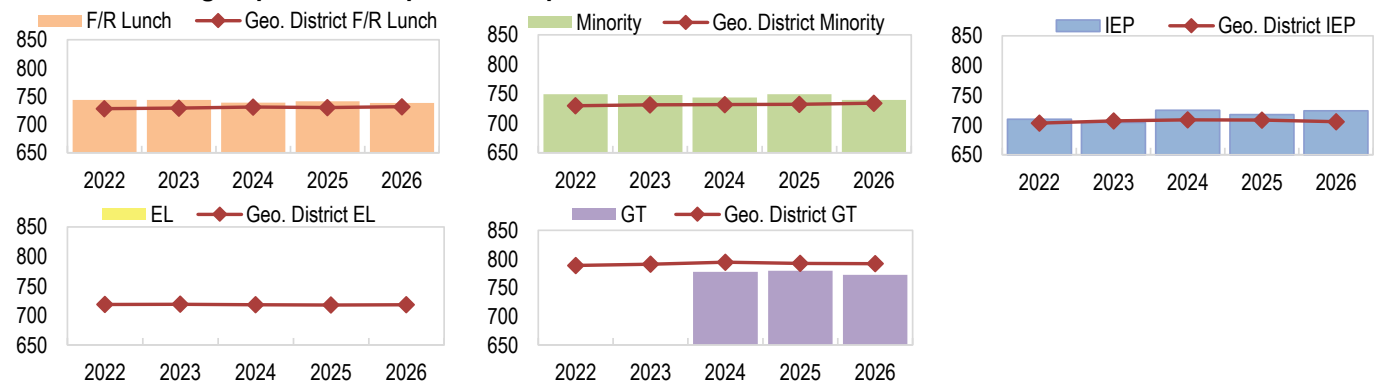
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2022	2023	2024	2025	2026
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	743.6	743.3	738.8	741.2	738.3
	N	749.7	751.3	749.8	752.8	744.8
Minority	Y	749.5	747.9	743.7	749.5	739.8
	N	748.2	750.6	747.7	749.0	743.7
IEP	Y	709.8	704.3	724.9	717.3	724.1
	N	751.7	754.2	749.5	752.4	745.4
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	748.7	750.5	747.1	749.0	743.0
GT	Y	n<16	n<16	777.7	779.3	772.4
	N	747.2	748.6	745.2	746.9	740.7
Schoolwide		749	750	747	749	743

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2022	2023	2024	2025	2026
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	728.1	729.0	731.0	730.1	731.6
	N	746.2	748.8	753.6	750.5	751.5
Minority	Y	729.8	731.2	731.7	732.1	734.1
	N	742.4	743.3	745.7	746.3	746.4
IEP	Y	703.2	707.0	708.7	708.2	705.7
	N	744.2	746.1	747.6	748.2	749.2
EL	Y	718.7	718.9	717.9	717.7	718.2
	N	739.7	740.9	743.0	743.7	744.6
GT	Y	788.7	791.0	794.4	792.1	791.7
	N	735.6	736.4	738.0	738.3	739.6
Geographic District		739	740	742	742	743

CMAS ELA: Subgroup Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

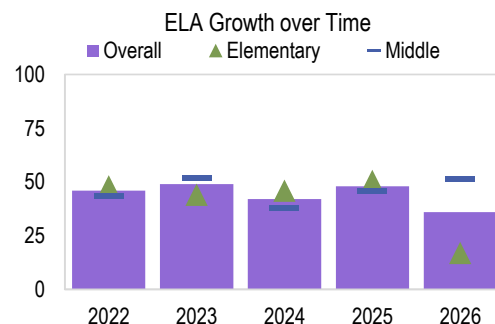
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP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

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

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

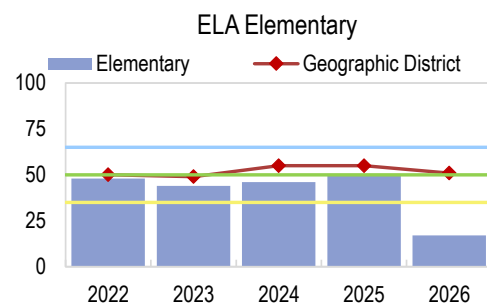
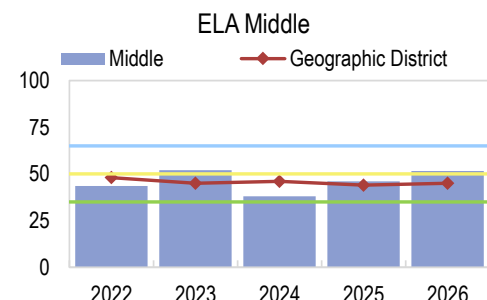
Growth over Time in ELA										
CMAS ELA	2022		2023		2024		2025		2026	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	61	48.0	63	60.0	70	49.5	58	41.5	60	10.0
5	--	--	63	27.0	65	42.0	66	56.0	54	22.0
Elementary	61	48.0	126	44.0	135	46.0	124	50.5	114	17.0
6	59	41.0	61	51.0	71	30.0	72	36.0	59	49.0
7	--	--	62	34.5	64	52.0	57	50.0	70	44.0
8	69	46.0	65	62.0	58	33.5	60	57.0	43	63.0
Middle	128	43.5	188	52.0	193	38.0	189	46.0	172	51.5
Overall	189	46.0	314	49.0	328	42.0	313	48.0	286	36.0



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	2022		2023		2024		2025		2026	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	1,221	50.0	1,309	48.0	1,309	56.0	1,295	55.0	1,234	52.0
5	--	--	1,296	51.0	1,273	54.0	1,302	54.0	1,299	49.0
Elementary	1,221	50.0	2,605	49.0	2,582	55.0	2,597	55.0	2,533	51.0
6	1,256	47.0	1,258	41.0	1,229	41.0	1,179	45.0	1,202	41.0
7	--	--	1,231	43.0	1,140	45.0	1,177	41.0	1,149	41.0
8	1,238	48.5	1,103	54.0	1,097	52.0	1,052	46.0	1,117	54.0
Middle	2,494	48.0	3,592	45.0	3,466	46.0	3,408	44.0	3,468	45.0
Overall	3,715	49.0	6,197	47.0	6,048	50.0	6,005	49.0	6,001	47.0



Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the ELA state assessment. Over the last five years, overall student growth decreased. Since last year, student growth decreased by -12 percentile points. In the most recent year, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has decreased over time.

English Language Arts Subgroup Growth

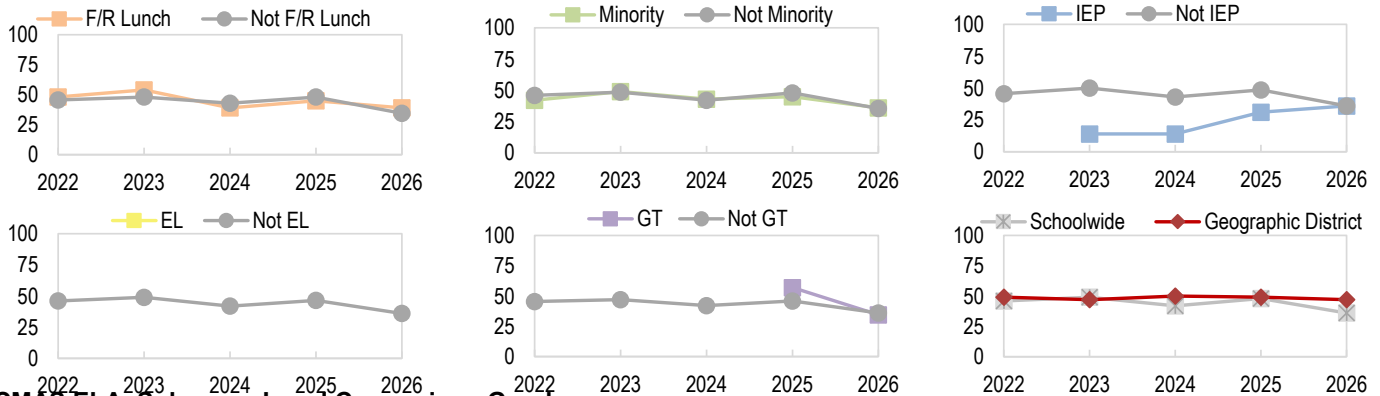
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

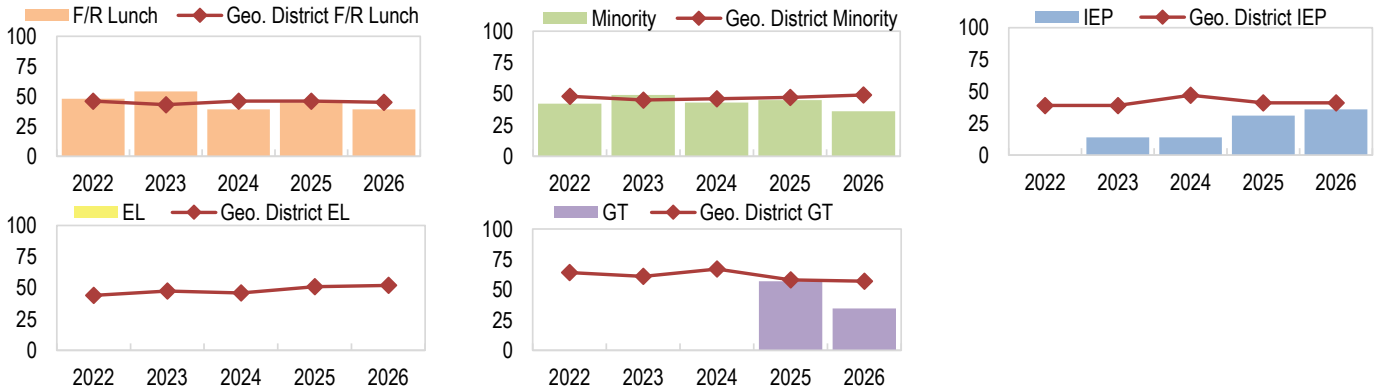
Subgroup Growth Gap Trends over Time in ELA						
CMAS ELA		2022	2023	2024	2025	2026
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	48.0	54.0	39.0	45.0	39.0
	N	45.5	48.0	43.0	48.0	34.5
Minority	Y	42.0	49.0	43.0	45.0	36.0
	N	46.0	48.5	42.0	48.0	35.5
IEP	Y	n<20	14.0	14.0	31.0	36.0
	N	45.5	50.0	43.0	48.5	36.0
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	46.0	49.0	42.0	46.5	36.0
GT	Y	n<20	n<20	n<20	57.0	34.5
	N	45.5	47.0	42.0	46.0	36.0
Schoolwide		46.0	49.0	42.0	48.0	36.0

Subgroup Growth Gap Trends over Time in ELA						
CMAS ELA		2022	2023	2024	2025	2026
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	46.0	43.0	46.0	46.0	45.0
	N	51.0	51.0	55.0	50.0	49.0
Minority	Y	48.0	45.0	46.0	47.0	49.0
	N	49.0	48.0	52.0	49.0	46.0
IEP	Y	39.0	39.0	47.0	41.0	41.0
	N	50.0	49.0	51.0	50.0	48.0
EL	Y	44.0	47.5	46.0	51.0	52.0
	N	49.0	47.0	50.0	48.0	47.0
GT	Y	64.0	61.0	67.0	58.0	57.0
	N	47.0	46.0	49.0	47.0	47.0
Geographic District		49.0	47.0	50.0	49.0	47.0

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): FRL students outperformed their non-FRL peers, minority students outperformed their non-minority peers, general education students outperformed their IEP peers, non-GT students outperformed their GT peers, overall, Mesa County Valley 51 outperformed the school. In the most recent year, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, GT, - 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?

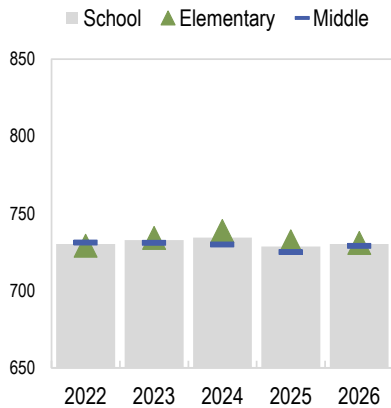
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in Math										
CMAS Math	2022		2023		2024		2025		2026	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	70	729	76	744	71	744	68	736	67	737
4	70	730	68	739	74	735	62	725	69	725
5	73	729	71	719	68	738	70	734	59	732
Elementary	213	729	215	734	213	739	200	732	195	731
6	68	733	70	733	77	720	76	725	65	727
7	80	734	70	729	71	739	59	724	69	738
8	76	728	68	731	63	732	66	726	48	720
Middle	224	731	208	731	211	730	201	725	182	729
Overall	437	730	423	733	424	734	401	729	377	730

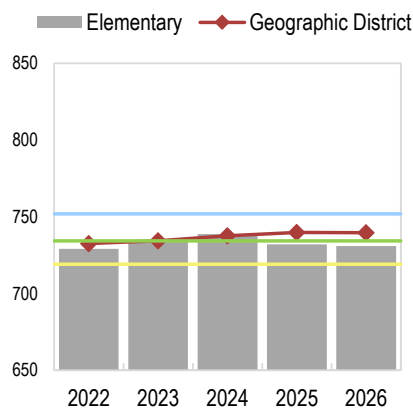
Geographic District Achievement over Time in Math										
CMAS Math	2022		2023		2024		2025		2026	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,377	735	1,400	737	1,389	742	1,332	740	1,214	743
4	1,353	729	1,388	730	1,380	735	1,377	738	1,328	738
5	1,352	734	1,362	736	1,348	737	1,369	742	1,390	739
Elementary	4,082	733	4,150	734	4,117	738	4,078	740	3,932	740
6	1,382	728	1,317	728	1,307	731	1,297	730	1,300	732
7	1,296	727	1,303	728	1,210	730	1,269	733	1,251	733
8	1,421	731	1,204	729	1,191	729	1,172	732	1,227	735
Middle	4,099	728	3,824	728	3,708	730	3,738	732	3,778	733
Overall	8,181	731	7,974	731	7,825	734	7,816	736	7,710	737

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

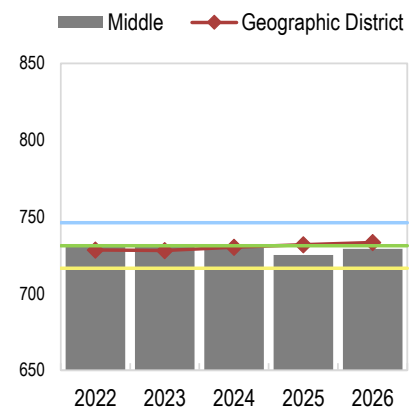
Math - Schoolwide



Math - Elementary



Math - Middle



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. Over the last five years, overall student achievement increased by 0 scale score points. Since last school year, overall mean scale score increased by 1.6 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 performs lower than their geo. district by 6.4 scale score points.

Mathematics Subgroup Achievement

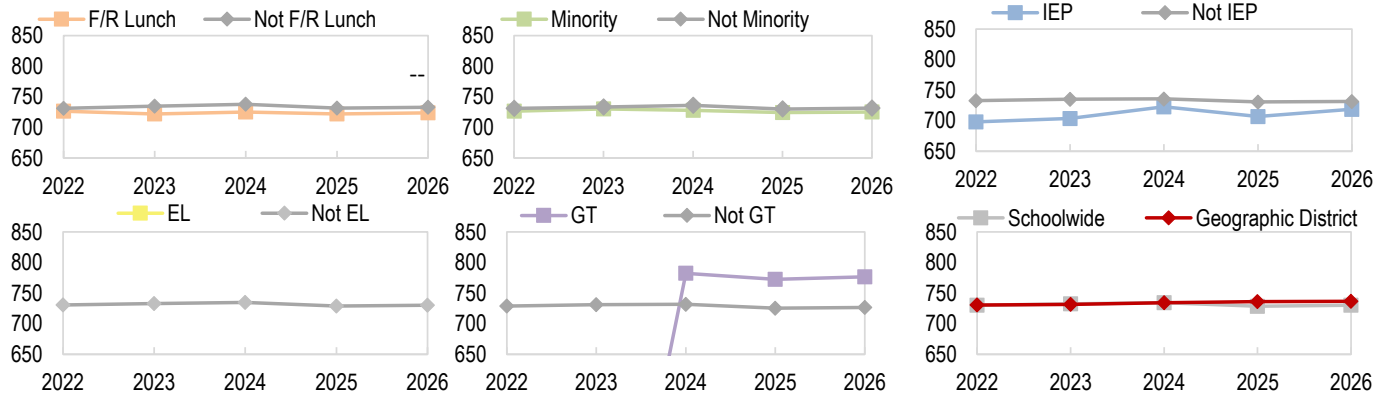
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

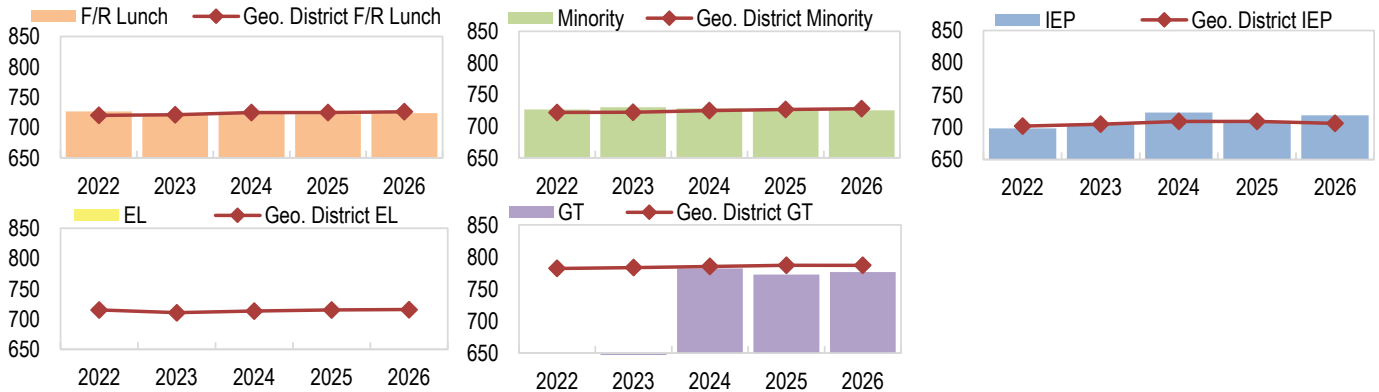
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2022	2023	2024	2025	2026
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	726.5	722.2	725.0	722.0	723.7
	N	731.2	734.6	737.8	731.6	733.1
Minority	Y	726.5	730.2	728.1	724.3	725.3
	N	731.2	733.3	736.1	730.0	731.7
IEP	Y	698.1	703.9	722.8	706.8	718.7
	N	732.9	735.1	735.8	730.8	731.6
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	730.5	732.9	734.8	728.9	730.4
GT	Y	n<16	60.0	782.3	772.4	776.5
	N	728.9	731.1	731.8	725.4	726.7
Schoolwide		730	733	734	729	730

Geographic District Gap Trends over Time in Math						
CMAS Math		2022	2023	2024	2025	2026
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	720.0	720.9	724.8	724.9	725.9
	N	738.0	740.2	745.1	744.1	745.0
Minority	Y	721.8	722.1	724.7	726.6	727.6
	N	734.2	735.3	738.2	740.2	740.5
IEP	Y	701.8	704.6	708.9	709.1	706.2
	N	735.0	736.6	738.8	741.0	742.0
EL	Y	715.0	710.6	713.3	714.9	715.8
	N	731.4	732.6	735.5	737.6	738.2
GT	Y	782.0	783.2	785.1	787.0	786.7
	N	727.4	728.0	730.7	732.3	733.6
Geographic District		731	731	734	736	737

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

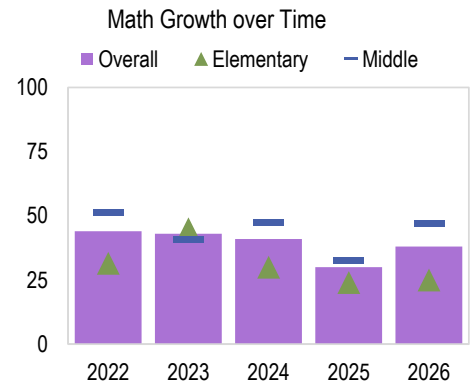
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP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

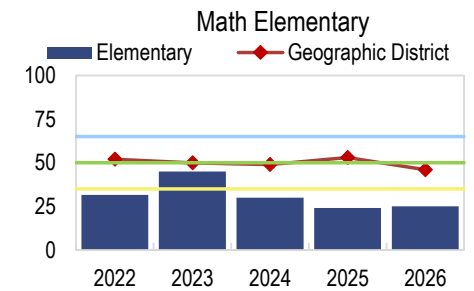
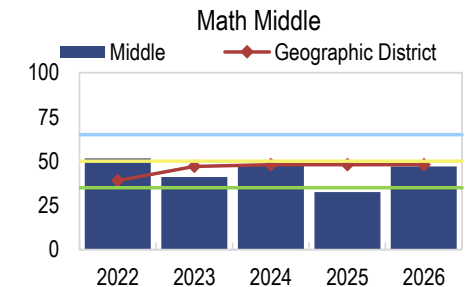
Growth over Time in Math										
CMAS Math	2022		2023		2024		2025		2026	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	68	--	63	76.0	70	29.0	58	15.0	62	19.0
5	68	31.5	62	26.5	65	30.0	67	31.0	56	37.5
Elementary	68	31.5	125	45.0	135	30.0	125	24.0	118	25.0
6	--	--	61	58.0	71	42.0	73	32.0	60	44.0
7	68	51.5	62	39.5	65	62.0	58	49.5	64	56.0
8	--	--	64	35.0	58	39.5	63	22.0	43	40.0
Middle	68	51.5	187	41.0	194	47.5	194	32.5	167	47.0
Overall	136	44.0	312	43.0	329	41.0	319	30.0	285	38.0



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	2022		2023		2024		2025		2026	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	1,312	44.0	1,322	48.0	1,318	49.5	1,258	47.0
5	1,233	52.0	1,291	55.0	1,299	49.0	1,314	57.5	1,312	45.0
Elementary	1,233	52.0	2,603	50.0	2,621	49.0	2,632	53.0	2,570	46.0
6	--	--	1,256	49.5	1,230	51.0	1,202	48.0	1,209	43.0
7	1,134	39.0	1,216	43.0	1,145	44.0	1,184	45.0	1,156	49.0
8	--	--	1,102	52.0	1,096	51.0	1,069	53.0	1,124	53.0
Middle	1,134	39.0	3,574	47.0	3,471	48.0	3,455	48.0	3,489	48.0
Overall	2,367	46.0	6,177	48.0	6,092	49.0	6,087	50.0	6,059	47.0



Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the Math state assessment. Over the last five years, overall student growth decreased. Since last year, student growth increased by 8 percentile points. In the most recent year, 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

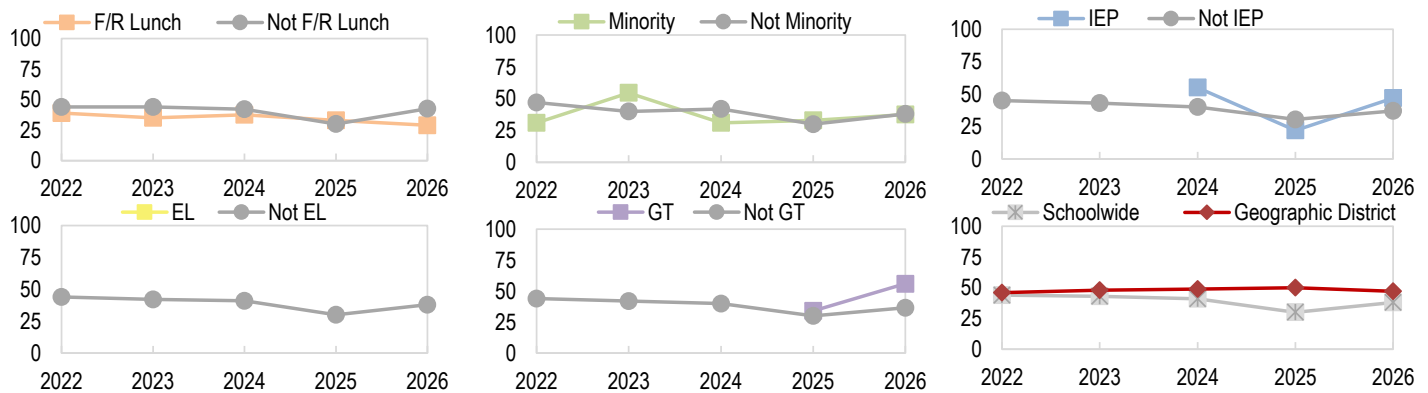
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

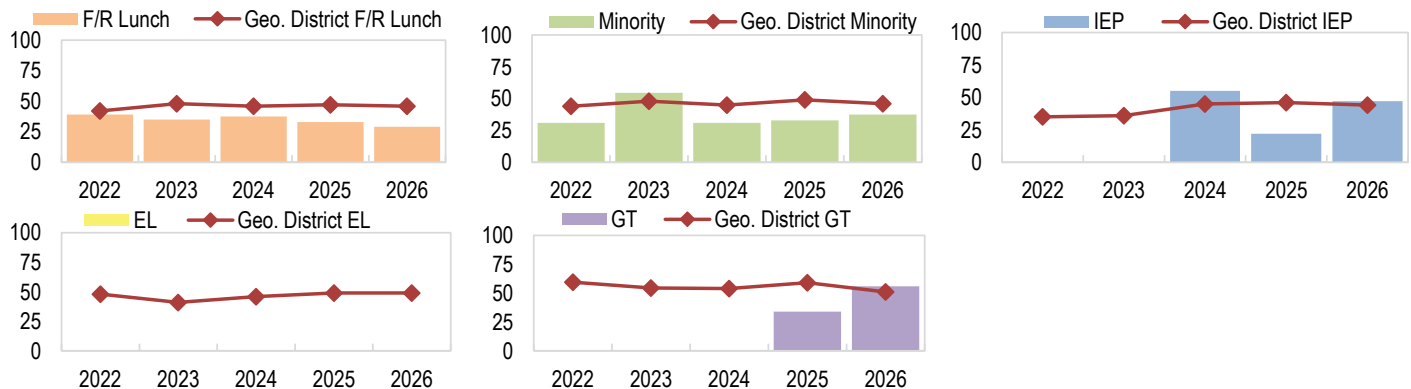
Subgroup Growth Gap Trends over Time in Math						
CMAS Math		2022	2023	2024	2025	2026
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	39.0	35.0	37.5	33.0	29.0
	N	44.0	44.0	42.0	30.0	42.5
Minority	Y	31.0	54.5	31.0	33.0	37.5
	N	47.0	40.0	42.0	30.0	38.0
IEP	Y	n<20	n<20	55.0	22.0	47.0
	N	45.0	43.0	40.0	30.5	37.0
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	44.0	42.0	41.0	30.0	38.0
GT	Y	n<20	n<20	n<20	34.0	56.0
	N	44.0	42.0	40.0	30.0	36.5
Schoolwide		44.0	43.0	41.0	30.0	38.0

Subgroup Growth Gap Trends over Time in Math						
CMAS Math		2022	2023	2024	2025	2026
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	42.0	48.0	46.0	47.0	46.0
	N	48.0	54.0	51.0	53.0	48.0
Minority	Y	44.0	48.0	45.0	49.0	46.0
	N	46.0	53.0	50.0	51.0	48.0
IEP	Y	35.0	36.0	45.0	46.0	44.0
	N	47.0	53.0	49.0	51.0	47.0
EL	Y	48.0	41.0	46.0	49.0	49.0
	N	46.0	53.0	49.0	50.0	47.0
GT	Y	59.5	54.5	54.0	59.0	51.0
	N	44.0	51.5	48.0	49.0	47.0
Geographic District		46.0	48.0	49.0	50.0	47.0

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, GT students outperformed their non-GT peers, overall, Mesa County Valley 51 outperformed the school. In the most recent year, 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	2022			2023			2024			2025			2026		
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	n<20	n<20	n<20	n<20	n<20	n<20	n<20	n<20	--
Middle	n<20	n<20	n<20	--	--	--	n<20	n<20	n<20	n<20	n<20	n<20	n<20	n<20	--
High	n<20	n<20	n<20	n<20	n<20	n<20	n<20	n<20	n<20	n<20	n<20	n<20	n<20	n<20	--
Overall	n<20	n<20	n<20	n<20	n<20	n<20	n<20	n<20	n<20	n<20	n<20	n<20	n<20	n<20	--

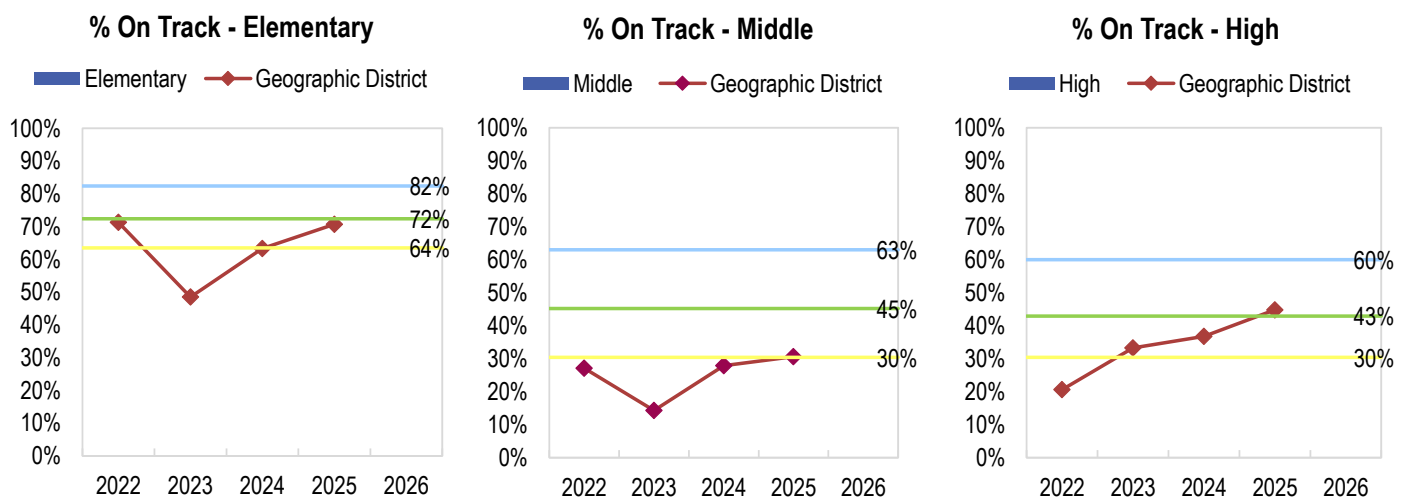
Geographic District Growth over Time on ACCESS															
ACCESS	2022			2023			2024			2025			2026		
Grade/Level	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track
Elementary	280	57.5	71.3%	33	44.0	48.5%	309	50.0	63.3%	341	58.0	70.7%	343	52.0	--
Middle	57	51.0	27.1%	21	63.0	14.3%	68	51.5	27.9%	97	56.0	30.6%	107	60.0	--
High	49	49.0	20.6%	24	63.0	33.3%	57	70.0	36.8%	64	71.5	44.8%	78	66.5	--
Overall	386	56.0	60.7%	413	53.0	55.4%	434	52.0	54.3%	502	59.0	59.6%	528	56.0	--

^^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 the most recent year, 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?

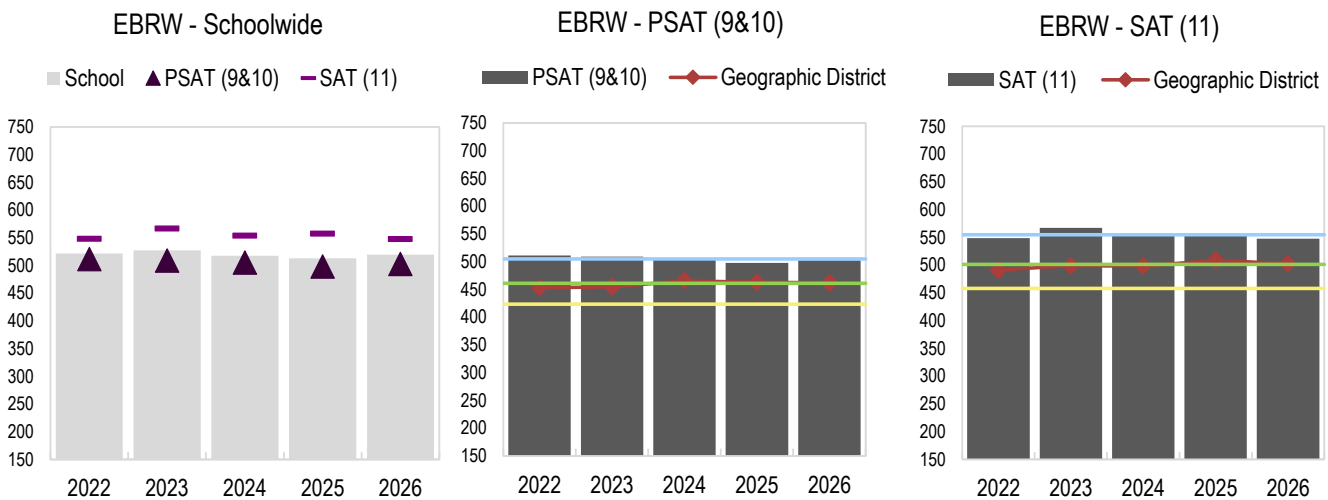
Achievement over Time in EBRW										
PSAT/SAT EBRW	2022 [^]		2023		2024		2025		2026	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	57	474	50	504	62	487	56	488	42	490
PSAT (10th)*	47	557	49	514	45	530	52	509	36	517
PSAT (9th&10th)	104	511	99	509	107	505	108	498	78	503
SAT (11th)	40	549	46	567	36	554	36	558	47	548
Overall	144	522	145	527	143	518	144	513	125	520

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2022 [^]		2023		2024		2025		2026	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	1,460	438	1,327	442	1,215	450	1,240	457	1,292	452
PSAT (10th)*	1,305	470	1,206	469	1,207	481	1,098	470	1,214	473
PSAT (9th&10th)	2,765	453	2,533	455	2,422	465	2,338	463	2,506	462
SAT (11th)	1,258	491	1,120	499	1,198	498	1,226	509	1,167	503
Overall	4,023	465	3,653	468	3,620	476	3,564	479	3,673	475

*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



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. Over the last five years, overall student achievement decreased by 7.8 scale score points. Since last school year, overall mean scale score increased by 6.6 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 44.7 scale score points.

Evidence-Based Reading and Writing Subgroup Achievement

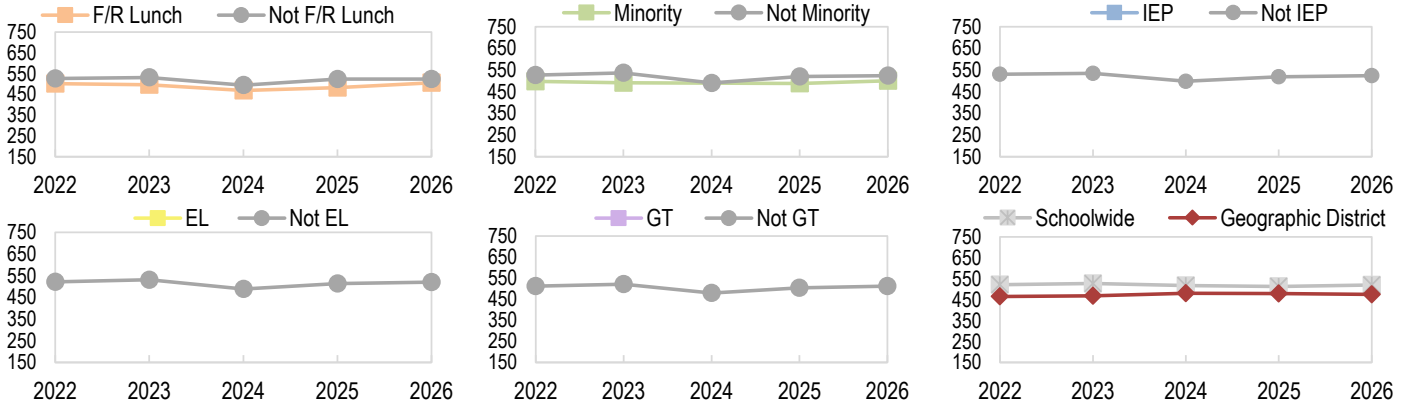
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

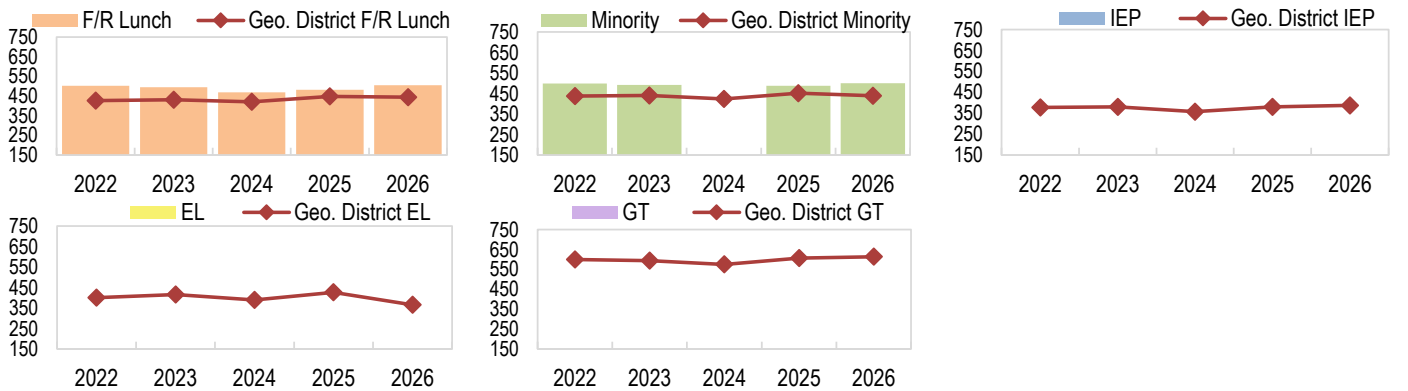
Subgroup Achievement Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2022	2023	2024	2025	2026
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	502	496	469	482	506
	N	526	531	494	524	523
Minority	Y	499	492	n<16	488	500
	N	527	537	491	520	524
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	530	535	498	519	524
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	522	531	489	514	521
GT	Y	n<16	n<16	n<16	n<16	n<16
	N	512	521	479	504	512
Schoolwide		522	527	518	513	520

Geographic District Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2022	2023	2024	2025	2026
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	427	432	421	448	444
	N	483	488	474	491	489
Minority	Y	437	440	424	452	439
	N	477	485	460	489	490
IEP	Y	377	381	358	380	388
	N	472	475	459	487	484
EL	Y	401	416	389	426	365
	N	469	471	453	482	478
GT	Y	599	594	575	607	613
	N	454	457	440	468	465
Geographic District		465	468	481	479	475

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 the most recent year, 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?

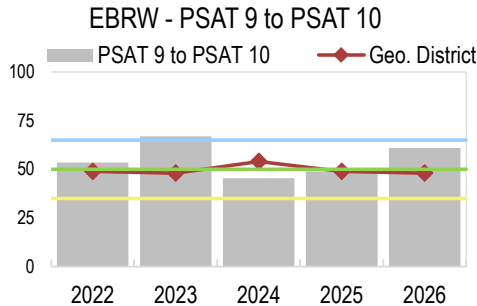
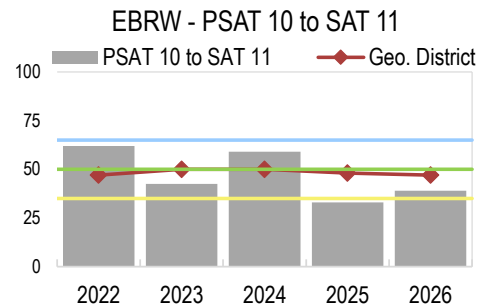
-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW										
PSAT/SAT EBRW	2022		2023		2024		2025		2026	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	Not available									
PSAT 9 to PSAT 10	46	53.5	44	67.0	42	45.5	50	49.0	36	61.0
PSAT 10 to SAT 11	35	62.0	44	42.5	36	59.0	36	33.0	43	39.0
Overall	81	58.0	88	57.0	78	50.0	86	40.0	79	45.0

[^]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	2022		2023		2024		2025		2026	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	Not available									
PSAT 9 to PSAT 10	1,167	49.0	1,140	48.0	1,134	54.0	1,011	49.0	1,071	48.0
PSAT 10 to SAT 11	1,120	47.0	1,030	50.0	1,110	50.0	1,071	48.0	989	47.0
Overall	2,287	48.0	2,170	49.0	2,244	52.0	2,082	48.0	2,060	48.0

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



Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the EBRW state assessment. Over the last five years, overall student growth decreased. Since last year, student growth increased by 5 percentile points. In the most recent year, overall student growth was approaching state expectations. Overall student growth was below the geo. district. Overall student growth for the geo. district is flat.

Evidence-Based Reading and Writing Subgroup Growth

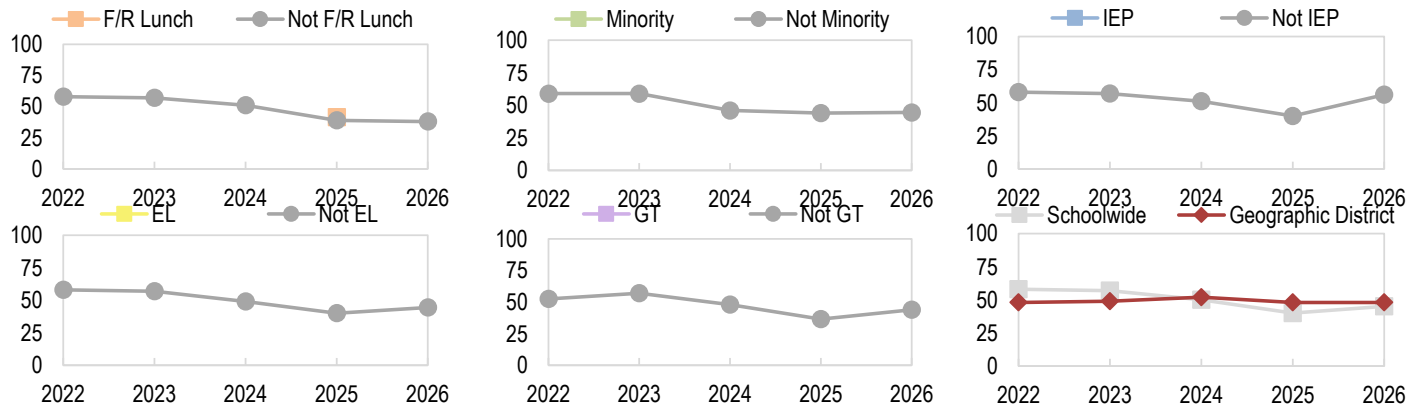
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

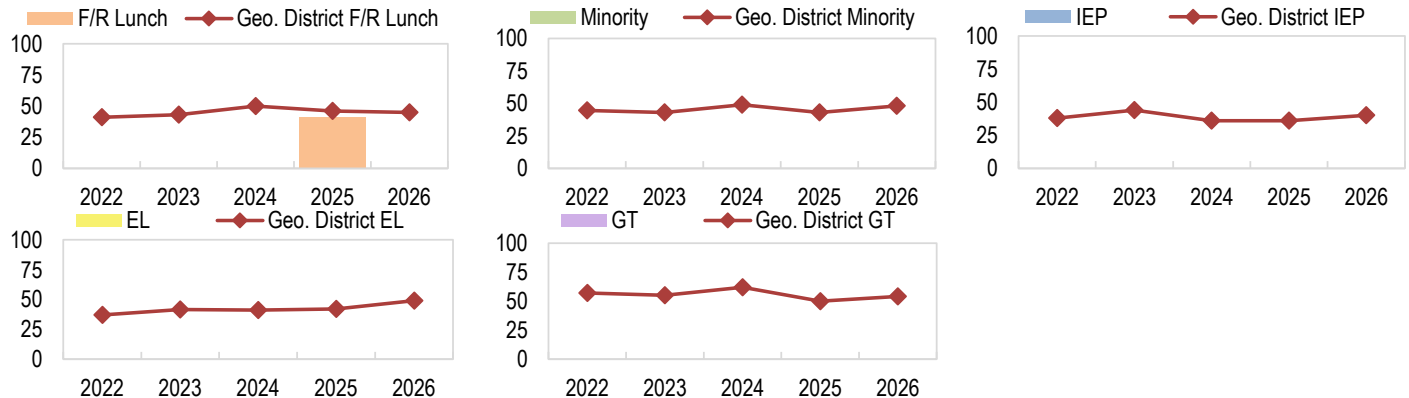
Subgroup Growth Gap Trends over Time in EBRW						
PSAT/SAT		2022	2023	2024	2025	2026
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	n<20	41.5	n<20
	N	58.0	57.0	51.0	39.0	38.0
Minority	Y	n<20	n<20	n<20	n<20	n<20
	N	59.0	59.0	46.0	44.0	44.5
IEP	Y	n<20	n<20	n<20	n<20	n<20
	N	58.0	57.0	51.0	40.0	56.0
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	58.0	57.0	49.0	40.0	44.5
GT	Y	n<20	n<20	n<20	n<20	n<20
	N	52.5	57.0	48.0	36.5	44.0
Schoolwide		58.0	57.0	50.0	40.0	45.0

Subgroup Growth Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2022	2023	2024	2025	2026
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	41.0	43.0	50.0	46.0	45.0
	N	51.0	52.0	53.0	49.0	48.0
Minority	Y	44.5	43.0	49.0	43.0	48.0
	N	50.0	52.0	53.0	50.0	48.0
IEP	Y	38.0	44.0	36.0	36.0	40.0
	N	49.0	50.0	53.0	49.0	48.0
EL	Y	37.0	41.5	41.0	42.0	49.0
	N	49.0	50.0	52.0	49.0	48.0
GT	Y	57.0	55.0	62.0	50.0	54.0
	N	47.0	48.0	51.0	48.0	47.0
Geographic District		48.0	49.0	52.0	48.0	48.0

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	2022 [^]		2023		2024		2025		2026	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	57	433	50	458	62	445	56	456	42	454
PSAT (10th)*	47	481	49	475	45	479	52	470	36	485
PSAT (9th&10th)	104	454	99	466	107	459	108	463	78	469
SAT (11th)	41	490	46	498	36	509	36	506	47	495
Overall	145	465	145	476	143	472	144	474	125	479

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2022 [^]		2023		2024		2025		2026	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	1,466	423	1,329	433	1,219	434	1,244	436	1,295	432
PSAT (10th)*	1,306	449	1,218	449	1,211	452	1,102	455	1,219	457
PSAT (9th&10th)	2,772	435	2,547	441	2,430	443	2,346	445	2,514	444
SAT (11th)	1,260	471	1,121	473	1,205	472	1,231	476	1,169	473
Overall	4,032	447	3,668	451	3,635	452	3,577	456	3,683	453

*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.

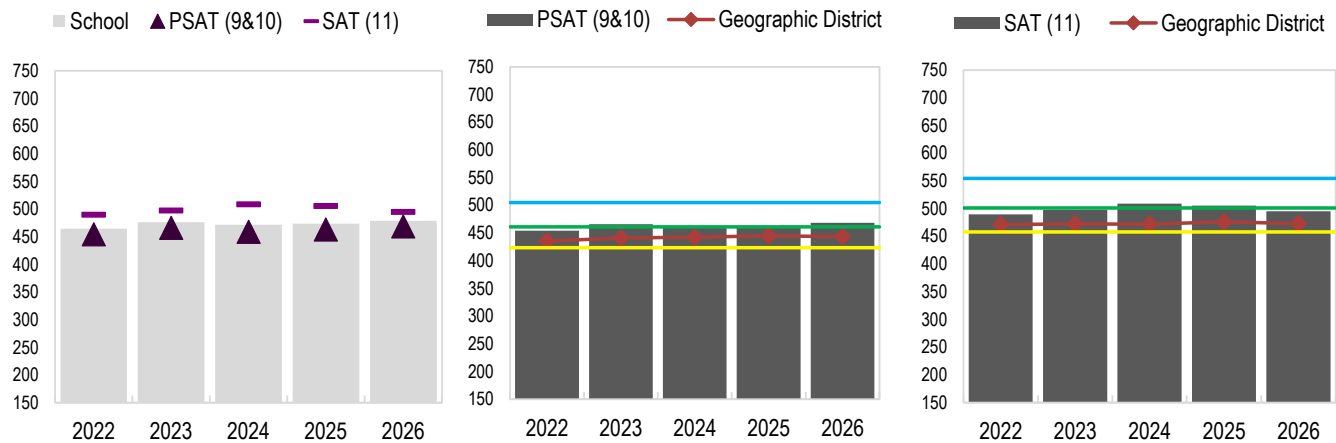
[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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

Math - Schoolwide

Math - PSAT (9&10)

Math - SAT (11)



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 increased by 2.5 scale score points. Since last school year, overall mean scale score increased by 5.1 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 25.6 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		2022	2023	2024	2025	2026
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	433	443	436	443	444
	N	472	480	448	484	488
Minority	Y	439	450	n<16	448	458
	N	471	483	447	481	484
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	472	480	457	479	482
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	465	478	445	474	479
GT	Y	n<16	n<16	n<16	n<16	n<16
	N	453	470	434	466	471
Schoolwide		465	476	472	474	479

Geographic District Gap Trends over Time in Math						
PSAT/SAT Math		2022	2023	2024	2025	2026
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	412	418	403	426	422
	N	463	469	459	468	467
Minority	Y	423	426	409	433	420
	N	457	465	443	464	467
IEP	Y	371	386	346	356	362
	N	453	456	442	464	462
EL	Y	395	417	380	418	358
	N	450	453	437	458	456
GT	Y	578	567	557	581	587
	N	436	440	424	445	444
Geographic District		447	451	452	456	453



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 the most recent year, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

Math Growth

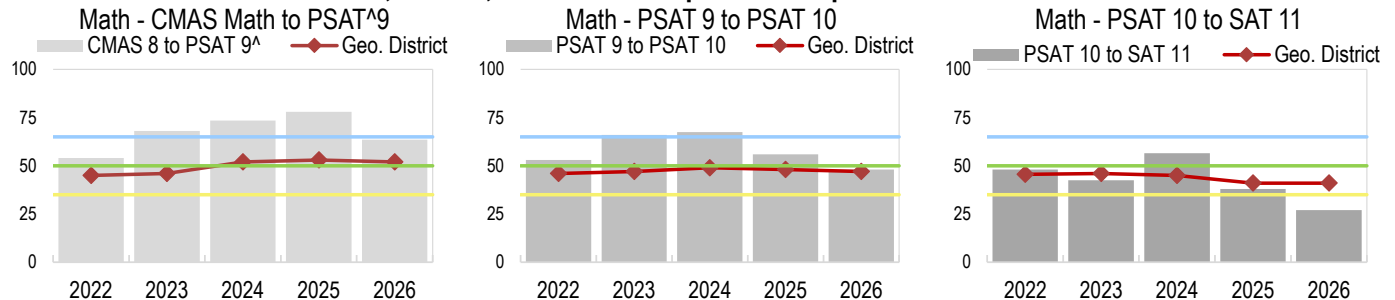
PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- 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	2022		2023		2024		2025		2026	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	47	54.0	47	68.0	54	73.5	49	78.0	36	63.5
PSAT 9 to PSAT 10	46	53.0	44	66.0	42	67.5	50	56.0	36	48.0
PSAT 10 to SAT 11	35	48.0	44	42.5	36	56.5	36	38.0	43	27.0
Overall	128	53.0	135	57.0	132	68.5	135	61.0	115	48.0

Geographic District Growth over Time in Math										
PSAT/SAT Math	2022		2023		2024		2025		2026	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	1,098	45.0	1,135	46.0	1,006	52.0	988	53.0	1,070	52.0
PSAT 9 to PSAT 10	1,167	46.0	1,140	47.0	1,134	49.0	1,011	48.0	1,071	47.0
PSAT 10 to SAT 11	1,120	45.5	1,030	46.0	1,110	45.0	1,071	41.0	989	41.0
Overall	285	50.0	291	40.0	3,250	48.0	3,070	47.0	3,130	46.5

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. Over the last five years, overall student growth decreased. Since last year, student growth decreased by 13 percentile points. In the most recent year, overall student growth was approaching state expectations. Overall student growth was above the geo. district. Overall student growth for the geo. district has decreased over time.

Math Subgroup Growth

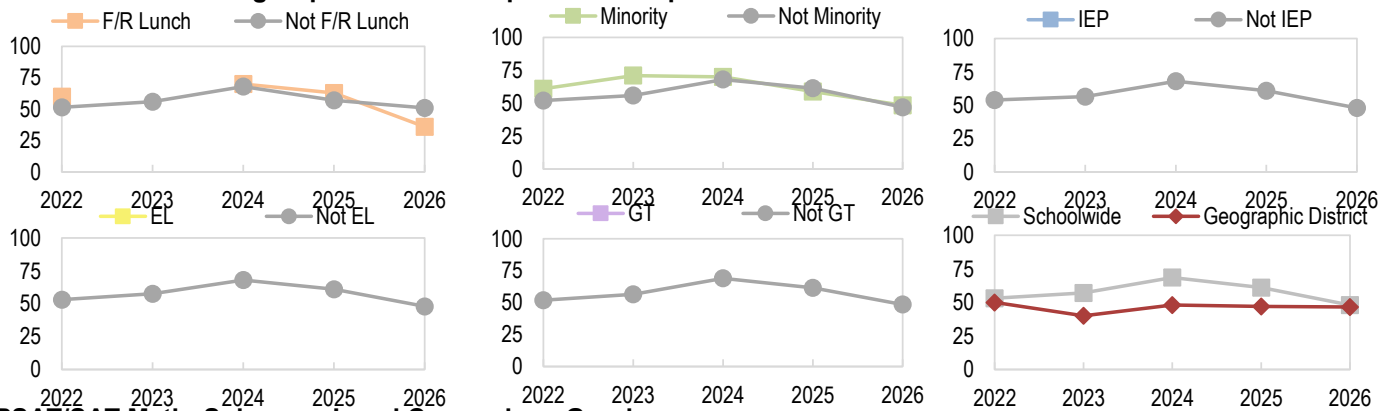
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

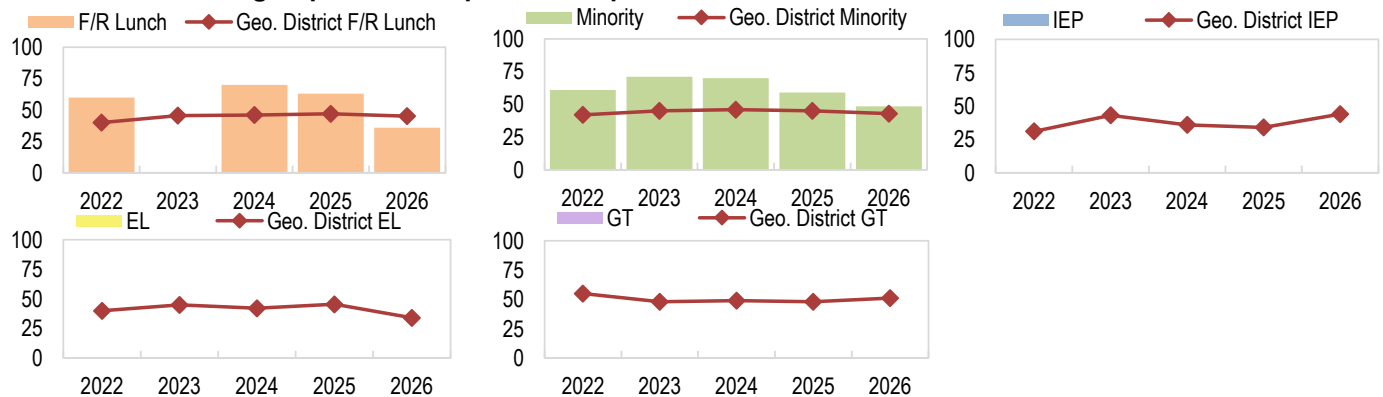
Subgroup Growth Gap Trends over Time in Math						
PSAT/SAT Math		2022	2023	2024	2025	2026
Student Subgroup	MGP	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	60.0	n<20	70.0	63.0	36.0
	N	51.5	56.0	68.0	57.0	51.0
Minority	Y	61.0	71.0	70.0	59.0	48.5
	N	52.0	56.0	68.0	61.5	47.0
IEP	Y	n<20	n<20	n<20	n<20	n<20
	N	54.0	56.5	68.0	61.0	48.0
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	53.0	57.5	68.0	61.0	48.0
GT	Y	n<20	n<20	n<20	n<20	n<20
	N	52.0	56.5	69.0	61.5	48.5
Schoolwide		53.0	57.0	68.5	61.0	48.0

Subgroup Growth Gap Trends over Time in Math						
PSAT/SAT Math		2022	2023	2024	2025	2026
Student Subgroup	MGP	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	40.0	45.5	46.0	47.0	45.0
	N	47.0	48.0	50.0	47.0	48.0
Minority	Y	42.0	45.0	46.0	45.0	43.0
	N	46.0	48.0	49.0	48.0	48.0
IEP	Y	31.0	43.0	36.0	34.0	44.0
	N	46.0	48.0	49.0	48.0	47.0
EL	Y	40.0	45.0	42.0	45.5	34.0
	N	46.0	47.0	49.0	47.0	47.0
GT	Y	55.0	48.0	49.0	48.0	51.0
	N	44.0	47.0	48.0	47.0	46.0
Geographic District		50.0	40.0	48.0	47.0	46.5

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): non-FRL students outperformed their FRL peers, minority students outperformed their non-minority peers, overall, the school outperformed Mesa County Valley 51. In the most recent year, the following subgroups outperformed the geo. district: minority, - additional details are available in the graphs.

Postsecondary and Workforce Readiness Additional Indicators

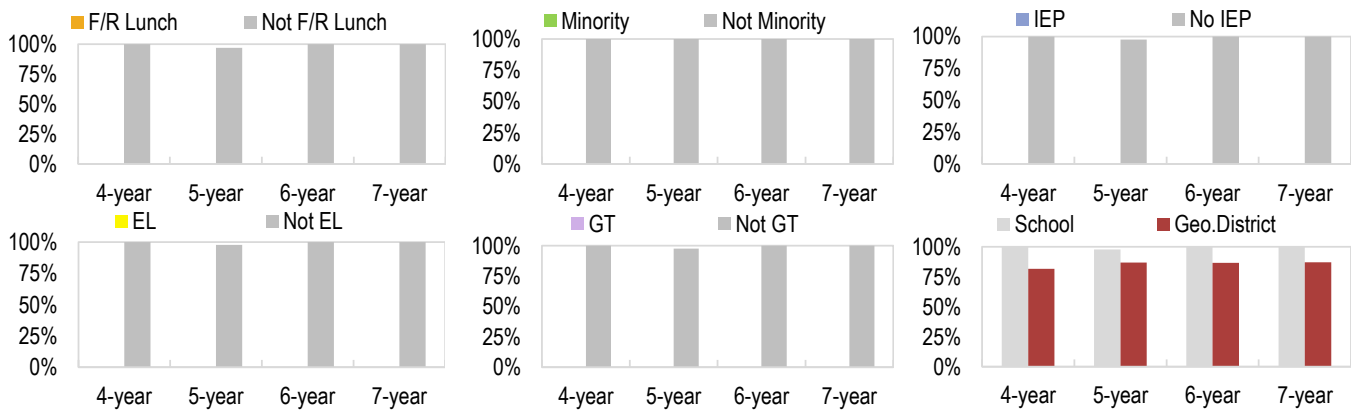
Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

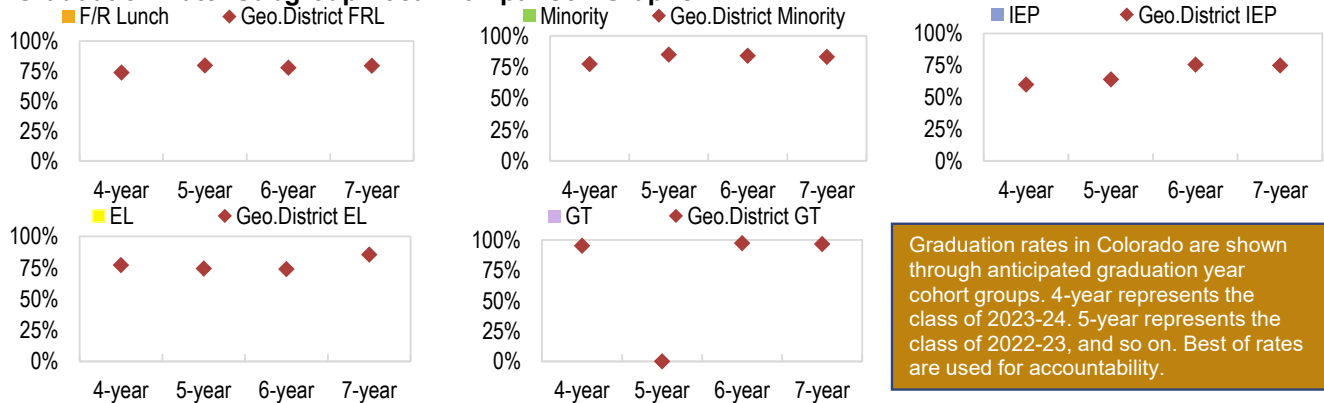
Subgroup Graduation Gap Trends over Time						
Graduation Rate	Best Of	4-year	5-year	6-year	7-year	
Student Subgroup		Rate	Rate	Rate	Rate	
F/R Lunch	Y	--	n<16	n<16	n<16	n<16
	N	4-year	100%	97%	100%	100%
Minority	Y	--	n<16	n<16	n<16	n<16
	N	4-year	100%	100%	100%	100%
IEP	Y	--	n<16	n<16	n<16	n<16
	N	4-year	100%	98%	100%	100%
EL	Y	--	n<16	--	--	--
	N	4-year	100%	98%	100%	100%
GT	Y	--	n<16	n<16	n<16	--
	N	4-year	100%	98%	100%	100%
Schoolwide		4-year	100%	98%	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	5-year	74%	80%	78%	79%
	N	6-year	91%	94%	95%	94%
Minority	Y	5-year	77%	85%	84%	83%
	N	7-year	84%	88%	88%	89%
IEP	Y	6-year	60%	64%	75%	75%
	N	5-year	85%	90%	88%	89%
EL	Y	7-year	77%	74%	74%	85%
	N	4-year	82%	--	--	--
GT	Y	6-year	95%	>= 98%	97%	97%
	N	7-year	81%	--	86%	86%
Geographic District		7-year	82%	87%	87%	87%

*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 87%.

Postsecondary and Workforce Readiness Additional Indicators

Dropout Rate: Subgroup Status and Gap Trends Tables

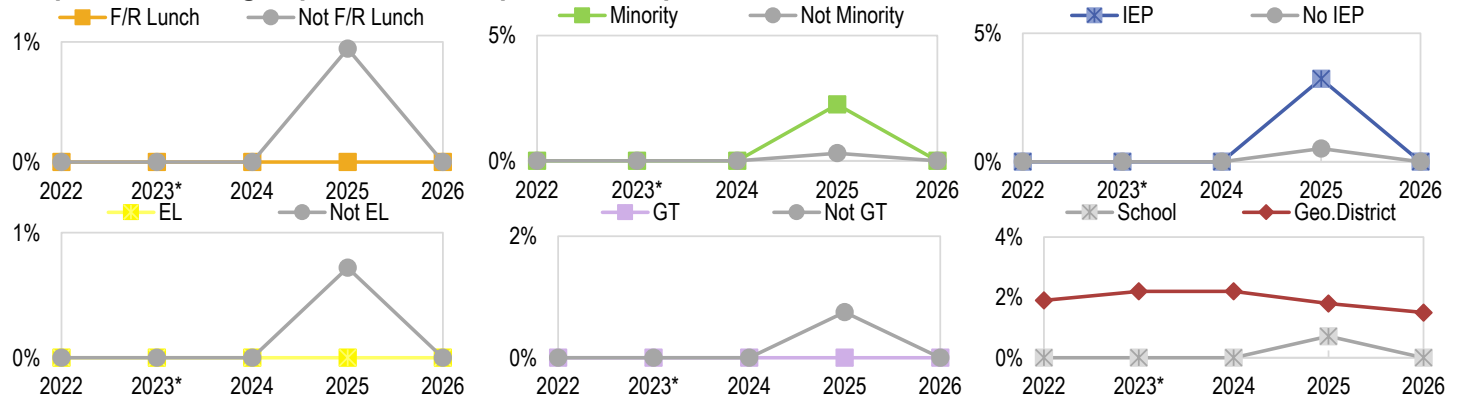
- Are students dropping out of high school?
- How is the dropout rate changing over time?
- What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

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

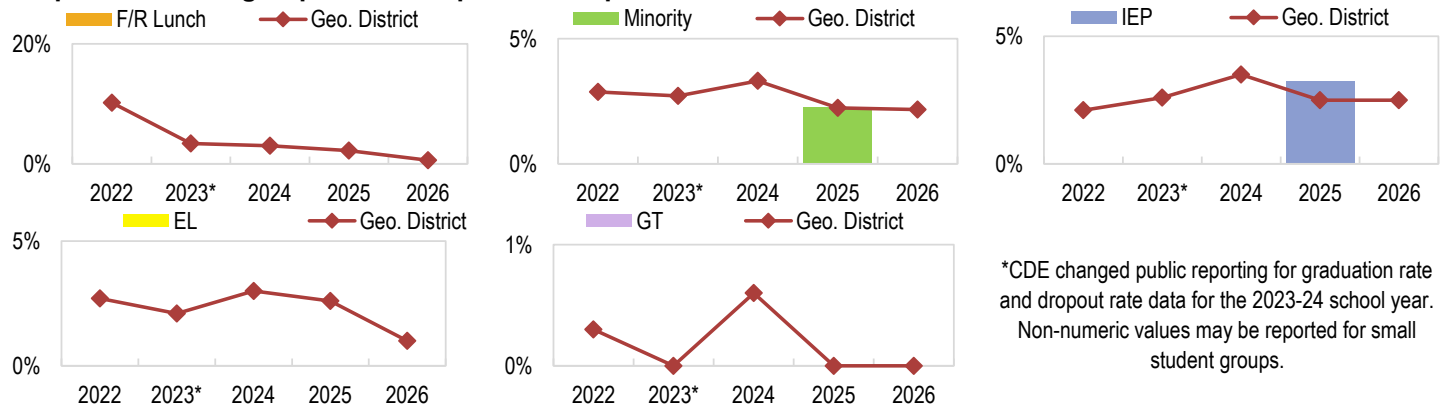
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2022	2023*	2024	2025	2026
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.9%	0.0%
Minority	Y	0.0%	0.0%	0.0%	2.2%	0.0%
	N	0.0%	0.0%	0.0%	0.3%	0.0%
IEP	Y	0.0%	0.0%	0.0%	3.2%	0.0%
	N	0.0%	0.0%	0.0%	0.5%	0.0%
EL	Y	n<16	0.0%	n<16	n<16	n<16
	N	0.0%	0.0%	0.0%	0.7%	0.0%
GT	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.8%	0.0%
Schoolwide		0.0%	0.0%	0.0%	0.7%	0.0%

Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate		2022	2023*	2024	2025	2026
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	10.2%	3.4%	3.0%	2.2%	0.6%
	N	1.1%	1.5%	1.7%	1.4%	1.9%
Minority	Y	2.9%	2.7%	3.3%	2.2%	2.2%
	N	1.4%	1.9%	1.7%	1.6%	1.2%
IEP	Y	2.1%	2.6%	3.5%	2.5%	2.5%
	N	1.8%	2.1%	2.0%	1.7%	1.3%
EL	Y	2.7%	2.1%	3.0%	2.6%	1.0%
	N	1.9%	2.2%	2.2%	1.8%	1.5%
GT	Y	0.3%	0.0%	0.6%	<= 0.5%	<= 0.5%
	N	2.0%	2.3%	2.3%	--	--
Geographic District		1.9%	2.2%	2.2%	1.8%	1.5%

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 decreased, IEP dropout rates decreased, EL dropout rates had no change, gifted student (GT) dropout rates had no change, and overall student dropout rates had no change. In the most recent year, the following subgroups had dropout rates lower than the geo. district: FRL, minority, IEP, 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	2022		2023		2024		2025		2026	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	1	2.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4 year	27	64.3%	9	39.1%	25	71.4%	30	71.4%	18	52.9%
CTE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Military	1	2.4%	2	8.7%	2	5.7%	0	0.0%	1	2.9%
Postsecondary P	--	--	--	--	0	0.0%	0	0.0%	0	0.0%
Schoolwide	29	69.0%	11	47.8%	27	77.1%	30	71.4%	19	55.9%

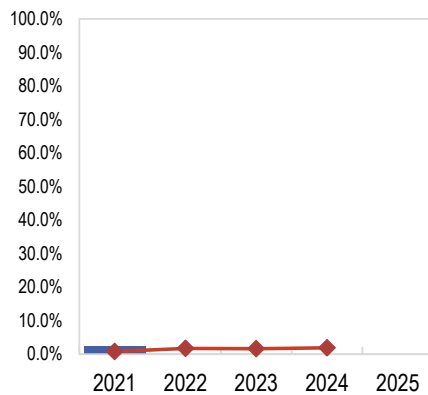
Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, data for the current reporting year (2023-24) represent outcomes for the class of 2022-23. Schoolwide matriculation rates are the only rates used for accountability.

Geo. District Matriculation Rate Trends over Time										
Matriculation	2022		2023		2024		2025		2026	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	11	0.8%	25	1.7%	22	1.6%	28	1.9%	--	--
4 year	607	43.7%	573	39.9%	610	43.2%	626	43.3%	--	--
CTE	239	17.2%	134	9.3%	107	7.6%	69	4.8%	--	--
Military	0	0.0%	0	0.0%	22	1.6%	38	2.6%	--	--
Postsecondary P	--	--	--	--	35	2.5%	37	2.6%	--	--
Geo. District	756	54.4%	664	46.3%	703	49.8%	721	49.9%	--	--

Matriculation Rate: School Status and Local Comparison Graphs

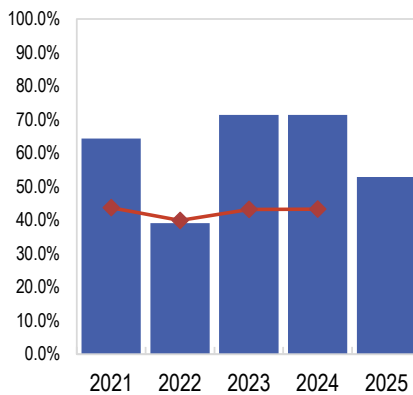
2 Year Matriculation Rates

■ 2 year ◆ Geo. District



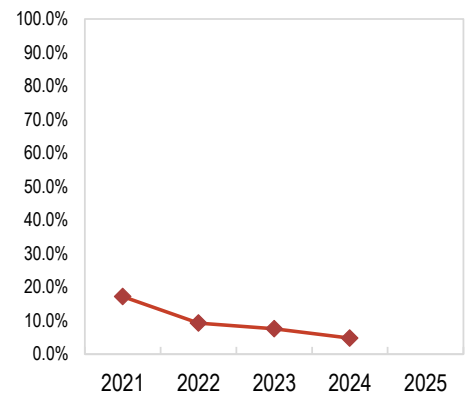
4 Year Matriculation Rates

■ 4 year ◆ Geo. District



CTE Matriculation Rates

■ CTE ◆ Geo. District



Matriculation Rates Status and Local Comparison

The graphs above show schoolwide matriculation rates compared to the matriculation rates for Mesa County Valley 51. In the most recent year, school matriculation rates Since last year, schoolwide matriculation rates decreased from 71% to 56%.



CAPROCK ACADEMY

Policy AP 10.1 - Promotion

Caprock Academy

Purpose

The purpose of this policy is to establish consistent, equitable, and legally compliant procedures for determining the promotion, retention, and grade placement of students enrolled at Caprock Academy. Promotion decisions are intended to support each student's academic, social, and emotional development while ensuring that students receive the instruction and interventions necessary to meet Colorado Academic Standards.

Caprock Academy recognizes that promotion and retention decisions are significant educational determinations and will be made using multiple measures of student performance, professional judgment, and individualized consideration of each student's educational needs. No single assessment, grade, or performance measure shall be the sole determining factor in promotion or retention decisions except where required by law.

Scope

This policy applies to all students enrolled in kindergarten through eighth grade at Caprock Academy. Grade placement and promotion decisions for students receiving special education services, accommodations under Section 504 of the Rehabilitation Act, multilingual learner services, or literacy interventions under the Colorado Reading to Ensure Academic Development (READ) Act shall be made in accordance with applicable federal and state laws.

Students enrolling in Caprock Academy from another school shall be placed in an appropriate grade level based on prior educational records, assessment of academic readiness when appropriate, applicable Colorado law, and the professional judgment of school administration.

Definitions

Promotion Philosophy

Caprock Academy is committed to supporting the academic growth of all students and promoting them in a manner consistent with Colorado law and best educational practices. Promotion decisions for students in grades K–8 are based on a comprehensive review of academic progress, development, and demonstrated mastery of grade-level standards using multiple measures.

Academic Progress and Literacy

Students are expected to demonstrate ongoing progress toward grade-level expectations in literacy and core academic subjects. Reading levels, classroom performance, assessments, and teacher observations may be used as indicators of progress. Reading levels are used as instructional benchmarks, not as sole or determinative criteria for promotion.

In accordance with the Colorado READ Act, students identified with a significant reading deficiency will receive targeted interventions and progress monitoring. Promotion decisions for these students will prioritize continued instructional support rather than grade retention, except where required by law.

Core Academic Subjects

Students in grades K–8 are expected to make adequate progress in the core subject areas, including:

- English Language Arts (reading, spelling, grammar, and composition)
- Mathematics
- Science
- History / Social Studies

Academic progress is evaluated through coursework, assessments, and the completion of assigned work. Completion of assigned work is one important indicator of academic engagement, responsibility, and understanding, while also recognizing that individual student circumstances and support needs may impact work completion. Grades are one indicator of progress; however, no single measure, including letter grades, will solely determine promotion.

Instructional Interventions and Support

Students who demonstrate difficulty meeting grade-level expectations will receive appropriate instructional supports and interventions. These may include differentiated instruction, small-group support, progress monitoring, additional academic resources, or other targeted supports based on student need.

Promotion decisions will be made with consideration of the student's overall academic trajectory, growth, readiness for the next grade level, and the effectiveness of interventions provided.

Phonograms and Early Literacy (Grades K–2)

In grades K–2, students are expected to make progress toward mastery of phonograms aligned with their grade level. Benchmarks may include:

- Kindergarten: Progress toward mastery of phonograms taught at the kindergarten level
- First Grade: Progress toward mastery of phonograms taught at the first-grade level
- Second Grade: Progress toward mastery of phonograms taught at the second-grade level

These benchmarks are used to guide instruction and intervention and are not used as automatic promotion or retention criteria.

Students with IEPs, Section 504 Plans, and Multilingual Learners

Promotion and retention decisions for students receiving special education services, accommodations under Section 504, or multilingual learner support will be made in accordance with applicable federal and state laws, including IDEA, Section 504, Title VI, the Colorado READ Act, and Colorado law.

For students with Individualized Education Programs (IEPs), promotion decisions will consider progress toward IEP goals, accommodations, modifications, and the impact of the disability on academic performance. Retention will not be based solely on a student's disability or identified need.

When appropriate, decisions will be made collaboratively with the IEP team, student support team, teachers, administration, and families to ensure decisions are individualized and educationally appropriate.

Promotion Decisions

Promotion decisions are made using professional judgment and multiple sources of evidence. In cases where a student's progress is of concern, decisions will be made collaboratively by the classroom teacher, support staff when applicable, administration, and the student's family.

Retention may be considered when documented interventions have been implemented and a student continues to demonstrate significant difficulty meeting grade-level expectations. Retention decisions will be based on the student's overall readiness for the next grade level and the likelihood that retention will provide meaningful academic benefit.

Age and state enrollment guidelines will also be considered when determining grade placement, particularly for students entering kindergarten and primary grades, in accordance with Colorado state requirements.

The goal of all promotion decisions is to place students in the environment most conducive to their continued academic, social, and emotional growth. Retention shall never be based solely on behavior, attendance, or any single measure of academic performance and shall not be used as a disciplinary consequence. It is not a punitive measure or consequence.

Age and Grade Placement

Age is a secondary consideration in grade placement. Students must meet Colorado state age requirements for grade-level entry. Placement decisions will comply with all applicable Colorado laws and regulations. Upper age limits for grades 9–12 will be determined by Caprock Academy administration in accordance with Colorado law.

Legal References

- C.R.S. §§ 22-7-1201 through 22-7-1210 — Colorado Reading to Ensure Academic Development (READ) Act
- C.R.S. § 22-32-109(1)(t) — Board authority to adopt policies governing the educational program
- C.R.S. § 22-33-104 — Compulsory school attendance
- Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq.
- Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
- Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.

ADOPTED/REVISED: XXX, 20XX

Family Handbook TBD - Physical Activity

~~The Board believes students who engage in physical activity as part of the learning environment are healthier and more likely to be engaged learners.~~

All ~~district~~ **Caprock Academy** students shall be provided with opportunities to engage in daily physical activity. ~~The district~~ **Caprock Academy** shall include not less than the minimum required amount of physical activity in the schedules of students attending elementary schools, as such minimums are set forth in state law. Middle school and high school students shall be afforded opportunities for physical activity that are age-appropriate. Students with medical or physical limitations that may affect the student's ability to participate in a scheduled physical activity shall be provided appropriate alternative activities, consistent with federal and state law.

For purposes of this policy, "physical activity" may include but is not limited to:

1. Exercise programs
2. Movement breaks
3. Recess
4. Field trips that include physical activity
5. Classroom activities that include physical activity
6. Physical education classes

~~A school~~ **Caprock Academy** shall not substitute non-instructional physical activity for standards-based physical education instruction.

Exceptions to required amounts of physical activity may be allowed for school closures, in accordance with law.

Adopted: (Insert Date)

LEGAL REFS.: C.R.S. [22-32-136](#) (*policies to improve children's nutrition and wellness*)

C.R.S. [22-32-136.5](#) (3)(a) (*physical activity policy required*)

CROSS REFS.: [ADF](#), School Wellness

[JLCA](#), Physical Examinations of Students

BOARD OF DIRECTORS RESOLUTION

No. 2026-10-13.1

Approval for Timberline Bank Authorized Signers

WHEREAS, Caprock Academy (“Caprock”) is a Colorado public charter school and Colorado nonprofit corporation, pursuant to the Constitution and the laws of the State of Colorado, particularly the Charter Schools Act, Article 30.5 of Title 22 of the Colorado Revised Statutes, as amended and the terms and provisions of the Charter School Contract between the Charter School Institute (“CSI”) and Caprock Academy, with requisite corporate power to carry on its business as presently being conducted;

WHEREAS, The Caprock Board of Directors (“Board”) has the authority under Colorado law to direct committees and delegate authority for the operations of Caprock; and

WHEREAS, the Board has recognized the importance of maintain strong relationships with local businesses and banks to further the community ties of Caprock Academy

WHEREAS, the Board has directed the finance committee to establish a money market account with Timberline Bank

NOW, BASED ON THE PROCEEDING RECITALS, BE IT RESOLVED THE FOLLOWING ARE HEREBY APPROVED BY THE BOARD:

1. The Board approves and authorizes Brian Goodbar - Head of School, Ryan McCulley - Vice President, and Takara Montover - K-6 Dean as signatories on said account

BOARD OF DIRECTORS RESOLUTION

No. 2026-10-13.2

Approval for Alpine Bank Authorized Signers

WHEREAS, Caprock Academy (“Caprock”) is a Colorado public charter school and Colorado nonprofit corporation, pursuant to the Constitution and the laws of the State of Colorado, particularly the Charter Schools Act, Article 30.5 of Title 22 of the Colorado Revised Statutes, as amended and the terms and provisions of the Charter School Contract between the Charter School Institute (“CSI”) and Caprock Academy, with requisite corporate power to carry on its business as presently being conducted;

WHEREAS, The Caprock Board of Directors (“Board”) has the authority under Colorado law to direct committees and delegate authority for the operations of Caprock; and

WHEREAS, the Board has recognized the importance of maintain strong relationships with local businesses and banks to further the community ties of Caprock Academy

WHEREAS, the Board has directed the finance committee to establish a checking account and a money market account with Alpine Bank

NOW, BASED ON THE PROCEEDING RECITALS, BE IT RESOLVED THE FOLLOWING ARE HEREBY APPROVED BY THE BOARD:

1. The Board approves and authorizes Brian Goodbar - Head of School, Ryan McCulley - Vice President, and Takara Montover - K-6 Dean as signatories on said account

BOARD OF DIRECTORS RESOLUTION

No. 2026-10-13.3

Approval for Vectra Bank Authorized Signers

WHEREAS, Caprock Academy (“Caprock”) is a Colorado public charter school and Colorado nonprofit corporation, pursuant to the Constitution and the laws of the State of Colorado, particularly the Charter Schools Act, Article 30.5 of Title 22 of the Colorado Revised Statutes, as amended and the terms and provisions of the Charter School Contract between the Charter School Institute (“CSI”) and Caprock Academy, with requisite corporate power to carry on its business as presently being conducted;

WHEREAS, The Caprock Board of Directors (“Board”) has the authority under Colorado law to direct committees and delegate authority for the operations of Caprock; and

WHEREAS, the Board has recognized the importance of maintain strong relationships with local businesses and banks to further the community ties of Caprock Academy

WHEREAS, the Board has directed the finance committee to establish a checking account and an investment account with Vectra Bank

NOW, BASED ON THE PROCEEDING RECITALS, BE IT RESOLVED THE FOLLOWING ARE HEREBY APPROVED BY THE BOARD:

1. The Board approves and authorizes Brian Goodbar - Head of School, Ryan McCulley - Vice President, and Takara Montover - K-6 Dean as signatories on said account

BOARD OF DIRECTORS RESOLUTION

No. 2026-10-13.4

Approval for Sunflower Bank Authorized Signers

WHEREAS, Caprock Academy (“Caprock”) is a Colorado public charter school and Colorado nonprofit corporation, pursuant to the Constitution and the laws of the State of Colorado, particularly the Charter Schools Act, Article 30.5 of Title 22 of the Colorado Revised Statutes, as amended and the terms and provisions of the Charter School Contract between the Charter School Institute (“CSI”) and Caprock Academy, with requisite corporate power to carry on its business as presently being conducted;

WHEREAS, The Caprock Board of Directors (“Board”) has the authority under Colorado law to direct committees and delegate authority for the operations of Caprock; and

WHEREAS, the Board has established updated authorized account signers for the Sunflower Bank Insurance Checking Account, the Sunflower Bank Operating Checking Account, the Sunflower Bank Money Market account, and the Sunflower Bank Certificate of Deposit account

NOW, BASED ON THE PROCEEDING RECITALS, BE IT RESOLVED THE FOLLOWING ARE HEREBY APPROVED BY THE BOARD:

1. The Board approves and authorizes Brian Goodbar - Head of School, Ryan McCulley - Vice President, and Takara Montover - K-6 Dean as signatories on said account

Caprock Academy Resolution No. 2026-10-13.1

We, the undersigned, hereby certify that the Caprock Academy Board of Directors duly adopted the preceding Resolution Number 2026-10-13.1 on October 13, 2026, and that the roll call vote information below is correct.

Following Roll Call Vote:

Board Member	Yea	Nay	Abstain	Absent
Goodwin				
Quigley				
Wilkens				
Coffman				
Kline				
McCulley				

By: _____

Attest:

By: _____

Caprock Academy Resolution No. 2026-10-13.2

We, the undersigned, hereby certify that the Caprock Academy Board of Directors duly adopted the preceding Resolution Number 2026-10-13.2 on October 13, 2026, and that the roll call vote information below is correct.

Following Roll Call Vote:

Board Member	Yea	Nay	Abstain	Absent
Goodwin				
Quigley				
Wilkens				
Coffman				
Kline				
McCulley				

By: _____

Attest:

By: _____

Caprock Academy Resolution No. 2026-10-13.3

We, the undersigned, hereby certify that the Caprock Academy Board of Directors duly adopted the preceding Resolution Number 2026-10-13.3 on October 13, 2026, and that the roll call vote information below is correct.

Following Roll Call Vote:

Board Member	Yea	Nay	Abstain	Absent
Goodwin				
Quigley				
Wilkens				
Coffman				
Kline				
McCulley				

By: _____

Attest:

By: _____

Caprock Academy Resolution No. 2026-10-13.4

We, the undersigned, hereby certify that the Caprock Academy Board of Directors duly adopted the preceding Resolution Number 2026-10-13.4 on October 13, 2026, and that the roll call vote information below is correct.

Following Roll Call Vote:

Board Member	Yea	Nay	Abstain	Absent
Goodwin				
Quigley				
Wilkens				
Coffman				
Kline				
McCulley				

By: _____

Attest:

By: _____