



**PAGOSA PEAK
OPEN SCHOOL**

Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

**Pagosa Peak Open School
Charter Renewal and Expansion Application**

Table of Contents (This will be updated with the final draft)

Introduction	2
PPOS Expansion Application	
Executive Summary	3
Section 1: Expansion Plan and Timeline	12
Section 2: Community Need and Support	16
Section 3: Organizational Capacity	21
Section 4: Facility Capacity & Viability	25
Section 5: Financial Viability	26
Section 6: Educational Program	29
Appendix A Historical NWEA Data	
Appendix B Community Letters of Support	
Appendix C Strategic Plan	
Appendix D 2021 Board Self Evaluation	
Appendix E 2021 School Director Evaluation	
Appendix F Three year Budget Proposal	
Appendix G PPOS PBL Rubric	
Appendix H Annual Reviews by District	
Appendix I Office of Civil Rights Letter	
Appendix J Organizational Chart	
Appendix K Best Grant Match	
Appendix L Director’s reflection on TLC questions	

Expansion Application Overview

The fundamental difference between an application to open a new charter school and an application to expand an existing school is that the Expansion Application is not an evaluation of an applicant team's capacity to create a new charter school; rather, it is an evaluation of an existing charter school's success, capacity of the existing school leadership to expand the scope of the current program, and strong student and family demand for the addition of high quality seats. Expansion applications are submitted by existing charter schools. If approved, they are typically treated as an amendment to a charter school's existing charter contract and do not change the school's existing charter term.

When considering an expansion application, Applicants should evaluate their readiness for expansion in order to ensure that the expansion is likely to result in the addition of high-quality education options for students and families. The National Association of Charter School Authorizers (NACSA) has compiled a list of readiness indicators for authorizers and schools when considering expansion and is presented below¹.

Readiness for Expansion

In alignment with national best practice, readiness is defined as an application that provides:

- A clear and compelling mission;
- A strong educational program with demonstrated effectiveness;
- Evidence of community need and support;
- A solid business and financial plan;
- Effective governance and management structures and systems;
- Strong and stable leadership demonstrating diverse and necessary capabilities; and
- Clear evidence of the applicant's capacity to execute its plan successfully.



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Expansion Application

Executive Summary

Please provide a narrative that summarizes the elements of the application and provides an overview of the proposed expansion. The Executive Summary should be two to three pages long and include the following:

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

Pagosa Peak Open School opened in the fall of 2017 serving students in grades K-4. Each year since we have added a grade reaching full build-out at K-8th grade during the 2021-2022 school year. During this time we have seen an increase in demand for slots in our younger grades. As we have expanded we have also been able to make some major financial accomplishments as well. In the spring of 2020, we purchased the building we were previously renting. We have been awarded a BEST grant for safety and security renovations on this property that will begin in the spring of 2022. These renovations will bring us up to educational code standards.

Our last audit from 2019-2020 was completed with no findings. We have successfully put away our funds for TABOR and additional funds in reserves. In addition, we have had the opportunity to make critical positions full-time or add positions to support our students, and more specifically our struggling learners. The additional per-pupil funds have helped to make our Exceptional Student Services Advisor full-time, hire a part-time Family and Student Engagement Advisor/Counselor, and a full-time Instructional Coach/Assessment Coordinator.

As we enter into our fifth year, we have been evaluating the demand for an expansion. After much thought, the board has decided to ask for an expansion to begin during the 2022-2023 school year. We would like to add students in our existing grades with a gradual approach. We are asking that 10 students be added to each grade capacity going from 15 in each grade to 25 in each grade. This will bring our overall enrollment cap from 135 under our existing charter to 225. We are asking for a gradual increase over four years. This gradual increase will allow us to enroll families on our current waitlist and have them move through the school to make up most of the enrollment spots. As our community grows and Pagosa Peak Open School is more well known in the community, it is our belief that the demand we see for our kindergarten will continue and we will be able to continue to feed the 25 students into kindergarten each year.

As a charter school that serves Archuleta School District 50JT geographic region, we strive to match the demographics of the county. We value a diverse community for our students to learn from. We believe that diversity in things such as race, political beliefs, socioeconomic, and learning styles help our students to hear different perspectives, learn from others, and learn to critically think for themselves. We feel that the expansion of our school will help us to achieve this goal by removing

barriers to enrollment for some of our marginalized students in our community. Providing services and opportunities such as a future Pathway to Success program (behavioral support program), transportation, interventions, and a stable food program will help to open the opportunity for enrollment to more families with current barriers to enrollment.

We believe that community support is high in our town for school choice. As one of these options for school choice, we have found the support for our school increasing over the past years. For the last two years, we have had a waitlist at our younger grades and this waitlist continues to grow.

When weighing our options for expansion we took into consideration the ability of PPOS to create the necessary changes to accommodate the different expansion options. We felt that we had the most organizational capacity to add slots at our existing grade levels rather than look at a high school option. Much of what we will be doing is a replication of current classrooms. The gradual approach to the expansion will allow for manageable growth and an increase in staff so we can focus on doing each stage with fidelity.

Organizational capacity comes in many forms; however, a knowledge base is a key to the success of an expanding organization. PPOS has worked hard over the past 4 years to create a community knowledge base through curriculum, systems and structures, culture building, and staff development. Our leadership team has developed to become a solid foundation for our school in these areas. This leadership team along with the seasoned PPOS teachers will be key to our ability to manage and succeed at this expansion. One of the key pieces of knowledge that we have all been working towards is our teaching pedagogy and how we define high-quality teaching and Project-Based Learning. Recently we have added systems and structures in place to define and evaluate how we are doing with our PBL. In a later section, we will discuss the new PBL project and teaching rubric that all staff at PPOS are now using to evaluate our strengths and weaknesses to develop a plan for moving forward.

In order to support the expansion, we will be looking at our resources of financial, staffing, and facilities to use these to the best of our abilities. With our facilities costs being fixed and fully covered by our existing student body per-pupil funds, we will be able to focus this part of additional students to services that we currently do not offer. These funds will be able to be directed towards transportation costs, lunch program costs, school counselor salary, and facility maintenance. These services are critical to our success and the ability to serve a diverse student population. In addition, the expansion will allow us to restructure our classes to have a maximum of 25 students in a classroom. Though 5 students do not seem like a lot, the smaller class size can significantly impact the student education in a positive way.

The restructuring of the classes will also allow us to have a lead advisor that is there to support the classroom advisors, promote differentiation, and serve students on Exceptional Students Services plans. This position will provide a role of leadership in our school and allow teachers to grow in their practice and have a place to be promoted into.

With the restructuring of roles and responsibilities, we have included the following table to help understand the current structure and the roles and responsibilities under the expansion.

Current

Role	Responsibilities	Part or Full-Time
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Lead Advisor	Teacher of record in the classroom (highly qualified or minimum of a four-year degree)	Full-time
Assistant Advisor	Assists in one or more classrooms with differentiated instruction, supervision, and support. May not have a four-year degree.	Part-time

Under Expansion

Role	Responsibilities	Part or Full-Time
Lead Advisor	Highly qualified experienced teacher that has shown success with current curriculum and Project-Based Learning. Split between two classrooms to support and mentor advisors. Helps to provide differentiation of instruction and behavioral support for our continuum of learners and our mixed-age classrooms. Part of the leadership team and will take on duties in our distributive leadership plan.	Full-time
Advisor	Teacher of record in the classroom (highly qualified or minimum of a four-year degree)	Full-time

Academics

Pagosa Peak Open School has shown steady growth in our academic performance, performing best with the students and grades that we have had since day one. Due to the lack of recent CMAS data, due to small group sizes and limited testing, we are using our NWEA data to track progress.

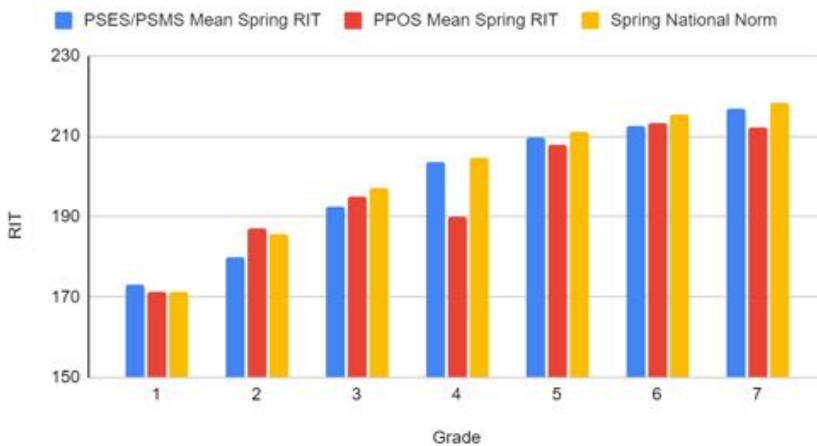
MAP Growth provides PPOS a precise measure of each K-8 student’s academic growth. It adjusts to each student’s responses to provide personalized results about what each student knows, is able to do, and is ready to learn next—whether on, above, or below grade level. Our teachers receive immediate and actionable information to help differentiate instruction for students in need of remediation and those high performers requiring additional enrichment. Because MAP growth tracks individual student growth over time, it can help predict each student’s proficiency. MAP growth is noted for its stable, equal-interval vertical scale and the accurate, valid, and reliable data it provides. It provides school-level norms based on recent data from more than 1.5 million students and 5.5 million test events.

An independent study finds near-total alignment between items in its MAP growth and the Common Core State Standards (CCSS) in English Language Arts and Mathematics. The study evaluated a random sample of items for alignment to the CCSS in terms of categorical concurrence and depth, range, and balance of knowledge. More than 97 percent of the items across all grade levels K-12 and all content areas were found to be aligned to the CCSS. Inter-rater reliability studies have been conducted for each grade level and are based on a representative sample of educators who will

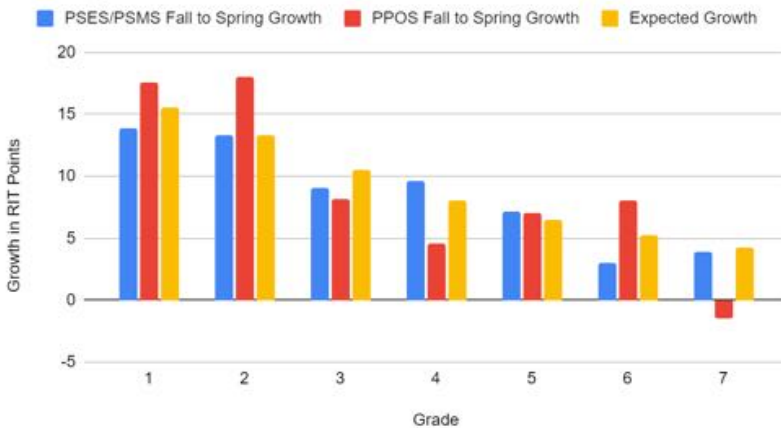
administer and score the assessment. The Inter-rater reliability coefficients exceed .7, which is a standard set in research in defining standard measure of the error in assessments as being reliable to use in passing judgment on performance.

Below are charts from our Spring 2021-22 school year from our NWEA data.

Reading NWEA 20-21



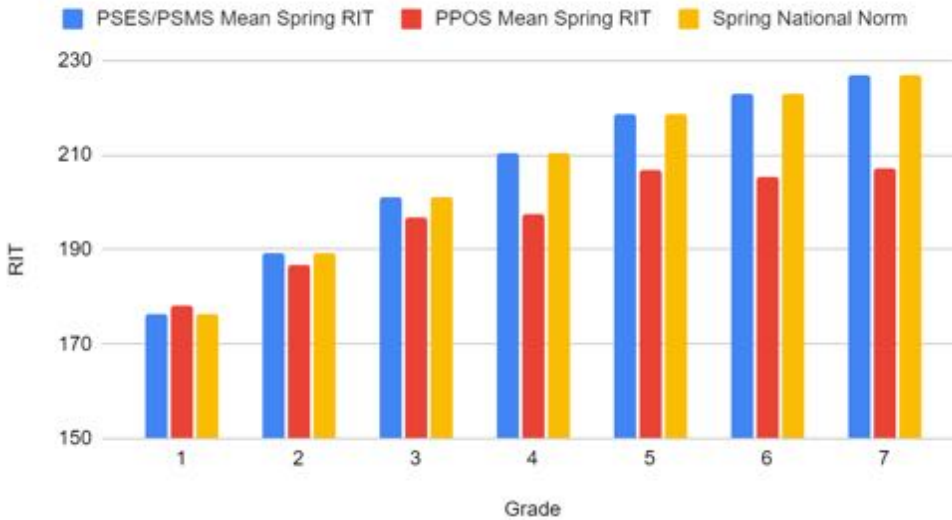
Reading Growth NWEA



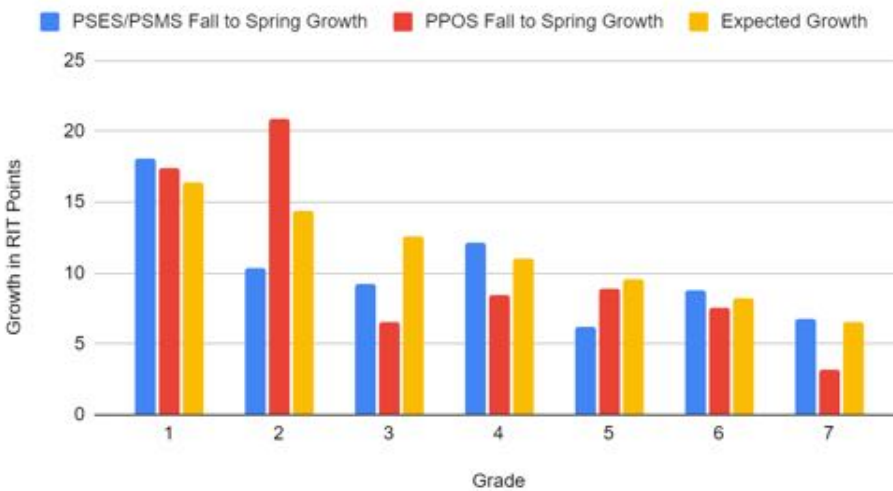
Last year we had a large focus on our reading program as we implemented a new research-based reading curriculum that is approved by the Colorado Department of Education. We feel strongly that a curriculum is only as good as the professional development behind the curriculum and thus we dedicated a good portion of our professional development to the implementation of the curriculum and the research-based strategies that it uses. We had professional development from our consultant that specializes in the EL Education Skills and Module curriculums as well as a trainer from Sterling Literacy that provided the 45 hours of reading training that the state is requiring. All of our teachers in the K-3rd grades have taken the 45 hours and passed a corresponding test to satisfy the state READ act training requirements. This focus on reading has shown a tremendous amount of growth in our students' reading scores in both 1st and 2nd grade. We have identified

that our students who were in 4th-grade and 7th-grade last year did not make as much progress and we are working to focus energies there to support these learners to make up this ground and see growth this year.

Math NWEA 20-21



Math Growth NWEA

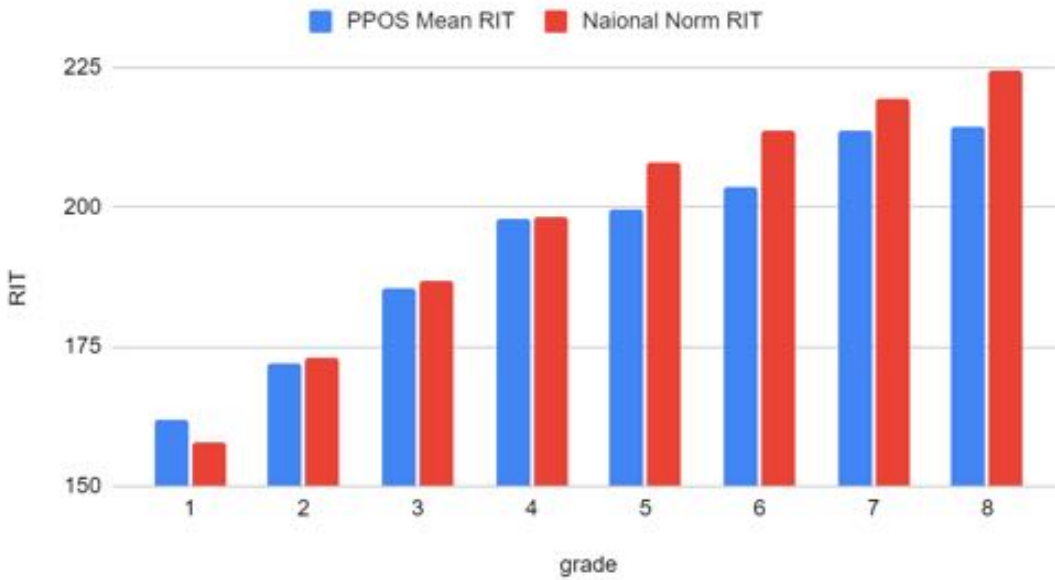


Over the past year, we have been looking closely at our Math data and have noticed that, as the Singapore Math curriculum goes up in grades, it is less aligned to the Colorado State Standards for mathematics. We feel that this has affected our Math growth and proficiency data and have taken steps to rectify this in our school through the implementation of a new math curriculum, Illustrative Math.

During the last month and a half of the 2020-21 school year, we implemented a unit of the Illustrative Math curriculum in the 7th-grade class. Just before this implementation, this cohort of students had a mean RIT score of 207.1 compared with the fall mean RIT score of 213.9. This was a growth of 6.8 points in just a month and a half of the instructional time. The expected growth for the entire school year is 6.5 points of growth. We have found that the curriculum is easy to differentiate for different students, increases student confidence and encourages a growth mindset towards math.

We have trained 4 of our staff members with off-site training for the curriculum and have trained the remainder of the staff with onsite training. Our Instructional Coach is looking forward to having Winter NWEA data to see if this change has made a difference in our student growth and achievement.

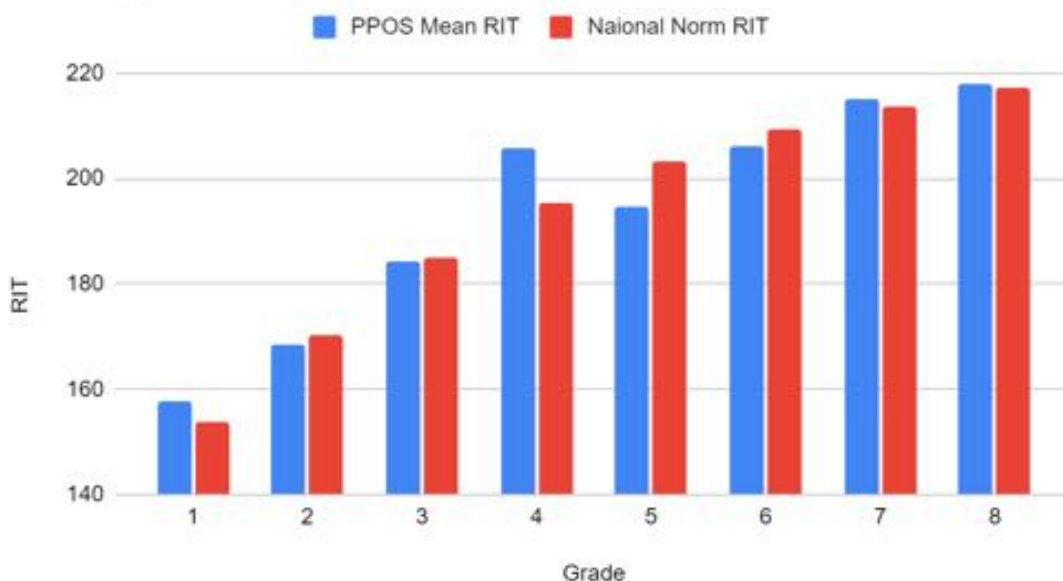
Math NWEA Fall 21-22



Fall 2021-22 NWEA Testing Data

The recent fall administration of the NWEA Math test shows that our mean scores meet or are in the range of standard deviations for fifty percent of our grades. These are first through fourth grade which are the cohorts of students that have had the opportunity to be at PPOS for their entire educational span beginning in Kindergarten.

Reading NWEA Fall 21-22



The fall reading NWEA data shows that PPOS's average reading score in 5 out of 8 grades is at the national norm or above. We come very close and are in the standard deviation range for at least one more grade level. Again our successes are shown in the grades in which we have had students for their entire educational time. Our current fourth graders on average have scored 10.5 points above the national average. In addition, we are very proud of the growth we have seen in our current 7th and 8th graders as a whole.

Attached as Appendix A is our historical NWEA data from 2019 to the present.

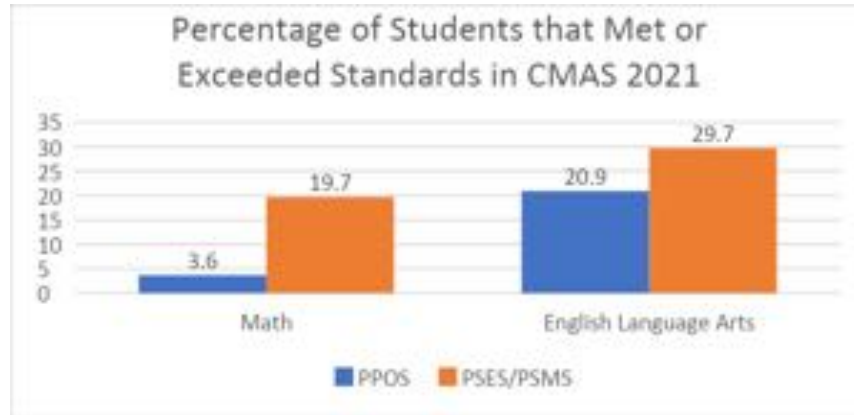
As reported in the 2020-21 annual report PPOS performance on CMAS was the following:

Colorado Measures of Academic Success (CMAS)

CMAS results are the state standard for measuring academic proficiency. PPOS administered the electronic version of CMAS to students within the established 2021 windows. Proctors were trained, there was high participation and there were no testing irregularities. Math was administered to 29 students in grades 4 and 6 with one 3rd grader opting in. English Language Arts (ELA) was administered to 43 students in grades 3, 5, and 7 with one 6th grader opting in to take the test.

The data show that 3.6% of students tested met or exceeded the state standard for proficiency in math. Students were not tested in spring of 2020 so there is no "one year" comparison. The data show that 20.9% of students tested met or exceeded the state standard for proficiency in ELA. . The low performance in math is a strong indication that PPOS needs to create standards-based remediation strategies that can address the needs of the majority of students. Growth for all students in ELA is reported at 54%, compared to the state average of 50%. Growth for all students in math is 41.5%, compared to the state average of 50%.

The small number of students tested (3rd "n" = 12, 4th "n" = 11, 5th "n" = 14) require that PPOS grade level reports are combined in this report.



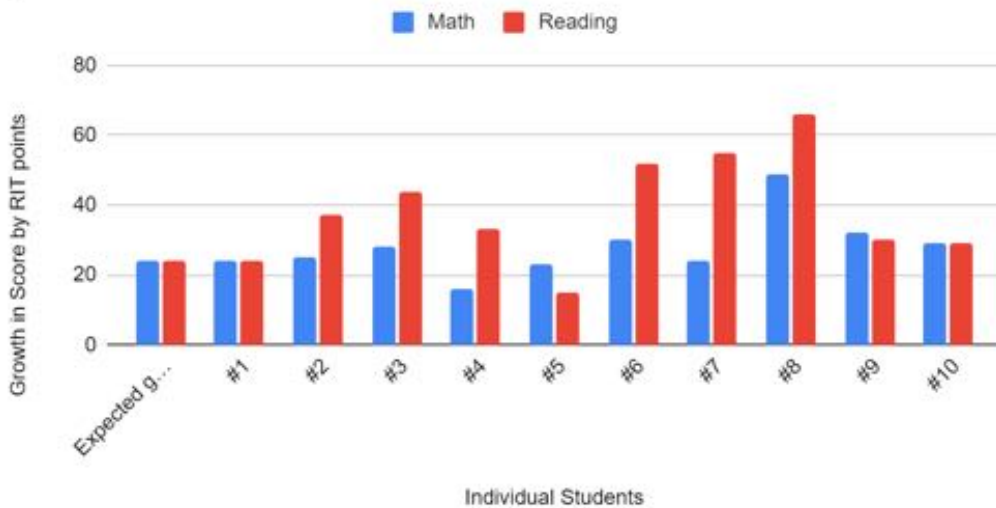
The public view of this data shows the need to change our Math curriculum to ensure that we see adequate growth and higher levels of proficiency. Again, this information is driving our change in the Math curriculum and our focus on professional development in this area this year.

We are proud of our growth on the ELA test and will continue to work toward raising our proficiency through growth and targeted professional development and curriculum choices.

When we look closer at the data we have found that there are two areas that we consistently fell short on. These areas are reasoning in math and the writing sections. This is not uncommon for a school to be lower in the areas with constructive response questions, but we strive to close that gap in our instruction. This school year, the change in math curriculum has a greater focus on talking about their math and how they solved the problem. We believe that engaging students in this math discourse will help increase their confidence in their math and tackle problems such as the CMAS with confidence. We are currently looking at different writing curriculums to ensure that our teachers have the tools they need to develop confident writers that meet grade-level standards. We will pilot a few curriculums this year and then adopt a curriculum for next year to help strengthen our existing curriculum.

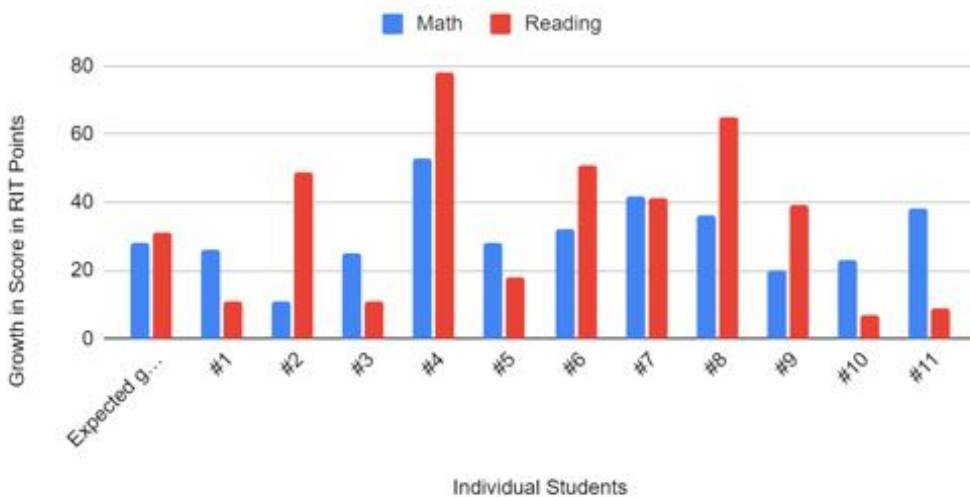
Growth of students that have been at PPOS for 2 or more years was important to us, as it let us know how we were doing with students that were consistent with us. We took two data points one in the fall of 2019 and the other in the fall of 2021 for students who were with PPOS during that time and currently in 4th grade. We used the Fall 2019 data as it was the first full year of NWEA testing that PPOS has on file. We found that we had 10 students who had been with us during this time. In Math, we found that 80% of these students made the expected growth of 24 RIT points or more. In Reading, we found that 90% of these students made adequate growth of 24 RIT points or more. The data for this cohort of students is found in the table below.

Math and Reading Growth between Fall 2nd grade and Fall 4th grade



We again collected this data for our current 3rd graders. We found that 54.5% of students made adequate growth between these two data points. As you can see from the graph below we had several students who made incredible growth between these two tests. These students began below grade level with a significant reading deficiency and with consistent intervention have made tremendous strides in the area of reading.

Math and Reading Growth Between Fall of 1st Grade and Fall of 3rd Grade



Section 1: Expansion Plan and Timeline

Expansion Criteria

School has a comprehensive plan for the expansion and provides an explanation of how the requested expansion will enable the school to better serve educationally disadvantaged students.

Expansion Application Narrative

The Expansion Application narrative should:

- 1. Describe an overview of and timeline for the school's proposed expansion.*

Pagosa Peak Open School seeks to renew our charter for an additional five years beginning in the 2022-23 school year through the 2026-27 school year. With this charter renewal, we are also requesting an expansion in the number of students enrolled in our K-8th grade classes from 175 to 225 over the five years. We are proposing the following timeline and enrollment projection for the expansion of our student population.

22-23 school year:

During the 22-23 school year, we will increase the number of students enrolled in K-3 from 15 to 25 students per grade level, bringing our enrollment cap from 135 to 175. To accommodate this increase we will add two advisors to serve as general education teachers of record, and two lead advisors to support the multi-age classroom environment. The role of the lead advisor will be to support the multi-age classroom, mentor the advisors, provide opportunities for differentiated instruction to support our struggling learners as well as our accelerated learners. In our original charter, we were looking for a 1:15 ratio of staff to students in the classroom. We achieved this with a lead and an assistant advisor. We have found that the assistant position is difficult to fill and to keep filled. We are looking to model other charter schools in the region that have found success with the advisor/lead advisor model. The rationale for this model includes teacher retention, a place for staff to advance to, and mentoring of new teachers by someone familiar with our school and model.

22-23 school year		
Class	# Students	Staff
K	25	advisor and 1/2 lead
1	25	advisor and 1/2 lead
2-3	25	advisor and 1/2 lead
2-3	25	advisor and 1/2 lead
4-5	30	advisor and full-time assistant
6	15	advisor and 1/4 assistant
7-8	30	advisor and 3/4 assistant
	175	11 FTE

23-24 school year:

During the 23-24 school year we will increase the enrollment in fourth and fifth grades from 15 to 25 students per grade level. This will bring the enrollment cap from 175 in the 22-23 school year to 195 in the 23-24 school year. We would add an advisor to act as the teacher of record in the new second/third class and a lead advisor for support of the multi-age classroom. We would remove one assistant teacher position when this happens.

23-24 School year		
Class	# Students	Staff
K	25	advisor and 1/2 lead
1	25	advisor and 1/2 lead
2-3	25	advisor and 1/2 lead
2-3	25	advisor and 1/2 lead
4-5	25	advisor and 1/2 lead
4-5	25	advisor and 1/2 lead
6	15	advisor and 1/4 assistant
7-8	30	advisor and 3/4 assistant
Ratio - 16.25: 1	195	12 FTE

24-25 school year:

For the 24-25 school year we will increase the sixth grade to 25 students from 15 students. This will increase our enrollment cap from 195 students to 205 students. Staffing changes will include the addition of a lead advisor position for middle school and the removal of an assistant advisor position.

24-25 school year		
Class	# Students	Staff
K	25	advisor and 1/2 lead
1	25	advisor and 1/2 lead
2-3	25	advisor and 1/2 lead
2-3	25	advisor and 1/2 lead
4-5	25	advisor and 1/2 lead
4-5	25	advisor and 1/2 lead

6	25	advisor and 1/2 lead
7-8	30	advisor and 1/2 lead
Ratio - 17:1	205	12 FTE

25-26 school year:

The 25-26 school year will complete our expansion under this contract as we increase seventh and eighth grade from 15 to 25 students each. The enrollment cap will go from 205 to 225 students. The addition of an advisor for the middle school grades will support this increase.

25-26 school year		
Class	# Students	Staff
K	25	advisor and 1/2 lead
1	25	advisor and 1/2 lead
2-3	25	advisor and 1/2 lead
2-3	25	advisor and 1/2 lead
4-5	25	advisor and 1/2 lead
4-5	25	advisor and 1/2 lead
6	25	advisor and 1/2 lead
7-8	25	advisor and 1/2 lead
7-8	25	advisor and 1/2 lead
Ratio-	225	

26-27 school year:

During the 26-27 school year we will not be asking for any increase in our student enrollment.

25-26 school year		
Class	# Students	Staff
K	25	advisor and 1/2 lead
1	25	advisor and 1/2 lead
2-3	25	advisor and 1/2 lead
2-3	25	advisor and 1/2 lead
4-5	25	advisor and 1/2 lead
4-5	25	advisor and 1/2 lead
6	25	advisor and 1/2 lead

7-8	25	advisor and 1/2 lead
7-8	25	advisor and 1/2 lead
	225	

2. Describe the target student population for the proposed expansion. The description should include, but not be limited to, the percent of students with disabilities, gifted and talented students, English Learners, minority students, and students eligible for free or reduced-price lunch that the school anticipates enrolling after the expansion.

Pagosa Peak Open School strives to remove barriers to enrollment and is a school of choice for a diverse population of students from our community. Through effective marketing, removal of enrollment barriers, and the provision of quality services to all students, we aim to serve the demographics of the community and Archuleta County. Each year we will compare our demographics to that of the county, identify areas where we fall short in our service to the community, and work to remove barriers the families in this demographic encounter.

The following data represented the district's percentages of race/ethnicity comparables during the 20-21 school year as presented in the Annual Review of PPOS.

Race/ Ethnicity by Category	PPOS	PSES	Archuleta county 2019 estimated demographics
Hispanic/ Latino	18%	36%	18.4
American Indian or Alaska Native	3%	9%	3.4
Asian	0%	0%	1.2
Black or African American	0%	.01%	.7
Native Hawaiian or other Pacific Islander	0%	.01%	.1
White	75%	51%	76.8
Two or more races	3%	3%	2.5
Language usage			
English Language Learner	1%	9%	8.7
Free and Reduced Lunch population			
Enrolled students that qualified for FRL	53%	57%	

In the review, it was noted that “PPOS does not attract Native American families or Hispanic families at the rate PSES does.” We will continue to focus on any barriers that a family feels will prevent them

from enrolling in PPOS with a focus on Native American and Hispanic families. We do want to note that PPOS does fall in line with the demographics of Archuleta county. According to the US Census², the 2019 estimated population of Archuleta county was 3.4% American Indian and Alaska Native. In October 2019, PPOS was similar to the county demographics at three percent. During that same time, Archuleta County was 18.4% Hispanic or Latino and PPOS was 18%. We believe the discrepancy between the demographics of PPOS and PSES is due to the student population they attract from out of state. The barrier of enrollment to these families is transportation. Due to this limitation, we do not foresee being able to provide transportation from the state line over the next five years and would prefer to be compared to the demographics of Archuleta county rather than PSES.

3. *If applicable, indicate whether the school plans to apply for the federal Charter Schools Program (CSP) grant for a one-time significant expansion and provide evidence of eligibility to apply for the CSP grant.*

To support the expense of an expansion, PPOS will apply for the Charter Schools Program grant for a one-time significant expansion. We meet the eligibility requirements as a charter school and a school of choice chartered through the Archuleta School District. Our expansion plan will increase our current student population by 55% by adding one grade level classroom for each grade K-8 over the next four years. Attached you will find PPOS's eligibility form submitted to the Schools of Choice office on September 2, 2021.

Section 2: Community Need and Support

Expansion Criteria

School demonstrates strong student and family demand for the addition of high-quality seats and provides evidence that the community will benefit from the expansion

Expansion Application Narrative

The Expansion Application narrative should:

Describe the rationale for why the school is requesting the expansion. This rationale should include, but is not limited to:

- a. *Why the school is requesting this particular school size/configuration;*

When the PPOS board and staff researched and considered an expansion, we looked at a variety of reasons for expansion, including financial viability and expansion models that would allow us to stay true to our mission under the original charter. PPOS was designed to be a small school for strong relationships to drive our mission and vision. After much conversation and consideration, we have concluded after our first charter contract there is a base number of students that will allow for financial stability, quality of programming, recruitment of high-quality staff, and increased learning while maintaining our small school environment. PPOS feels this proposal checks all of these boxes with the desired enrollment of a 50 student expansion over the first four years of the five-year contract proposal.

Several other factors were also taken into consideration for this expansion. We currently have a waitlist for kindergarten through fourth grade. The gradual approach to our expansion over four years allows us to initially admit those on our waitlist who will later fill the seats in the upper grades. This

² <https://www.census.gov/quickfacts/fact/table/archuletacountycolorado/PST045219>

way, we avoid trying to recruit students in upper grades during expansion. Adding 10 students to each grade was determined to meet, in part, the demand, which is between 10 and 18 students as determined in the 21-22 lottery. Enrollment is fluid as families have to change circumstances and move in and out of our community. We felt adding more than 10 students per grade would not be in our best interest for our school since our community values a low ratio of students to staff.

Each year our kindergarten enrollment lottery has a significant number of slots that are taken by siblings of current students. This limits the number of slots that M inv are open to new families desiring enrollment into PPOS. During the lottery for the 21-22 school year, six slots were given to staff students and siblings and nine slots were given to new arriving families. By increasing the number of slots in the younger grades we will be more accessible to our community, allow for more diversity in our student body, and serve a wider population of our community.

b. Why the school is requesting the expansion at this specific moment in time; and

We have grown and learned immensely over the first four years of our inaugural contract. This growth is not just in the number of students we have served, but also in the quality of education we are now providing. The ownership and confidence in our mission; and the ability to serve our students has grown with our experiences each year. We can confirm every day that the need for PPOS in our community has grown and our mission has become clearer and more concise. As we have progressed from a K-4 grade school into a K-8 grade school we have recognized, addressed, and pushed through many challenges. Some of these challenges have been solely due to the size of our school and the lack of resources and financial stability. We hope the expansion of students served will help us to better reach our mission. We believe it will allow us to better serve our students with higher needs by increasing our services for our most at-risk students in such areas as special education, behavior intervention, gifted and talented needs, and supporting English language learners. In addition, this expansion will help us be competitive in compensating our teachers for long-term retention and longevity, key factors in school success.

In addition, the new staffing plan provides opportunities for quality support personnel to become potential future teachers in these apprentice roles; current teachers to assume leadership roles in mentoring new teachers, and maximize student learning through better differentiation of teaching and learning demands within our multi-grade model. We believe these focus points increase teacher retention and will provide a higher quality education for each student.

c. How the proposed expansion will enhance or expand opportunities within this community. Strong responses will go beyond an analysis of state test scores or a general argument for school choice.

Pagosa Springs is a small community that has a variety of options for school choice. However, very few of these options are public or do not require a significant time commitment by families to enroll. PPOS is proud to offer a choice in our community not only for academics in our project-based learning model, but also a year-round calendar, multi-age grouping, a focus on student voice and choice, and a strong emphasis on restorative practices.

Families in our community often live here due to their love of the outdoors, connection to nature, and the small community. We believe that not only do we reflect the families' views on education but all of these other values that are attractions to our families in our community.

When a community provides choice for education, each option is pushed to be better. Though we have a competitive spirit with many of the other options in town, more importantly, we collaborate and strengthen each other.

2. *Include an enrollment table that reflects the proposed expansion. The enrollment table should:*
 - a. *Include as many years as necessary for the school to reach its maximum proposed enrollment; and*
 - b. *Include enrollment by grade and total enrollment.*

Included in the section above.

3. *Provide specific evidence (e.g., current school enrollment waiting lists, application interest lists, letters of support from community stakeholders, official written support, etc.) that that student/family demand actually exists for the proposed expansion and is aligned to the enrollment projections.*

Letters of support

Attached as Appendix B you will find letters of support from various community members.

Wait list

Much of what is driving our expansion is the current demand for spots in our early elementary grades. This year we have a waitlist that is represented in the table below. These numbers are current as of 8/25/2021. Before this date, the numbers were higher as we have pulled from our waitlist when families have moved and chosen other options. We chose to use the data from after school started, to reflect the number of interested students we were truly not able to serve during the 2021-22 school year. The grades highlighted in green reflect the cohorts that would be part of the expansion in the 22-23 school year. The majority of the expansion spots for the 22-23 school year could be filled from our waitlist and our anticipated lottery enrollment for kindergarten.

Grade in 21-22	# of Waitlist Students
K	17
1	6
2	11
3	1
4	3

Describe how the proposed expansion will support the community. This description should include how the proposed expansion will enable the school to adequately serve educationally disadvantaged students.

In education, there is a threshold that allows for schools to provide services that cannot be provided in smaller numbers. The expansion will help us to provide higher quality education, remove barriers to enrollment and allow us to better serve the whole child. The community of students that will be impacted most by these changes and increased enrollments will be educationally disadvantaged students. In this section, we will discuss several of the ways in which the expansion will help us to better serve this population.

Transportation Barrier

Currently, we have identified that transportation to and from school as a barrier. Even though we encourage carpooling from different neighborhoods, this has not been enough. Beginning in year two of the new contract, PPOS will begin providing transportation to and from school through a neighborhood transportation plan. This is different from true route transportation as there will be regional stops for pickup and transportation will be designed to serve specific marginalized communities that are unable to get to our school as we seek to diversify our population. We hope to use the 22-23 school year to prepare the route transportation and complete a needs study to ensure our location of stops and routes serves the desired areas of focus. We will begin transportation of students in the second year of the expansion providing one route that brings students from stops in Aspen Springs and the Vista neighborhood. The following year we are recommending that a route run from the east end of town and stopping downtown and on Putt Hill on its way to PPOS. In the third year, we are proposing a route beginning in the Hatcher Lake area and stopping in the Pagosa Lake area. The neighborhood transportation routes will provide access to more students and specifically, students who fall into the educationally disadvantaged categories will be prioritized if there is more demand than the ability to transport students.

Development of a Pathways to Success Program

Over the past four years, we have improved our support of students with emotional and behavioral concerns. However, the counseling positions have been grant-funded. As we grow in the future we look forward to providing better support to our students and families through a Pathways to Success Program. In this program, students who struggle with behavioral and emotional concerns will be provided extra support to help overcome these challenges, access their academics, and regulate as close to the classroom as possible. Students enrolled in this support program will be identified by our Peak Performance team based on behavior observations, the risk of suspensions and expulsions, and disruptions to class academics. This program will be developed through an extensive look at our MTSS program and consulting with Dr. Morgan Beidleman. Staff training will be provided at all tiers as we develop the systems and structures to support our students, staff, and families. We expect that students in the Pathways to Success program will fluctuate at times based on need and the population we serve. However, putting these systems in place will help us serve a wider range of families with success.

In our original charter, PPOS founding families did not plan for a school counseling program. Part of this is due to budgetary constraints. As we have improved our services over the past four years we have identified that a sustained school counseling program versus a year-to-year hope strategy will

be key to our success with our population. Our students who currently struggle with regulation, trauma, and emotional concerns also struggle with access to resources in our community. The expansion will allow us to fund a full-time counselor and therefore provide them with in-school support opportunities.

Teacher Retention

There is a teacher shortage across our country, Colorado, and in our community. Teacher retention is a high priority for PPOS for our teachers to mature through training and experience at our school, benefiting our students along the way. Returning teachers improve each year and provide a better education for our students as they refine their skills and understanding of processes, families, and students within our school. We believe that culture, support, planning time, professional development, coaching, advancement opportunities, and competitive compensation are all key to teacher retention. Under the expansion plan, we will have a full-time Instructional Coach to work with teachers, provide PD, training, and coaching cycles. In addition, the restructuring of our staffing to have an advisor in the classroom that is the teacher of record and a lead advisor that supports two advisories allows for the mentorship of new staff and the ability for advancement for our existing staff. The lead advisor role will provide support for the teachers, and also provide an opportunity for more differentiation for our students on IEP's, READ plans, RTI, and Gifted and Talented.

Building renovations and maintenance

This year we will be putting \$1.5 million into our building to ensure that it meets the educational code related to all safety and security concerns. We are committed to continuing to maintain and update our building to ensure the safety and security of our students. We have set aside \$20,000 each year as of now to maintain the building, but the expansion would allow us to increase this amount and to tackle larger projects along the way. We look forward to having more capacity to fund projects and renovations that provide more indoor and outdoor PE space as well as special programming.

Discuss the degree to which the charter school has engaged community members regarding the proposed expansion. This description should include the nature and extent of any ongoing community involvement in the governance and/or operations of the school.

PPOS has strived to have a diverse Board of Directors by including community members to the greatest extent possible. We currently have two community members without family ties to the school. One community member brings to us expertise in finance and serves as our treasurer. Another community member brings a background in facilities management and will serve on our facilities committee to help us create a master plan for our space.

Before deciding on which way PPOS should move forward with the expansion, the PPOS board created a community focus group to seek input about expansion options and a SWOT analysis was used that helped us to form our ideas for a future strategic plan.

6. Describe the school's student recruitment and enrollment process and discuss how these processes provide opportunities for educationally disadvantaged students to access the program.

PPOS will be continuing with its weighted lottery enrollment process. We will continue to serve students and families within Archuleta County. Our weighted lottery system is designed to address the concern that disadvantaged students tend to be represented in lower percentages in charter schools than they do in their district counterparts. Our weighted lottery provides extra enrollments into

the lottery for these educationally disadvantaged students and increases their chances of being able to access the program.

Student recruitment will include multiple tiers of marketing. These will include a general community targeted approach for all students of Archuleta County, an informational campaign targeted toward the communities that transportation is being offered, marketing in Spanish, a marketing campaign highlighting our relationship with BOCES and our ESS department that addresses the misconception that PPOS does not serve students with special education or gifted needs.

See attached contract for suggested enrollment policy.

Address changes to the school's enrollment process, including, but not limited to, the school lottery weights and special design considerations. A clear rationale for each proposed change should be provided and all changes should be in accordance with charter school statutes and regulations.

Section 3: Organizational Capacity

Expansion Criteria

School has strong and stable school leadership and the school governing board demonstrates the capacity to expand the current program with fidelity, implement the original mission, and replicate and perpetuate success for all students.

Over the past two years, we have worked hard to train and create a strong leadership team to drive the school forward. The leadership team at the school consists of the School Director, Business Manager, Instructional Coach, Exceptional Student Services Advisor, and Family and Student Engagement Advisor. We have created systems and structures that promote distributive leadership within the school and accountability for each other and our roles. Together we have strengthened our systems and structures, streamlined our vision for Project-Based Learning, implemented new curriculums with the fidelity that support our mission and vision, and developed a data team to identify and focus on the student, teacher, and classroom needs.

With the support of our Instructional Coach, we have been able to improve our academics and curriculum delivery in many areas. We have implemented the EL Education Skills block for our K-2 learn to read program with her support. This has helped to provide a tremendous amount of differentiation and research-based instruction in this critical academic area. With her oversight and coaching all of our staff K-3 have completed the READ act 45 hours of training and passed either the PRAXIS test or the state's online test to have the READ training endorsement a year ahead of schedule. Her coaching cycles with staff have supported their ability to implement the curriculum with fidelity. These coaching cycles have proven critical in our organizational change and implementing curriculum with fidelity. This year we have identified math as our focus as we identified that the existing curriculum was not well aligned with the standards, was not producing the growth results that we wanted, and the staff found it hard to implement even after professional development. The instructional coach is focusing her attention on the implementation of a new curriculum by Illustrative Math.

This past year we were able to add the position of Family and Student Engagement Advisor to our staff. This position has helped tremendously in developing our Tier 1 SEL curriculum as well as better Tier 2 & 3 support for students with emotional or behavioral concerns. We look forward to this position

becoming a full-time position and funded by pupil growth funds. The role will also serve as our school counselor when Mrs. Schick obtains her school counseling license later this year.

This past year we have used a different accountant. This has helped build the needed capacity of our business manager and ensure accurate financial oversight. For the 19-20 fiscal year our audit did not have any material or negative findings. This is a testament to the financial understanding and growth of staff skills in the school.

Exceptional Student Services Advisor Katy Corbett has worked closely with SJBOCES staff to improve our academic Response to Intervention (RTI) process and identify students who may qualify for an IEP that was in a tier-three intervention. Last year, we identified 10 individuals that were then evaluated for an IEP through our RTI process. Of these students, all 10 qualified for an IEP. We are tremendously proud of how the process is working and moving our services and procedures forward this past year.

Each year we review our data, engage in conversation and deliberation as we set our goals in an area to continuously improve upon our mission. In the 21-22 school year we are working toward implementing with fidelity a new math curriculum written by Illustrative Mathematics. The curriculum better aligns with our mission of creating lifelong learners by focusing on the reasoning behind math and encouraging students to talk about their learning and understanding. This decision was made through looking at PPOS's NWEA data, Instructional Coach and Director's observations, teacher input, and SAC input.

Through committees, we have used distributive leadership to build capacity within our building and develop the many systems and structures that were lacking. Underneath the Resilient Schools Grant with the Colorado League of Charter schools, we formed a committee to look at our MTSS process for mental and behavioral concerns. We identified through surveys the needs of our students to implement goals for improvement starting with our Tier 1 initiatives. Though this grant is currently focusing on Tier 1, this committee has been working with our consultant to improve all levels of our MTSS process related to SEL. The committee has brought in the consultant to guide us with individual students as well as provide training related to trauma-informed classrooms and dysregulation plans for students.

Recently a group of staff had a book club where they focused on how our standards-based feedback system could incorporate not just the content but also the very important "soft" skills that we teach students. They read the book *Becoming Brilliant* by Golinkoff, R. M., & Hirsh-Pasek, K. and looked at the 6 C's and how they apply at PPOS. They then made recommendations about ways we can gradually improve our progress reports at PPOS to include these soft skills.

The Instructional Coach, Exceptional Student Services Advisor, and the Family and Student Engagement Advisor hold monthly meetings with advisors called data team meetings. These meetings focus on the successes we are seeing in the classroom, data that can help us improve, and teacher concerns. Data is looked at in the form of academic data, behavioral data, and observational data. This committee of support for the teachers has helped to move our teachers and students forward by identifying areas of concern and solutions to help change the data for the better.

The school board consistently maintained a balanced membership of key groups in the community, with representatives from the parent body and local organizations each making up half of the

members. Board members with expertise in education, law, and social services have impacted the early years of the school, with their work being furthered by the experience our current board members contribute in the realms of business, non-profits, finance, and civic planning. The board participates in school board training facilitated by the Colorado League of Charter Schools for 8+ hours per year and has recently completed our first Strategic Plan to be carried out over the next five years. Annual reviews of board bylaws, charter contract, and all board policies, in addition to annual review and reporting of potential conflicts of interest, ensure board understanding of roles and responsibilities.

The PPOS School Board believes in continuous improvement and has undergone training over the past four years. In the 2018-19 school year a consultant from The League of Charter Schools, John Brendza, worked with the board to help them understand their roles and obligations, put into effect the proper policies, and begin creating a work plan. This consisted of a full day and a half-day training. Three of our current board members have completed all of the online modules provided by CDE on board technical assistance. In June of 2019 and November of 2019 Heather Otter, a consultant from The League provided training on financial oversight, board continuous improvement, policy development, performance management, board roles and responsibilities, introduction to strategic planning, and building a strategic board. In 2019 the board consulted with Jason Austin the former finance manager for Durango 9R on best financial practices and what to look for in the school's finances.

As we bring on new board members we will be asking them to complete the online modules for board governance and technical assistance. In addition, Jim Christensen from the Community Training and Assistance Center and a consultant with CDE's School's of Choice Unit will be providing training this year. He will be completing one series of one-hour sessions with the School Director and the School Board President on the roles and responsibilities of the Board and School Director, and working on increasing communication and decision making. In addition, he will have a four-hour session with the board on the roles and responsibilities, conflict of interest, and speaking with one voice.

Angela Reali Crossland is currently enrolled in ongoing training with the League of Charter Schools called Managing Up. This training will help her to better understand the roles of each member and to help identify the line between governance and operational items. She hopes to use this knowledge to increase efficiency with board business and operational items.

Expansion Application Narrative

The Expansion Application narrative should:

- 1. Describe the school's current governance and administrative structures and discuss anticipated changes resulting from the proposed expansion. The description should include the key staff involved in the planning and implementation of the proposed expansion and their ability to provide sound oversight of the expansion.*
- 2. Describe how the expansion plan will be implemented, outlining critical elements to complete, team members involved, and timelines for completion.*
- 3. Describe any other significant operational adjustments that will be required to fulfill the proposed expansion (i.e., food services, transportation, etc.).*

4. *Include evidence that the school's board has approved the expansion (i.e., board resolution).*
5. *Describe key personnel changes as a result of the expansion and identify those changes in the attached organizational charts. Key changes should include, at minimum: the identification of the charter school's leadership team; and, if applicable, how the network-level staff will evolve over time.*

The Board of Directors recently filled its only vacancy with a talented educator

Over the past 4 years we have been developing a leadership team that supports distributive leadership. Currently, the leadership team consists of the School Director, Finance Director, Instructional Coach, Exceptional Student Services Advisor, and the Family and Student Engagement Advisor.

As we expand we will be adding Lead Advisor positions that oversee two or more classrooms. These mentor teachers will hold a role in the distributive leadership of our school by mentoring advisors, supporting MTSS for both academic and behavioral concerns, and supporting communication with families.

As we expand our numbers we will need to hire additional staff such as lead and assistant advisors and kitchen staff. We will also be looking to make current part-time positions full time such as the instructional coach, counselor, business manager.

An organizational chart of roles is attached in Appendix J

6. *Include copies of:*
 - a. *The school/board strategic plan*

See Appendix C for our strategic plan.

- b. The results of a recent board self-evaluation.

The results of a recent board self-evaluation can be found in Appendix D.

- c. The results of the most recently completed school leader evaluation.

The results of the most recent School Director evaluation can be found in Appendix E

- d. The school enrollment policy, if revised.

The revised enrollment policy can be found in the proposed charter contract.

- e. The governing board bylaws, if revised.

The revised and current bylaws can be found in the proposed charter contract.

Section 4: Facility Capacity & Viability

Expansion Criteria

Current facility occupancy capacity is sufficient to support the expansion or an adequate plan is submitted with the application that will satisfy the facility requirements.

Our full expansion plan envisions serving 225 students per year in our 38,000 square foot facility. This provides 168.88 square feet of space per student including common areas. This far exceeds the CDE recommendation of 75 sq ft per student including common areas.

Expansion Application Narrative

The Expansion Application narrative should:

- 1. Describe how facility needs will be impacted by the school's requested expansion (that is, how enrolling more students in subsequent years will impact use of space). If applicable, discuss the timeline by which the school would make significant capital investments, add space, or move from one space to another.*

PPOS has been fortunate to have purchased the building we were renting a portion of in the start up years of the school. The school building comprises 38,000 square feet of mixed office and warehouse space. Currently, the 6900 square feet of warehouse portion of the building is being leased by an outside tenant. However, in the future when we can afford improvements, we will use it for additional multipurpose space. At full expansion, this will mean 138.22 square feet per student in classroom space and 168.88 square feet per student overall.

- a. For any changes in facilities that would need to occur by the next school year, describe the current plan and progress toward realizing the necessary changes. If applicable, describe the potential challenges that might be faced, and strategies to overcome those challenges.

Recently PPOS was granted the BEST Grant to undergo safety and security renovations to our building. We have secured our matching percentage as well and will begin this construction project in May 2022. It is scheduled to be completed before the beginning of the 2022-23 school year begins. Over the next few months, we will create a long-term plan for the best use of our space. We are anticipating using CCSP grant funds for minor renovations to help utilize the space better for our expanding population.

As with any construction project, there is concern it will not be finished on time for the beginning of the school year. We will consider this when creating the 2022-23 school year calendar. If construction goes long and the start of the school year is delayed we can look at removing one of our breaks such as the fall break to regain these days. We will work with the construction company to ensure that we are on track and on time for the beginning of construction to minimize the chances of delays in completion. We have chosen a construction company that has a reputation for not only delivering projects on time but also often early. As the lead times have changed over the past six months, we are adjusting our timeline and submitting architectural drawings earlier than originally planned to prevent delays related to the lead times of materials. For the end of the 21-22 school year, we will be utilizing alternative locations for classes. These same locations could be considered for space in a major delay to the project.

- b. For any changes in facilities that would occur beyond the next school year, describe the school's strategic approach to realizing those changes. If applicable, describe the potential challenges and strategies to overcome those challenges.*

In the future, we will be utilizing the 6,900 square-foot warehouse for the school. To do this, we will need to change the occupation permit from warehouse to educational use. This would first begin with

a code study and a plan for renovations. The timing of these renovations will be dependent on the extent of renovations necessary for the change to educational use. Rent paid on the warehouse from the tenants can be used to offset the cost of the code study and renovations. In addition, we would look to a fundraising campaign to raise these funds.

Section 5: Financial Viability

Expansion Criteria

School operates in a fiscally responsible manner and has a plan to ensure financial solvency during expansion.

Expansion Application Narrative

The Expansion Application narrative should:

- 1. Provide a complete and realistic three-year budget projection (current year + two additional years) that appropriately reflects the expenses and revenue related to the school, taking into account the requested expansion, and detailed by the CDE Chart of Accounts program and object codes. The CSI Budget Template may be used ([linked here](#) and available on the CSI website).*

See Appendix F

- 2. Provide a budget narrative that thoroughly justifies the revenue and cost assumptions made in the budget projection. The narrative should provide detail on any specific changes to the budget that will occur as a result of the requested expansion.*

The financial viability of our expansion was an important consideration when determining our path forward. We used the CSI Budget Template to help support our budget creation. This budget template allowed us to use industry-standard projections in our forecasted budget. The following were the major points that we took into consideration related to both revenue and cost assumptions to determine the financial viability of the expansion proposal.

Revenue projections:

- The template assumes a 3% increase in PPR each year which is in line with historical averages.
- In our projections, we only included grant funding from sources such as federal and state Title, READ funds, and projected CCSP expansion grant funds. We did not include other grant sources.
- Our projections for local mill levy funding take into consideration the increased student count, however, we did maintain the projections at \$700 per student and did not increase this per-pupil rate.
- Our student activity fees have an assumption of a 50% collection rate as we provide scholarships for families that apply.
- Capital construction allocations assume an annual decrease of 1% each year as the program is designed.

Cost projections:

- In our budget, we have projected an increase in teacher salaries that is higher than average to attract and retain staff by providing competitive salaries. Currently, our salaries are not competitive in comparison to other local educational institutions.
 - We have set aside \$20,000 each year for continued maintenance of our building.
 - Through the USDA Rural Funding, we were able to purchase our building in 2020 with a low fixed-rate 40-year mortgage. Our current lease budget covers the mortgage, required reserves, and utility costs. We do not anticipate our utility costs going up much with the expansion as we are currently using the entire building. We are in talks with local contractors about the viability of adding solar panels to further stabilize future utility costs for the school.
 - Currently, the school budgets \$1466 annually per student in PPR funding for facility costs. With the expansion of our student body and the fixed costs already secured, this amount will decrease to \$782.22 per student while maintaining the same service levels.
3. *Discuss the school's ability to secure and manage the funding necessary for expansion. This should include:*
- a. *Procedures to regularly review budget to actual activity and expenditures against the school's mission and vision over time; and*
 - b. *A contingency plan to mitigate the impacts of decreased funding or increased expenditures.*

PPOS has an active finance committee that meets at least quarterly, to review and discuss the financial standing of the school. Over the past 4 years, we have routinely evaluated our financial policies to ensure best practices. The finance committee and the PPOS Board of Directors are provided a budget-to-actuals report, prepared by a contracted CPA, each quarter to review both revenue and expenses. They are provided an opportunity to ask questions about these expenses and about areas that are outside of the original budget approved by the Board. In addition to the quarterly budget, the Board is provided monthly Balance sheets, income statements as well as Expense by Vendor reports to review. Time is set aside at each monthly board meeting to review these reports and address any inquiries as to the specifications of the expense, unusual payments, and things that are out of the ordinary or bring concerns of mission drift.

Historically, grant writing has provided 25% of our revenue each year on average. To ensure that the grants that we are seeking support our mission, the Board is required to approve, before application, any project that would total more than \$5,000 in grant funding. An example of this would be when we asked for the ability to seek grant funding related to obtaining a school counselor. This was first approved by the PPOS Board of Directors and then the grant writing was pursued. Recently the PPOS Board passed a resolution to allow the leadership to apply for the CCSP Expansion Grant.

As we all know, funding is a continual concern for schools. Grant funds such as Title funds and READ Act funds are not guaranteed until the year of. If we were to be in a situation where our funding was lower than we expected we would first try to make up the difference through grant writing and fundraising. If we were unable to successfully close the shortfall through those means, we would then look to the budget reserves or areas of excess that may allow for budget cuts. Finally, we would consider pay freezes, cutting of non-essential positions, cost savings in supplies, or leasing of extra space within our facilities to local nonprofits that align with the PPOS Mission and Vision.

4. *Financial metrics and targets, including any debt covenants, the board and school leadership will track during expansion to ensure financial solvency during the growth period.*

The finance committee, as well as the PPOS School board, will review quarterly budget to actual reports to ensure compliance with the following targets during the expansion period and beyond:

- Facilities Costs will not exceed 15% of the total annual budget
 - Salaries and Benefits will comprise of 65% of the school's annual budget
 - The school will actively work to achieve reserve balances of 60 days cash on hand by the end of the expansion period
 - The finance committee will ensure accounting practices are in accordance with GAAP and CDE FPP policies
 - The finance committee will provide yearly audited financial statements to the board of directors
5. *Discuss any audit findings from the previous fiscal year. Provide evidence that the school has appropriately corrected past findings and/or has corrective actions in place to address findings for the future.*

PPOS is currently working with Wall Smith Bateman to perform auditing services for the 2020/2021 Fiscal Year. WSB also provided Audit Services for the 2019/2020 financial year that was found to be unmodified, in other words, we received a clean audit for that year, as we have for every audit since our inception. By utilizing a third-party CPA firm for monthly review and reconciliation as well as quarterly reporting to our board, we can firmly separate duties and provide a fresh perspective into the school's financial dealings in real-time.

6. *Provide an analysis and discussion of the school's three-year financial history including variances in funded pupil count, revenue, expenditures, debt, and fund balance.*

In the last three years PPOS, as with all Colorado Schools, has incurred drastic changes in Per Pupil Revenue funding. We had an increase of \$395.22 per student from Fiscal years 2018/19 to 2019/20 and a decrease of PPR of \$347.96 per student from FY 2019/20 through 2020/21. Our current fiscal year of 2021/2022 has seen an increase of \$879.22 per student over last year's PPR. Although the amount per student has fluctuated greatly over that time, we have steadily increased our enrollment from 88 students in 2018 to 120 students in 2020. The increase in student body offset the reduction in per-pupil funding. We have also been fortunate to receive multi-year support from private foundations like the Walton Family Foundation as well as leveraged services through the United Way of Southwest Colorado Americorps service member programs.

We have seen our ending fund balance increase from \$134,63.49 at the end of FY 2018/19 to \$402,647.15 as of June 30, 2021.

With the purchase of our 38,000 square foot facility, through our Building Corporation, we have ample room to expand our services and student body with no additional cost for space. We will need to make slight modifications to some of the open concept areas to create additional classrooms. The overall square footage is large enough to easily accommodate the full expanded student population of 225.

Renovations for safety and security will be completed during the summer of 2022 and completed by the beginning of the 22-23 school year. The renovations will be funded by a BEST grant and PPOS matching funds. The source of the matching funds can be found in Appendix K. The match may include a \$300,000 loan taken by the building corporation. The monthly payment of this loan will be made by the building corporation through rent taken in from BOCES and the warehouse tenants. Currently, PPOS is looking at renting to two nonprofits that provide youth programming in our community. We expect that there will be \$3,000 a month in financial benefit and another \$3,000 a month in scholarships for our students for after-school programming. If these funds do not cover the monthly payments the school will dedicate capital construction funds to paying the loan. It is our goal to minimize the amount of loan that we take out and will continue to grant write to cover these expenses before construction begins.

Section 6: Educational Program

Expansion Criteria

School provides an educational plan that details how the school will meet the needs of all students and sustain the core academic and curricular program through the expansion and will demonstrate high levels of success.

Expansion Application Narrative

The Expansion Application narrative should:

1. *Describe the specific practices of the school that have enabled it to sustain high academic achievement and growth. This description should include how the charter school will ensure that key elements of the program are kept intact and/or strengthened for all students as it expands. The application should include:*
 - a. *A detailed examination of the school's mission and vision, pedagogy, and other practices to date, and a compelling rationale for why the school believes these practices have yielded strong student outcomes.*
 - b. *Updated school mission and vision statements, if applicable*

Updated Mission and Vision Statements

In 2018, the school board revised the school's mission and vision statements using the Gainstorming technique, facilitated by Yvonne Wilcox. The purpose of the four hour-work session was to condense the statements down into clear, concise sentences that PPOS students would understand, while including the founders' non-negotiables for the school's model. During the process, it became clear that the long-run objectives were intertwined with the Mission's roadmap of how to achieve the goals.

The updated mission and vision statements include the mission, written in the present tense, "Creating a community of empowered, lifelong learners, ..." runs into the present and implied future action, "... by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work."

Pedagogy

PBL and PBE

Project-Based Learning and Place-Based Education are integral pieces of our pedagogy at PPOS. Through original and meaningful work that is rooted in our community, students model the learning

they will experience throughout their lives. In order to enhance student projects, we provide three options for Advisors during their core project time.

1. Advisors take standards and backward design a project from scratch.
2. Advisors choose to adopt one of the EL Education modules into a project.
3. Staff begin with standards in mind and search these standards for exemplar projects that they can then adopt to meet the needs of our students and our location.

In addition, there are many projects on sites such as PBLWorks.org, EL Education, and the 3C's project.

Rubric

One area that many schools that implement PBL struggle in are the areas of defining high-quality instruction and high-quality projects. With this in mind, PPOS has adopted a rubric to guide our practice. As we continue to focus on continual improvement we work toward meeting the highest standards in our classroom. The PBL Design and Practices Rubric can be found in Appendix G. The new expansion staffing plan allows for a Lead Advisor that will mentor the Advisors and help them to meet the various components of this Rubric.

READ Act requirements

Under the READ Act, schools are required to adopt a core curriculum and an intervention curriculum that are state-approved. We have adopted EL Skills block as our core research-based curriculum and Lexia and Sonday as our intervention curriculums. In addition, they are requiring teachers in K-3 to complete 45 hours of training in research-based reading instruction. All of our K-3 teachers have completed this training and taken a corresponding test to show understanding of the material. We have supported teachers with coaching cycles to ensure that the strategies are being implemented in the classroom with fidelity.

Illustrative Math

Over the past four years we worked to implement the original math curriculum, Singapore Math, chosen by the school's founders. While they chose Singapore Math, many organizations country-wide were developing new math curriculums to better meet common core standards, increase the mathematical discourse, and understanding. In year three we noticed that Singapore Math was not producing the growth in our students that we were hoping for, thus we brought in a contractor to provide professional development on how to best implement Singapore Math. We then gave the curriculum another year with better fidelity. After this year of implementing Singapore Math with fidelity, our staff and Advisors found the curriculum still hard to implement; families found it confusing and hard to support; and the growth results were still not what we hoped for.

At this point, we needed to investigate other curriculums that better met the needs of our students, advisors, and families. Through our investigation, we found that Edreports did not completely rank the Singapore Math curriculum as it did not meet alignment with the common core standards or Colorado State Standards for Math. We looked at several curriculums within Edreports to decide what math curriculum to use. Edreports ranked *Illustrative Math* at an almost perfect score across the

board. Illustrative Math recently released the elementary version of the curriculum that we could use to serve K-8th grade. PPOS's current School Director also had previous experience with the 6-8th grade curriculum at her previous school, Mountain Middle School. Reviewing the growth scores that Mountain Middle School was able to produce in just one year of implementation was a deciding factor as well.

Four staff, including our instructional coach, are trained through Illustrative math's approved PD providers and/or through Open Up Resources. The curriculum is open source and has many family resources as well. Due to the electronic access to both teacher, student, and family pages, we believe that the curriculum will help any transfer to distance learning that may need to happen as well. Despite the availability of electronic resources, we will purchase workbooks for the students each year as we believe that the tactile nature of the curriculum is one thing we like about it. Technology can at times distract from the hands-on-approach we value.

ILP

The original charter laid out our plan for Individualized Learning Plans and a nongraded school. Both of these, in theory, are amazing concepts and remain at the heart of what we are trying to achieve. We found we needed to build our systems and structures to support each student's individualized needs and learning styles. Without these structures, it is hard to achieve the ILP's as they were intended. In addition, without grades, we lacked critical communication with families.

We have since put into place the following structures to support the individualized learning plans for our students and communication tools for our families:

- Progress reports are issued twice a year with a standards-based grading system. Assignments are entered into Infinite Campus with a Meets, Exceeds, or Not yet rating. These assignments are not averages for the progress report but are used to guide the teacher in watching for growth and assessing the student's level of understanding compared to the state standards. Progress reports include a Meets, Exceeds, or Not yet rating for each strand of Math, Science, ELA, and History. In addition, each strand has comments related to the students' work to help families better understand where their child is meeting expectations and where they are struggling.
- The above progress reports will be issued during January and June each year. A sample progress report is attached in Appendix L. These progress reports and part of the student's ongoing file and can be requested by other schools as part of the records request.
- Students create two personalized goals at the beginning of the year. One goal is academic and one is related to Social Emotional Learning or the "soft skills". These goals are communicated with the families during the fall parent-teacher conferences.
- Each spring students have the opportunity to create a student-led, parent-teacher-student conference. This looks different at different grade levels, but in general, we ask students to reflect on their year, talk about their goals and what they have done to achieve them, as well as what they can do to continue this work. The portfolio talked about in the next bullet point will be the focus of the student-led conference.
- Presentations of Learning. Students in middle school participate in a presentation-of-learning process. They complete two presentations of learning each year, including a presentation of learning in January and a transitional presentation of learning in June. During these presentations, the students reflect on their learning journey, their goals, character, and

academic mindsets. The goal is for our students to become more reflective and metacognitive about their learning.

Annual Review Resolutions

Attached as Appendix H are the annual reviews that are completed by the district. In the table below we have addressed some of the areas of improvement that we noted from the 2021 review.

Year	Area of improvement	Date Resolved	Description of Resolution	Attachments
2021	OCR complaint		PPOS worked with the district and the Office of Civil Rights to resolve the complaint. After removing the 504 and IEP questions from the lottery application, add a statement of non-discrimination, and signing a letter of guidance from the district the complaint has been resolved.	Appendix I - Letter of resolution from the OCR investigator.
2021	Math achievement data	Ongoing beginning in fall of 2021	Implementation of new Math curriculum with professional development and coaching.	
2021	Financial Transparency	Ongoing	PPOS has received notes from the District and is working on updating these areas. We will use the provided checklist to review our website quarterly.	

Charter Contract

Attached is a copy of our current contract with annotations on proposed changes to the contract under this renewal and expansion. The draft of the contract changes can be found here. https://docs.google.com/document/d/1Ne3p0yXvcE-eV_c1sOft6v-jCaONI6MK/edit?usp=sharing&oid=108080694086853906534&rtopf=true&sd=true

Appendix A
Historical NWEA Data
Math 2018-19

Grade	PPOS Average Fall RIT	National Norm Fall	PPOS Average Winter RIT	National Norm Winter	PPOS Average Spring RIT	National Norm Spring (32 weeks)	PPOS average Fall to Spring Growth	Expected Fall to Spring Growth
1	156.8	160.8	170	173.8	178.6	180.8	21.8	18.4
2	*162	175.6	*172.4	186.4	178.1	192.1	16.1	15.2
3	181.1	189.4	190.7	198.2	191	203.4	9.9	13.0
4	192	201.1	196.9	208.7	195.2	213.5	3.2	11.6
5	194.8	210.7	196.9	217.2	196.4	221.4	-1.6	9.9

Reading 2018-19

Grade	PPOS Average Fall RIT	National Norm Fall	PPOS Average Winter RIT	National Norm Winter	PPOS Average Spring RIT	National Norm Spring	PPOS average Fall to Spring Growth	Expected Fall to Spring Growth
1	158.7	159.1	169.2	171.5	175.6	177.5	16.9	16.8
2	*163.9	173.3	*169.8	184.2	167.3	188.7	3.4	14
3	181.3	187.1	192.3	195.6	189.4	198.6	8.1	10.3
4	197.5	197.3	201.1	203.6	196.6	205.9	-0.9	7.8
5	193.7	205	197.4	209.8	197.8	211.8	4.1	6.1

Math 2019-20

Grade	PPOS Average Fall RIT	National Norm Fall	PPOS Average Winter RIT	National Norm Winter	PPOS Average Spring RIT	National Norm Spring (32 weeks)	PPOS average Fall to Winter Growth	Expected Fall to Winter Growth
1	153.6	162.4	164.6	173.8	Not administered	Due to COVID-19	11	11.4
2	176.3	176.9	187.1	186.4			10.8	9.5
3	183.5	190.4	195.2	198.2			11.7	7.8
4	192.3	201.9	197.7	208.7			5.4	6.8
5	204.1	211.4	206.8	217.2			2.7	5.8
6	203.7	217.6	209.1	222.1			5.4	4.5

Reading 2019-20

Grade	PPOS Average Fall RIT	National Norm Fall	PPOS Average Winter RIT	National Norm Winter	PPOS Average Spring RIT	National Norm Spring	PPOS average Fall to Winter Growth	Expected Fall to Winter Growth
1	155.2	160.7	164.4	171.5	Not administered	Due to COVID-19	9.2	10.8
2	171.6	174.7	181.8	184.2			10.2	9.5
3	184.6	188.3	190.8	195.6			6.2	7.3
4	189.1	198.2	194.1	203.6			5	5.4

5	204.1	205.7	208.8	209.8			4.7	4.1
6	207.7	211	209.5	214.2			1.8	3.2

Math 2020-21

Grade	PPOS Average Fall RIT	National Norm Fall	PPOS Average Winter RIT	National Norm Winter	PPOS Average Spring RIT	National Norm Spring (32 weeks)	PPOS average Fall to Spring Growth	Expected Fall to Spring Growth
1	160.7	160	165.7	170.2	178.1	176.4	17.4	16.4
2	165.9	175	176.8	184.1	186.8	189.4	20.9	14.4
3	190.1	188.5	192.3	196.2	196.6	201.1	6.5	12.6
4	189	199.5	193.7	206.1	197.5	210.5	8.5	11
5	198.5	209.1	203.5	214.7	206.9	218.7	8.9	9.6
6	197.9	214.7	201.8	219.6	205.4	222.9	7.5	8.2
7	203.9	220.2	209.5	224	207.1	226.7	3.2	6.5

Reading 2020-21

Grade	PPOS Average Fall RIT	National Norm Fall	PPOS Average Winter RIT	National Norm Winter	PPOS Average Spring RIT	National Norm Spring	PPOS average Fall to Spring Growth	Expected Fall to Spring Growth
1	153.6	155.9	164.6	165.8	171.2	171.4	17.6	15.5
2	169.2	172.3	178.7	181.2	187.2	185.6	18	13.3
3	186.8	186.6	194.3	193.9	195	197.1	8.2	11.1
4	185.4	196.7	189.2	202.5	190	204.8	4.6	8.1

5	200.9	204.5	204	209.1	207.9	211	7	6.5
6	205.3	210.2	206.7	213.8	213.3	215.4	8	5.2
7	213.5	214.2	210.4	217.1	212	218.4	-1.5	4.2

Math 2021-22

Grade	PPOS Average Fall RIT	National Norm Fall	PPOS Average Winter RIT	National Norm Winter	PPOS Average Spring RIT	National Norm Spring (32 weeks)	PPOS average Fall to Spring Growth	Expected Fall to Spring Growth
1	161.9	157.9						
2	172	173.1						
3	185.5	186.9						
4	198	198.3						
5	199.5	208.1						
6	203.5	213.8						
7	213.8	219.5						
8	214.3	224.3						

Reading 2021-22

Grade	PPOS Average Fall RIT	National Norm Fall	PPOS Average Winter RIT	National Norm Winter	PPOS Average Spring RIT	National Norm Spring	PPOS average Fall to Spring Growth	Expected Fall to Spring Growth
1	157.6	153.8						
2	168.4	170.3						

3	184.1	184.9						
4	205.7	195.2						
5	194.6	203.3						
6	206	209.3						
7	215	213.5						
8	217.8	217.4						



SAN JUAN BOARD OF COOPERATIVE EDUCATIONAL SERVICES

October 5, 2021

Angela Reali Crossland
School Director
areali@ppos.co
Pagosa Peak Open School

Dear Ms Crossland:

As the Executive Director of the San Juan Board of Cooperative Educational Services (SJ BOCES), I am writing on my organization's behalf in support of the Pagosa Peaks Open School expansion application. We support the school's application in requesting expansion to additional grade levels and student population.

The San Juan BOCES provides special education related services and compliance oversight to PPOS. PPOS has implemented special education services that meet best practices and compliance for special education for students with disabilities. The school has successfully ensured staffing and programming to meet the needs of students with specialized needs and plans. The leadership and staff at PPOS have been collaborative and communicative regarding support and services. I have no concerns regarding the capacity of PPOS to continue to provide special education services to students in expanded grade levels with collaboration from the SJ BOCES.

We look forward to working with Pagosa Peak Open School in increasing our community's options for children and youth and support this application. Please contact me if I can provide any additional information.

Best Regards,

Adrea Bogle
Director Exceptional Student Services
Executive Director
San Juan BOCES

P.O. Box 1859
551 Hot Springs Boulevard
Pagosa Springs, CO 81147



Phone: 970.264.4151
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November 2, 2021

Board of Directors
Archuleta School District #50 JT
309 Lewis St.
P.O. Box 1498
Pagosa Springs, CO 81147

Re: Support Letter for Pagosa Peak Open School Charter Renewal

Dear Archuleta School District Board of Directors:

We are writing today to express our ongoing support for Pagosa Peak Open School. We believe in their mission and vision and find the charter school to be a great value to our community. As our town continues to grow, choice in education is essential to attract and retain families.

In late 2018, the Town of Pagosa Springs partnered with the charter school to serve as a fiscal agent for the Department of Local Affairs Community Development Block Grant. The proceeds of this grant helped PPOS purchase a permanent facility on May 1, 2020. Through this transaction, the charter school secured their ability to expand their educational services to meet the growing needs of Archuleta County.

The PPOS multi-age learning model allows students to work on a level that matches their abilities and breaks down any educational barriers that may exist in a traditional public school. The Town has seen the impact that this school has had on our local community and fully support their application and efforts to renew their charter contract with Archuleta School District #50 JT.

On behalf of the Town Council of Pagosa Springs, I would like to thank you for your time and consideration of this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Don Volger".

Don Volger, Mayor

cc: Dr. Kym LeBlanc-Esparza, Superintendent of Schools



Providing Services
That Empower
People And
Build Stronger
Communities.

Pagosa Peak Open School has truly been a gift to our community. The school has created new learning opportunities, a community feel for families, and a large support within the community. Pagosa Peak open school provides more than just another alternative for students, it has become a community-based school that is supportive of all its students. It has become a place where students can enroll and have a safer environment as the school is able to cater to children who are otherwise considered a “distraction, too busy, or too talkative”.

The children that attend this school are able to get real life experiences through conflict resolution, self-esteem support, and public speaking, the value of working with their hands in gardening, real world projects, and volunteer opportunities. The school also has a wonderful environment for parents as it has created a framework for parent engagement. Parents are encouraged to complete volunteer activities, they are encouraged to have open communication with staff, and are supported as a whole. These social connections and supports are much needed for parents and students alike, as many of the families in Archuleta County are at risk, these supports are imperative.

I have been involved with PPOS as I am a CCR Navigator/Family Advocate with the La Plata Family Center Coalition. Professionally speaking, I have had wonderful interactions with the school and all staff. As a family advocate, I often support families who are in need of a bit extra. Meaning their children are struggling in the more traditional setting, they are in need of more support, or they just feel like the year-round experience would be a great fit for their families as there is considerably less childcare required for their children, and their children are engaged throughout the summer.

Many of the families that I support, have been flourishing in the PPOS environment. The difference for these children and families is literally life changing. These kids are given the opportunity to grow and be themselves. The support for parents creates a rapport that is very strong and creates a very trusted environment. The support that is provided to me professionally, has been outstanding.

I am able to have a very open dialogue with counselors, teachers, and supportive staff in working with my families to reach their goals. The school has been able to set weekly meetings for me to touch base on family goals, where the families are requiring support, and often just touchpoints of how well each student is doing.

I am very supportive of the growth of this school. The school has a very bright future in this community. I look forward to working with the school to continue to support the families in Archuleta County.

Sincerely,

Chrystal Snow

Chrystal@lpfcc.org

970-560-1892

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A United Way
Community Partner

Appendix C
Pagosa Peak Open School Strategic Plan



PAGOSA PEAK OPEN SCHOOL

Pagosa Peak Open School 3-5 Year Strategic Plan

Mission Statement: Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

Goal #1: Improved Financial Stability							
We will improve financial stability through student retention, purposeful expansion, and the best use of our physical assets.							
Objectives	Measure/ Metric	Baseline	Years	Targets	Activities	Person(s) Responsible	Status
Increase enrollment per expansion plan	October count	2020 October count was 120 students.	21-22	The October count will be 135	-July marketing to meet 135 goal -December-February lottery awareness campaign -Expansion awareness campaign in February	School Director Instructional Coach	
			22-23	The October count will be either 135 or 158 (expansion approved)	Expansion application Marketing campaign	Board School Director	
			23-24	The October count will be either 135 or 181	Marketing campaign	School Director Instructional Coach	
Determine future enrollment capacity and expansion path. Board determined that we should expand in the K-8 grades.	Completed and approved Expansion application	In discussions with District	21-22	-Financial plan for expansion options -Staffing plan for expansion -Timeline for expansion -Create indicators of success. -Determine enrollment capacity	Determine an expansion path for the following 5 years and incorporate that into a full expansion application.	Business manager School Director Board	
			22-23	Use indicators of success to review expansion efforts.	Review the success and impacts of the expansion efforts.	Board	

**Pagosa Peak Open School
3-5 Year Strategic Plan**

Mission Statement: Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

			23-24	Use indicators of success to review assess the expansion efforts.	Review the success and impacts of the expansion efforts.	Board	
Create a Facility Improvement Plan to increase future enrollment and explore space to be leased to increase revenue.	Completed and adopted Facility Improvement Plan	Current facilities plans are for safety and security updates and kitchen	21-22	Facility improvement plan draft including expansion and playground space and a Financial plan for facilities upgrades that need to take place	Regular Facilities committee meetings. Facilities considered in the expansion grant application May of 2022 begin safety and security renovations Warehouse lease renewal (February 2022 with possible 60-day notice prior)?	Facilities committee including a minimum of one Board member, school director, business manager, parent, staff, and student representation.	
			22-23	Based on facilities plan and financial plan			
			23-24	Based on facilities plan and financial plan			
Monitor and participate in fundraising progress toward the \$1.3 million 3 year capital campaign.	Quarterly grant and fundraising reports showing end goal	All but \$200,000 of the capital campaign funds have been secured	21-22	Completed and approved Best grant application Capital campaign roll out and securing of funding.	Fundraising committee/capital campaign committee/PTA created Decide on a fundraising model for the capital	Committee/ Business Manager/School Director	BEST grant application finished and funded.

**Pagosa Peak Open School
3-5 Year Strategic Plan**

Mission Statement: Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

	Standard for Board Member involvement set.			Creation of Public visual tracking of capital campaign Creation of a PTA for community events.	campaign and general fundraising.	BoardSchool Director PTA	Met 1 of 3 quarterly goals.
			22-23	Continued fundraising goals set according to capital campaign	Set new goals for future grants, fundraising, and donor campaigns.		Awarded the BEST grant of \$650,000
			23-24	Implementation and completion of 3-year capital campaign			Created financial plan to cover all but \$200,000 of the renovations from the BEST grant and matching funds

**Pagosa Peak Open School
3-5 Year Strategic Plan**

Mission Statement: Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

Goal #2 Improved Student Academic Performance
PPOS will improve academic performance to a Performance rating on SPF by 23-24 school year by increasing student engagement, academic rigor, and family engagement. We will refine our systems and structures, curriculum, professional development, and work plan focused on meeting our school’s Project-based learning mission and vision.

Objectives	Measure/Metric	Baseline	Years	Targets	Activities	Person(s) Responsible	Status
Develop and implement processes to measure and improve student engagement in three areas; academic engagement, emotional engagement, and behavioral engagement	Standardized test scores of CMAS, NWEA, and DIBELS RISE grant engagement data. Observation data, teacher mental model data, student mental model data, attendance data Progress Reports	20-21 standardized test scores Data was collected from late April -early May 2021.	21-22	90% of classes are making expected growth in both subject areas. Curriculum mapping completed for every grade level. New Math curriculum piloted in classrooms with intensive teacher support and PD. MTSS process defined and implemented for both academics and SEL. WIN time is successfully implemented and is data-driven.	Illustrative Math training for staff Rise grant and Resilient schools grant data were used to develop the work plan for the year. Rise grant PD done by Rise grant leadership team and turnkeyed for the staff. Curriculum mapping to ensure quality rigorous academics in real-life projects. Work with the resilient schools’ cohort to plan out the MTSS process at PPOS.	School Director Instructional Coach Leadership Team	

**Pagosa Peak Open School
3-5 Year Strategic Plan**

Mission Statement: Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

			22-23	<p>NWEA data and RISE grant data are used to set the work plan for this year.</p> <p>80% of students are making adequate progress throughout the year based on where they began. At grade level making a year's worth of progress and below grade level making a year and third progress in a year.</p> <p>NWEA Data shows a correlation between our students' data and what it would take to achieve a performance ranking on the CMAS testing.</p>			
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**Pagosa Peak Open School
3-5 Year Strategic Plan**

Mission Statement: Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

			23-24	<p>NWEA data and RISE grant data are used to set the work plan for this year.</p> <p>80% of students are making adequate progress throughout the year based on where they began. At grade level making a year's worth of progress and below grade level making a year and third progress in a year.</p> <p>NWEA Data shows a correlation between our students' data and what it would take to achieve a performance ranking on the CMAS testing.</p> <p>CMAS testing produces high enough growth and achievement scores to earn a performance rating for the year.</p>			
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**Pagosa Peak Open School
3-5 Year Strategic Plan**

Mission Statement: Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

Achieve Performance rating based on School Performance Framework (SPF)	Performance rating on SPF BY 23-24 school year.	20-21NWEA scores and crosswalk	21-22	NWEA and DIBELS data is reviewed by the board three times a year and continually evaluated by staff	Data is evaluated identifying areas of need for student and advisor support.		
		Classroom Formative assessment			PEAK meetings.		
		20-21 CMAS data	22-23	NWEA and DIBELS data is reviewed by the board three times a year and continually reviewed by staff..	20-21 CMAS data is reviewed to locate holes in instruction and understanding.		
				We will identify areas where we are not in line with a performance rating on CMAS.	In this year we will begin to look at the correlation to CMAS ranking.		
					PEAK meetings.		
					21-22 CMAS data is reviewed to locate holes in instruction and understanding.		

**Pagosa Peak Open School
3-5 Year Strategic Plan**

Mission Statement: Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

			23-24	<p>NWEA and DIBELS data is reviewed by the board three times a year and continually reviewed by staff..</p> <p>We will identify areas where we are not in line with a performance rating on CMAS.</p> <p>Performance Rating achieved</p>	<p>In this year we will continue to look at the correlation to CMAS ranking.</p> <p>Data is evaluated by staff on a continual basis identifying areas of need for student and teacher support.</p> <p>PEAK meetings.</p> <p>22-23 CMAS data is reviewed to locate holes in instruction and understanding.</p>		
Develop and implement ways to engage families in order to enhance student performance and overall school experience	Increased Family Engagement and past family satisfaction surveys	Family Engagement Hours	21-22	<p>Student goals are set by advisors? by students? and communicated to families? by the end of August.</p> <p>Data informational meetings with students? families? advisors? after the interim NWEA, DIBELS? assessments.</p> <p>50% of families are participating in Family Engagement Hours at 100%</p> <p>Family surveys indicate that the majority of families feel connected to their students' classwork.</p>	<p>Professional development with advisors on student goal setting.</p> <p>Support with ½ day substitute for advisors to meet with students for goal setting</p> <p>Identify volunteer options in and out of the classroom and create an easy sign-up and track for those..</p> <p>One-page project descriptors and rubrics are shared with parents</p>		

**Pagosa Peak Open School
3-5 Year Strategic Plan**

Mission Statement: Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

			22-23	<p>Student goals are set and communicated by the end of August.</p> <p>Data informational and orientation meetings after the interim assessments for new families.</p> <p>Returning families feel comfortable with their understanding of assessment data and progress reports.</p> <p>60% of families are participating in Family Engagement hours</p> <p>Family surveys indicate that 70% of families feel connected to their students' classwork.</p>	<p>Identify additional volunteer options for families/guardians in and out of the classroom.</p> <p>One-pagers and rubrics are shared with parents</p> <p>Celebrations of learning happen for all projects with a way for families/guardians to participate</p>		
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**Pagosa Peak Open School
3-5 Year Strategic Plan**

Mission Statement: Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

			23-24	<p>Student goals are set and communicated by the end of August.</p> <p>Data informational meetings after the interim assessments.</p> <p>75% of families are participating in Family Engagement hours</p> <p>Family surveys indicate 80% of families feel connected to their students' classwork.</p>	<p>Identify additional Increased volunteer options for families/guardians in and out of the classroom.</p> <p>One-pagers and rubrics are shared with parents</p> <p>Celebrations of learning happen for all projects with a way for families/guardians parents to participate</p>		
<p>Create curriculum maps that are vertical alignment, and project design documents to ensure rigorous, standards-based projects that engage students in real-world work that is relevant to our students, place-based, and impacts our community.</p>			21-22	<p>Create a curriculum map and calendar to ensure each grade has standards met during the school year.</p> <p>Identify a two-year loop for multi-grade classrooms.</p> <p>A rubric for staff to use to “grade” their project is provided and all projects are assessed with this rubric.</p> <p>All standards left in the “refrigerator” have been met this year.</p>	<p>PD - Curriculum mapping, project design elements, project tuning.</p> <p>Projects will have an open-ended question that requires thought, research, and inquiry to answer.</p> <p>Two throughout the year will include an authentic audience.</p> <p>One this year will include community service.</p>	School Director and Instructional Coach	

**Pagosa Peak Open School
3-5 Year Strategic Plan**

Mission Statement: Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

			22-23	<p>Refine year one of our two-year loop curriculum mapping.</p> <p>Continue to reach higher levels of excellence on our Project Rubric</p>	<p>Projects will focus on sustained inquiry and how the project design can encourage this.</p> <p>The third year of Middle school's curriculum map will be created. A review and refinement of year 1 of the curriculum map for the other grades.</p> <p>Three projects this year will have an authentic audience.</p> <p>Two projects will include community service.</p>		
			23-24	<p>Continue to reach higher levels of excellence on our Project Rubric</p>	<p>Four projects this year will have an authentic audience.</p> <p>Three projects will include community service.</p> <p>The curriculum map will continue to be updated and expanded to include more detail at the project level.</p>		
Staff will facilitate at least four projects that meet the expectations of PPOS project rubric	PPOS project rubric		21-22	Creation of project rubric	Creation and use of project rubric to drive improvement and revision of our practices.	Leadership team/ Advisors	

**Pagosa Peak Open School
3-5 Year Strategic Plan**

Mission Statement: Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

			22-23	At least 2 projects in each grade will meet expectations on the project rubric.	Project rubric will be used during the tuning process and during the staff evaluation process. The project rubric will help drive PD and work plan goals in order to improve our practice.		
			23-24	All four projects in each grade will meet expectations on the project rubric.	Project rubric will be used during the tuning process and during the staff evaluation process. The project rubric will help drive PD and work plan goals in order to improve our practice.		

**Pagosa Peak Open School
3-5 Year Strategic Plan**

Mission Statement: Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

**Goal #3: Improved Operational/Governance Efficiency
We will effectively communicate with staff, families and the public through our communication policy and feedback philosophy.**

Objective	Measure/ Metric	Baseline	Years	Targets	Activities	Person(s) Responsible	Status
<p>The communication plan is updated and implemented with fidelity.</p> <p>Staff effectively communicate with families related to academics, behavior, and logistics.</p> <p>Board follows internal and external communication policies in delegating tasks, contributing volunteer hours, and offering support and criticism.</p>	<p>Past family satisfaction surveys</p> <p>Past director evaluation surveys</p> <p>Past board self-evaluation surveys</p>		21-22	<p>There is an established policy for evaluation of director, goal setting, and tasks delegation.</p> <p>75% of staff are satisfied with director communication as indicated on the director feedback survey.</p> <p>75% of families are satisfied with school communication based on feedback given on the family survey put out by SAC.</p>	<p>Feedback folders (instructional coach and administrator walk-through) are implemented with fidelity on a monthly basis.</p> <p>Evaluation schedules are set and met.</p> <p>PD time is set aside for staff feedback on major choices and plans.</p> <p>Newsletters are sent each month on the 1st of the month.</p> <p>The school-wide calendar is updated with more specific information related to events, testing, fieldwork.</p> <p>Bi-weekly newsletters from the advisor. Targeted on how the parent can support the students learning at home.</p>	School Director Staff Board	

Pagosa Peak Open School
3-5 Year Strategic Plan

Mission Statement: Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

					<p>Bi-weekly newsletter from the director.</p> <p>Goals communicated with parents during parent-teacher conferences with resources.</p> <p>60% of families log into IC and use it to inform them about their student's progress.</p> <p>Progress reports 3 times a year.-match with the conferences.</p> <p>Family engagement advisor conducts focus groups, educational,</p> <p>Back to school night happens within the first week of school. The evening will help families be informed with class policies, communication strategies, how to sign up for families facebook, and IC.</p> <p>Communication is proactive rather than reactive.</p>		
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**Pagosa Peak Open School
3-5 Year Strategic Plan**

Mission Statement: Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

			22-23	Areas of weakness are identified through surveys and incorporated into communication plan and this year's work plan.			
			23-24	Areas of weakness are identified through surveys and incorporated into the communication plan and this year's work plan.			

**Pagosa Peak Open School
3-5 Year Strategic Plan**

Mission Statement: Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

<p>School-community</p> <p>Well-informed community regarding schools of choice, PPOS projects and achievements.</p>			<p style="text-align: center;">21-22</p>	<p>PPOS Administration and Board interact with key stakeholders in the community and continue to help people understand who we are</p>	<p>A strategic plan is published to the public. Progress toward the plan is communicated to the public</p> <p>Social media is updated weekly by each advisory with photos and updates on projects/community engagement</p> <p>Staff is updated once a month on social media</p> <p>Two articles are written and sent to the press, social media, and families' emails each month.</p> <p>Board representative attends each regular District board meeting</p> <p>Board presents to both the town and county once per year.</p>		
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**Pagosa Peak Open School
3-5 Year Strategic Plan**

Mission Statement: Creating a community of empowered, lifelong learners by providing a multi-age learning environment designed to foster confidence, high academic achievement, and the joy of learning through original and meaningful work.

			22-23	Maintain awareness initiatives and increase regional awareness of our work	Continue the initiatives from the year before Board presents to both the town and county once per year. Increase state-wide awareness of who we are through achievement and articles sent to a wider audience such as Denver news outlets, Chalkbeat, and League.		
			23-24	Maintain awareness initiatives and increase regional/national awareness of our work.			
Increase branding and PR.			21-22	The above communication follows the branding and communication standards			
			22-23	Assess branding and revise areas that are needing updating.			
			23-24	Assess branding and revise areas that are needing updating.			

Appendix D
Board Self Evaluation

School Board Self-Evaluation Form – 2021

Full Name:	Julie Simmons
Name of board chair:	Unala Hudson
Name of school:	Pagosa Peak Open School

Please complete with as much relevant detail as you can

Guidance on completing the form:

- Please mark the number [1-5], which most accurately reflects your judgment of overall quality in response to the questions.

Grade	Description	Interpretation
5	Established	All Aspects - almost all or all sub-criteria met
4	In Progress	All Aspects have a plan - most of sub-criteria met
3	Developing	Some Aspects - many sub-criteria met
2	Needs Support	Few Aspects - few sub-criteria met
1	No work in this area	No Aspects - none of the sub-criteria are met

- Please leave out any sections where you feel that you are not in a position to respond.
- Please be evaluative, rather than descriptive, and focus on outcomes for students. As an example, "the board has committees for finance and ED evaluation" is descriptive. "The finance committee provides useful information to the board, but sometimes delays in financial reports hold up board activity" is evaluative.
- Include references to where the evidence of your self-evaluation can be found.
- Be brief (for example, use bullet points or note form)

What approach should we take to completing the self-evaluation?

Schools have adopted different approaches. In some schools, the board has completed the form as a part of one of their regular meetings. In others the document has been completed by a representative committee.

1)	1	2	3	4	5
There are clear and transparent procedures for the selection of board members and the election of officers		+ →			
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> The board has a policy for recruiting and selecting new board members Board members (and officers) serve for agreed terms which are known within the school community Agreed procedures for the election of board officers are applied and followed consistently The board is of an optimum size for its purpose The board has a clear and useful structure for officers and committees The board has policies in place to prevent conflicts of interest and ensure ethical decision-making 	<p>Would like to adopt a succession plan</p>				
2)	1	2	3	4	5
Board meetings are well managed, concentrate on the key functions of the school, and make best use of time				+	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> Meetings are well-attended, and board members prepare for issues by reading key documents beforehand The full board and its committees meet frequently enough to manage school business effectively Meeting agendas and other key documents are maintained and shared before meetings Meetings are well managed and follow a set agenda Meetings do not over-run and make good use of available time Board business concentrates on student achievement and other key issues Committees inform the work of the main board and do not duplicate its work Board members challenge one another through constructive disagreement 	<p>I appreciate board mtgs. start on time. Need to visit absence policy and include leaving board meetings early.</p>				
3)	1	2	3	4	5
The board is balanced and is representative of all the key groups that exist in the school community			+		
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> A designated liaison from the teaching and administrative staff attends each board meeting ✓ The board has representatives from the parent body ✓ The board has representatives from local community organisations ✓ The board represents the diversity of the local community ○ The board has representatives from the wider educational community ○ The expertise available on the board meets its needs ✓ Board vacancies are advertised widely within the school community ○ 	<p>←</p>				

4)	1	2	3	4	5
The board has a good understanding of its mission and a clear vision for the future board officers				+	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • The board has adopted, and regularly reviews and revises its mission statement ✓ • The board understands the key promises of its charter, regularly reviews data, and plans to insure these promises are met ✓ • The board has a succession plan to address leadership transitions at the school and board 0 • The board stays up-to-date on key local, state, and federal issues which may impact the school's goals or plans 0 • The board has a clear vision for the future which is reflected in its strategic plan for the school ✓ 	<p>Need a succession plan.</p> <p>Would like to develop a fact sheet on local state & federal issues.</p>				
5)	1	2	3	4	5
The board clearly understands its roles and responsibilities in the time available				+	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • A written job description or policy describes the scope of the full board's work and the responsibility of individual board members • Job descriptions or policies clearly define the scope of committee work • There are systems in place to support or replace underperforming board members • The board understands the distinction between governance and operational management, and uses policies effectively to govern without micromanaging • The school leader and board have a shared understanding of the board's role • The board actively discusses which elements of key decisions are governance vs. management • Individual board members do not interfere in the day-to-day management of the school and do not maintain unofficial lines of communication when representing the board • New board members receive orientation and a manual to support effective participation • The board ensures that members of the school board attend regular training 	<p>Need to develop a manual? →</p>				

6)	1	2	3	4	5
The board has clear goals and strategic plans, based on recent and relevant performance data, which it monitors and evaluates regularly					+
Specific aspects may include the following: <ul style="list-style-type: none"> The board sets challenging but achievable goals for its own performance based on relevant data The board sets challenging but achievable goals for the school based on relevant data The board sets challenging but achievable goals for the principal and school staff The board receives regular updates on progress towards school goals The board regularly evaluates its own efficacy and progress towards shared goals The school regularly reviews and revises its strategic plan for the future 					
7)	1	2	3	4	5
The board has a clear understanding of performance data, interprets assessment outcomes, and reflects on their impact in its planning decisions			+		
Specific aspects may include the following: <ul style="list-style-type: none"> The board uses a diverse range of indicators and data to form a complete picture of school performance The board regularly receives updates on the agreed upon performance data from the Director The board analyses performance data and holds the Director and school accountable for improvements where necessary Strategic board decisions are driven by the outcomes of performance data Spending decisions are driven by strategic board decisions Revisions to strategic plans reflect the performance of the school, as measured by the various outcomes 					ah, COVID. Would like to better understand how our planning decisions impacts performance data
8)	1	2	3	4	5
Board members visit the school regularly, are engaged in the work of the school, and are well known to the school community				+	
Specific aspects may include the following: <ul style="list-style-type: none"> Full board and committee meetings are regularly held in school Board Meeting dates/times are posted in an annually-designated location, according to state law Board members visit the school and observe the work of the school regularly Community members are aware of major board decisions and have clear channels to provide input when appropriate The school makes regular presentations of its work to the board Board members hold regular advertised question and answer sessions for parents and community members 					Parents & Staff appreciate us more when we are more accessible

9)	1	2	3	4	5
The board holds the School Director and administration accountable for the work of the school and the performance of the teachers and the staff					+
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> The board receives regular and detailed reports from the Director on the performance of the students and the school The board sets regular performance goals for the Director and evaluates the Director regularly around these goals The board regularly reviews and evaluates the effectiveness of the policies and programs used in the school The Director is responsible for the day-to-day running of the school without unnecessary interference from the board The board holds the Director accountable for developing sustainable leadership and management 					
10)	1	2	3	4	5
The board receives clear and regular financial reports to underpin its Strategic decisions, which are driven by student achievement				+	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> The school administrative staff provides the school board with detailed monthly reports of expenses The board ensures that all expenditure is linked to school academic priorities Administrators in the school are encouraged to run their own budgets All board members understand the school's short and long term financial outlook 					
11)	1	2	3	4	5
The board sets fundraising goals and is actively involved in fundraising activities for the school that will help raise student achievement	+				
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> The board set challenging but achievable fundraising goals for board members The board identifies key projects related to student achievement and personal advancement when setting goals The board is careful to avoid conflicts of interest by not automatically rewarding financial contributions with board membership 	<p>What fundraising goals???</p>				

School Board Self-Evaluation Form – 2021

Full Name:	Ursala Hudson
Name of board chair:	Ursala Hudson
Name of school:	Pagosa Peak Open School

Please complete with as much relevant detail as you can

Guidance on completing the form:

- Please mark the number (1-5), which most accurately reflects your judgment of overall quality in response to the questions.

Grade	Description	Interpretation
5	Established	All Aspects - almost all or all sub-criteria met
4	In Progress	All Aspects have a plan - most of sub-criteria met
3	Developing	Some Aspects - many sub criteria met
2	Needs Support	Few Aspects - few sub-criteria met
1	No work in this area	No Aspects - none of the sub-criteria are met

- Please leave out any sections where you feel that you are not in a position to respond.
- Please be evaluative, rather than descriptive, and focus on outcomes for students. As an example, “the board has committees for finance and ED evaluation” is descriptive. “The finance committee provides useful information to the board, but sometimes delays in financial reports hold up board activity” is evaluative.
- Include references to where the evidence of your self-evaluation can be found.
- Be brief (for example, use bullet points or note form)

What approach should we take to completing the self-evaluation?

Schools have adopted different approaches. In some schools, the board has completed the form as a part of one of their regular meetings. In others the document has been completed by a representative committee.

1)	1	2	3	4	5
There are clear and transparent procedures for the selection of board members and the election of officers			X		
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>The board has a policy for recruiting and selecting new board members</i> • <i>Board members (and officers) serve for agreed terms which are known within the school community</i> • <i>Agreed procedures for the election of board officers are applied and followed consistently</i> • <i>The board is of an optimum size for its purpose</i> • <i>The board has a clear and useful structure for officers and committees</i> • <i>The board has policies in place to prevent conflicts of interest and ensure ethical decision-making</i> 	<p>Policies and terms are in place, per bylaws.</p> <p>We need a president that is more passionate to better implement committees and a VP.</p>				
2)	1	2	3	4	5
Board meetings are well managed, concentrate on the key functions of the school, and make best use of time			X		
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>Meetings are well-attended, and board members prepare for issues by reading key documents beforehand</i> • <i>The full board and its committees meet frequently enough to manage school business effectively</i> • <i>Meeting agendas and other key documents are maintained and shared before meetings</i> • <i>Meetings are well managed and follow a set agenda</i> • <i>Meetings do not over-run and make good use of available time</i> • <i>Board business concentrates on student achievement and other key issues</i> • <i>Committees inform the work of the main board and do not duplicate its work</i> • <i>Board members challenge one another through constructive disagreement</i> 	<p>We have a diverse group of members that are not afraid to disagree.</p> <p>Board meetings are not a place for evaluations of staff performance or criticism of past employees, which has been a weak point for our group since the school's conception.</p>				
3)	1	2	3	4	5
The board is balanced and is representative of all the key groups that exist in the school community				X	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>A designated liaison from the teaching and administrative staff attends each board meeting</i> • <i>The board has representatives from the parent body</i> • <i>The board has representatives from local community organizations</i> • <i>The board represents the diversity of the local community</i> • <i>The board has representatives from the wider educational community</i> • <i>The expertise available on the board meets its needs</i> • <i>Board vacancies are advertised widely within the school community</i> 	<p>All of our board members have been self-employed and are in control of their schedules. We need to recruit ethnically diverse members to better represent our community.</p>				

4)	1	2	3	4	5
The board has a good understanding of its mission and a clear vision for the future board officers			X		
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>The board has adopted, and regularly reviews and revises its mission statement</i> • <i>The board understands the key promises of its charter, regularly reviews data, and plans to insure these promises are met</i> • <i>The board has a succession plan to address leadership transitions in the school and board</i> • <i>The board stays up-to-date on key local, state, and federal issues which may impact the school's goals or plans</i> • <i>The board has a clear vision for the future which is reflected in its strategic plan for the school</i> 	<p>The board reviews the charter agreement annually.</p> <p>We need a succession plan for board leadership.</p> <p>We just created our first strategic plan revolving around our mission statement, and now need to work on implementing and reviewing it on a regular basis.</p>				
5)	1	2	3	4	5
The board clearly understands its roles and responsibilities in the time available				X	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>A written job description or policy describes the scope of the full board's work and the responsibility of individual board members</i> • <i>Job descriptions or policies clearly define the scope of committee work</i> • <i>There are systems in place to support or replace underperforming board members</i> • <i>The board understands the distinction between governance and operational management, and uses policies effectively to govern without micromanaging</i> • <i>The school leader and board have a shared understanding of the board's role</i> • <i>The board actively discusses which elements of key decisions are governance vs. management</i> • <i>Individual board members do not interfere in the day-to-day management of the school and do not maintain unofficial lines of communication when representing the board</i> • <i>New board members receive orientation and a manual to support effective participation</i> • <i>The board ensures that members of the school board attend regular training</i> 	<p>Descriptions are in place, but not adhered to for board roles and committees.</p> <p>Our board has vastly improved in regards to the governance/operations, communication with the community, etc.</p> <p>Since the pandemic began, new board members do not receive enough board training.</p>				

6)	1	2	3	4	5
The board has clear goals and strategic plans, based on recent and relevant performance data, which it monitors and evaluates regularly				X	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>The board sets challenging but achievable goals for its own performance based on relevant data</i> • <i>The board sets challenging but achievable goals for the school based on relevant data</i> • <i>The board sets challenging but achievable goals for the principal and school staff</i> • <i>The board receives regular updates on progress towards school goals</i> • <i>The board regularly evaluates its own efficacy and progress towards shared goals</i> • <i>The school regularly reviews and revises its strategic plan for the future</i> 					
7)	1	2	3	4	5
The board has a clear understanding of performance data, interprets assessment outcomes, and reflects on their impact in its planning decisions					X
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>The board uses a diverse range of indicators and data to form a complete picture of school performance</i> • <i>The board regularly receives updates on the agreed upon performance data from the Director</i> • <i>The board analyzes performance data and holds the Director and school accountable for improvements where necessary</i> • <i>Strategic board decisions are driven by the outcomes of performance data</i> • <i>Spending decisions are driven by strategic board decisions</i> • <i>Revisions to strategic plans reflect the performance of the school, as measured by the various outcomes</i> 					
8)	1	2	3	4	5
Board members visit the school regularly, are engaged in the work of the school, and are well known to the school community					X
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>Full board and committee meetings are regularly held in school</i> • <i>Board Meeting dates/times are posted in an annually-designated location, according to state law.</i> • <i>Board members visit the school and observe the work of the school regularly</i> • <i>Community members are aware of major board decisions and have clear channels to provide input when appropriate</i> • <i>The school makes regular presentations of its work to the board</i> • <i>Board members hold regular advertised question and answer sessions for parents and community members</i> 					

9)	1	2	3	4	5
<p>The board holds the School Director and administration accountable for the work of the school and the performance of the teachers and the staff</p>			X		
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> <i>The board receives regular and detailed reports from the Director on the performance of the students and the school</i> <i>The board sets regular performance goals for the Director and evaluates the Director regularly around these goals</i> <i>The board regularly reviews and evaluates the effectiveness of the policies and programs used in the school</i> <i>The Director is responsible for the day-to-day running of the school without unnecessary interference from the board</i> <i>The board holds the Director accountable for developing sustainable leadership and management</i> 	<p>The board needs to set and monitor Director's performance goals regularly.</p> <p>The Director has developed sustainable leadership and management.</p>				
10)	1	2	3	4	5
<p>The board receives clear and regular financial reports to underpin its Strategic decisions, which are driven by student achievement</p>					
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> <i>The school administrative staff provides the school board with detailed monthly reports of expenses</i> <i>The board ensures that all expenditure is linked to school academic priorities</i> <i>Administrators in the school are encouraged to run their own budgets</i> <i>All board members understand the school's short and long-term financial outlook</i> 					
11)	1	2	3	4	5
<p>The board sets fundraising goals and is actively involved in fundraising activities for the school that will help raise student achievement</p>	X				
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> <i>The board set challenging but achievable fundraising goals for board members</i> <i>The board identifies key projects related to student achievement and personal advancement when setting goals</i> <i>The board is careful to avoid conflicts of interest by not automatically rewarding financial contributions with board membership.</i> 					

School Board Self-Evaluation Form – 2021

Full Name:	Gary Hedgecock
Name of board chair:	Ursala Hudson
Name of school:	Pagosa Peak Open School

Please complete with as much relevant detail as you can

Guidance on completing the form:

- Please mark the number (1-5), which most accurately reflects your judgment of overall quality in response to the questions.

Grade	Description	Interpretation
5	Established	All Aspects - almost all or all sub-criteria met
4	In Progress	All Aspects have a plan - most of sub-criteria met
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1	No work in this area	No Aspects - none of the sub-criteria are met

- Please leave out any sections where you feel that you are not in a position to respond.
- Please be evaluative, rather than descriptive, and focus on outcomes for students. As an example, “the board has committees for finance and ED evaluation” is descriptive. “The finance committee provides useful information to the board, but sometimes delays in financial reports hold up board activity” is evaluative.
- Include references to where the evidence of your self-evaluation can be found.
- Be brief (for example, use bullet points or note form)

What approach should we take to completing the self-evaluation?

Schools have adopted different approaches. In some schools, the board has completed the form as a part of one of their regular meetings. In others the document has been completed by a representative committee.

The School Board – Measuring group success through Self-Evaluation

Self-evaluation in this context refers to a set of techniques used to measure the performance of the school board against a set of standards that define good performance.

The board plays a critical role in the governance of a charter school, but many boards do not complete any form of self-evaluation and do not know whether they could be completing this essential task more efficiently and effectively.

To be truly effective it is essential to found self-evaluation in a ‘no-blame’ culture since it is not important to examine how a school board arrived at its present position. It is important, however, to understand the strengths and areas for improvement that exist and to take steps to improve things.

Evaluation process

1. The Board President and Board Secretary will be responsible for organizing the self-evaluation process
2. Board Evaluations will be completed a minimum of 1-time per year. Usually, this process is done in the fall at PPOS. If there is large board turnover the evaluation may be done an additional time.
3. Paper surveys will be completed at a board work session or board meeting. Survey results will be compiled and shared at the next regular meeting.
4. Surveys will be used to guide the board training topics, retreat and strategic plan.

1)	1	2	3	4	5
There are clear and transparent procedures for the selection of board members and the election of officers			X		

<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>The board has a policy for recruiting and selecting new board members</i> 2 • <i>Board members (and officers) serve for agreed terms which are known within the school community</i> 3 • <i>Agreed procedures for the election of board officers are applied and followed consistently</i> 3 • <i>The board is of an optimum size for its purpose</i> 4 • <i>The board has a clear and useful structure for officers and committees</i> 2 • <i>The board has policies in place to prevent conflicts of interest and ensure ethical decision-making</i> 2 					
2)	1	2	3	4	5
Board meetings are well managed, concentrate on the key functions of the school, and make best use of time				X	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>Meetings are well-attended, and board members prepare for issues by reading key documents beforehand</i> 3 • <i>The full board and its committees meet frequently enough to manage school business effectively</i> 5 • <i>Meeting agendas and other key documents are maintained and shared before meetings</i> 5 • <i>Meetings are well managed and follow a set agenda</i> 5 • <i>Meetings do not over-run and make good use of available time</i> 3 • <i>Board business concentrates on student achievement and other key issues</i> 3 • <i>Committees inform the work of the main board and do not duplicate its work</i> 2 • <i>Board members challenge one another through constructive disagreement</i> 4 					
3)	1	2	3	4	5
The board is balanced and is representative of all the key groups that exist in the school community		X			
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>A designated liaison from the teaching and administrative staff attends each board meeting</i> 2 • <i>The board has representatives from the parent body</i> 2 • <i>The board has representatives from local community organizations</i> 3 • <i>The board represents the diversity of the local community</i> 3 • <i>The board has representatives from the wider educational community</i> 2 • <i>The expertise available on the board meets its needs</i> 3 • <i>Board vacancies are advertised widely within the school community</i> 4 					

4)	1	2	3	4	5
The board has a good understanding of its mission and a clear vision for the future board officers			X		
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>The board has adopted, and regularly reviews and revises its mission statement</i> 4 • <i>The board understands the key promises of its charter, regularly reviews data, and plans to insure these promises are met</i> 2 • <i>The board has a succession plan to address leadership transitions in the school and board</i> 3 • <i>The board stays up-to-date on key local, state, and federal issues which may impact the school's goals or plans</i> 3 • <i>The board has a clear vision for the future which is reflected in its strategic plan for the school</i> 3 					
5)	1	2	3	4	5
The board clearly understands its roles and responsibilities in the time available			X		
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>A written job description or policy describes the scope of the full board's work and the responsibility of individual board members</i> 2 • <i>Job descriptions or policies clearly define the scope of committee work</i> 2 • <i>There are systems in place to support or replace underperforming board members</i> 2 • <i>The board understands the distinction between governance and operational management, and uses policies effectively to govern without micromanaging</i> 2 • <i>The school leader and board have a shared understanding of the board's role</i> 3 • <i>The board actively discusses which elements of key decisions are governance vs. management</i> 3 • <i>Individual board members do not interfere in the day-to-day management of the school and do not maintain unofficial lines of communication when representing the board</i> 2 • <i>New board members receive orientation and a manual to support effective participation</i> 2 • <i>The board ensures that members of the school board attend regular training</i> 3 					

6)	1	2	3	4	5
The board has clear goals and strategic plans, based on recent and relevant performance data, which it monitors and evaluates regularly				X	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>The board sets challenging but achievable goals for its own performance based on relevant data</i> 3 • <i>The board sets challenging but achievable goals for the school based on relevant data</i> 3 • <i>The board sets challenging but achievable goals for the principal and school staff</i> 4 • <i>The board receives regular updates on progress towards school goals</i> 4 • <i>The board regularly evaluates its own efficacy and progress towards shared goals</i> 4 • <i>The school regularly reviews and revises its strategic plan for the future</i> 4 					
7)	1	2	3	4	5
The board has a clear understanding of performance data, interprets assessment outcomes, and reflects on their impact in its planning decisions			X		
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>The board uses a diverse range of indicators and data to form a complete picture of school performance</i> 3 • <i>The board regularly receives updates on the agreed upon performance data from the Director</i> 4 • <i>The board analyzes performance data and holds the Director and school accountable for improvements where necessary</i> 4 • <i>Strategic board decisions are driven by the outcomes of performance data</i> 3 • <i>Spending decisions are driven by strategic board decisions</i> 3 • <i>Revisions to strategic plans reflect the performance of the school, as measured by the various outcomes</i> 2 					
8)	1	2	3	4	5
Board members visit the school regularly, are engaged in the work of the school, and are well known to the school community		X			

<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>Full board and committee meetings are regularly held in school</i> 4 • <i>Board Meeting dates/times are posted in an annually-designated location, according to state law.</i> 3 • <i>Board members visit the school and observe the work of the school regularly</i> 2 • <i>Community members are aware of major board decisions and have clear channels to provide input when appropriate</i> 2 • <i>The school makes regular presentations of its work to the board</i> 2 • <i>Board members hold regular advertised question and answer sessions for parents and community members</i> 2 					
9)	1	2	3	4	5
The board holds the School Director and administration accountable for the work of the school and the performance of the teachers and the staff				X	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>The board receives regular and detailed reports from the Director on the performance of the students and the school</i> 4 • <i>The board sets regular performance goals for the Director and evaluates the Director regularly around these goals</i> 3 • <i>The board regularly reviews and evaluates the effectiveness of the policies and programs used in the school</i> 4 • <i>The Director is responsible for the day-to-day running of the school without unnecessary interference from the board</i> 4 • <i>The board holds the Director accountable for developing sustainable leadership and management</i> 3 					
10)	1	2	3	4	5
The board receives clear and regular financial reports to underpin its Strategic decisions, which are driven by student achievement				X	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>The school administrative staff provides the school board with detailed monthly reports of expenses</i> 4 • <i>The board ensures that all expenditure is linked to school academic priorities</i> 3 • <i>Administrators in the school are encouraged to run their own budgets</i> 3 • <i>All board members understand the school's short and long-term financial outlook</i> 4 					
11)	1	2	3	4	5

<p>The board sets fundraising goals and is actively involved in fundraising activities for the school that will help raise student achievement</p>			X		
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • <i>The board set challenging but achievable fundraising goals for board members</i> 3 • <i>The board identifies key projects related to student achievement and personal advancement when setting goals</i> 2 • <i>The board is careful to avoid conflicts of interest by not automatically rewarding financial contributions with board membership.</i> 4 					

1)	1	2	3	4	5
There are clear and transparent procedures for the selection of board members and the election of officers				X	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> The board has a policy for recruiting and selecting new board members Board members (and officers) serve for agreed terms which are known within the school community Agreed procedures for the election of board officers are applied and followed consistently The board is of an optimum size for its purpose The board has a clear and useful structure for officers and committees The board has policies in place to prevent conflicts of interest and ensure ethical decision-making 	<p>I have not been through the full election process yet, but I understand the process. We are very aware of conflict of interest.</p>				
2)	1	2	3	4	5
Board meetings are well managed, concentrate on the key functions of the school, and make best use of time					X
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> Meetings are well attended, and board members prepare for issues by reading key documents beforehand The full board and its committees meet frequently enough to manage school business effectively Meeting agendas and other key documents are reviewed and shared before meetings Meetings are well managed and follow a set agenda Meetings do not over-run and make good use of available time Board business concentrates on student achievement and other key issues Committees inform the work of the main board and do not duplicate its work Board members challenge one another through constructive disagreement 	<p>I believe we meet everything listed to the left. The President does a great job of guiding this</p>				
3)	1	2	3	4	5
The board is balanced and is representative of all the key groups that exist in the school community				X	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> A designated liaison from the teaching and administrative staff attends each board meeting The board has representatives from the parent body The board has representatives from local community organizations The board represents the diversity of the local community The board has representatives from the wider educational community The expertise available on the board meets its needs Board vacancies are advertised widely within the school community 	<p>We could use more members in education and local community</p>				

4)	1	2	3	4	5
The board has a good understanding of its mission and a clear vision for the future board officers					X
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • The board has adopted, and regularly reviews and revises its mission statement • The board understands the key promises of its charter, regularly reviews data, and plans to insure these promises are met • The board has a succession plan to address leadership transitions in the school and board • The board stays up-to-date on key local, state, and federal issues which may impact the school's goals or plans • The board has a clear vision for the future which is reflected in its strategic plan for the school 	<p>We have been working hard on our strategic plan, and often reflect on our mission. I believe we meet everything to the left.</p>				
5)	1	2	3	4	5
The board clearly understands its roles and responsibilities in the time available				X	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • A written job description or policy describes the scope of the full board's work and the responsibility of individual board members • Job descriptions or policies clearly define the scope of committee work • There are systems in place to support or replace underperforming board members • The board understands the distinction between governance and operational management, and uses policies effectively to govern without micromanaging • The school leader and board have a shared understanding of the board's role • The board actively discusses which elements of key decisions are governance vs. management • Individual board members do not interfere in the day-to-day management of the school and do not maintain unofficial lines of communication when representing the board • New board members receive orientation and a manual to support effective participation • The board ensures that members of the school board attend regular training 	<p>We are looking for training to do in this year and have it in the budget to do so. We could committee work a bit. I believe us to be strong in all other things listed to the left.</p>				

9)	1	2	3	4	5
The board holds the School Director and administration accountable for the work of the school and the performance of the teachers and the staff					X
Specific aspects may include the following: <ul style="list-style-type: none"> The board receives regular and detailed reports from the Director on the performance of the students and the school The board sets regular performance goals for the Director and evaluates the Director regularly around these goals The board regularly reviews and evaluates the effectiveness of the policies and programs used in the school The Director is responsible for the day-to-day running of the school without unnecessary interference from the board The board holds the Director accountable for developing sustainable leadership and management 	We receive regular update, I feel the business manager does a great job				
10)	1	2	3	4	5
The board receives clear and regular financial reports to underpin its Strategic decisions, which are driven by student achievement					X
Specific aspects may include the following: <ul style="list-style-type: none"> The school administrative staff provides the school board with detailed monthly reports of expenses The board ensures that all expenditure is linked to school academic priorities Administrators in the school are encouraged to run their own budgets All board members understand the school's short and long-term financial outlook 	Yes				
11)	1	2	3	4	5
The board sets fundraising goals and is actively involved in fundraising activities for the school that will help raise student achievement				X	
Specific aspects may include the following: <ul style="list-style-type: none"> The board set challenging but achievable fundraising goals for board members The board identifies key projects related to student achievement and personal advancement when setting goals The board is careful to avoid conflicts of interest by not automatically rewarding financial contributions with board membership. 	the board is in need of discovering a model to follow for fund raising.				

6)	1	2	3	4	5
The board has clear goals and strategic plans, based on recent and relevant performance data, which it monitors and evaluates regularly					X
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • The board sets challenging but achievable goals for its own performance based on relevant data • The board sets challenging but achievable goals for the school based on relevant data • The board sets challenging but achievable goals for the principal and school staff • The board receives regular updates on progress towards school goals • The board regularly evaluates its own efficacy and progress towards shared goals • The school regularly reviews and revises its strategic plan for the future 	We are in the final Stages of a strategic Plan.				
7)	1	2	3	4	5
The board has a clear understanding of performance data, interprets assessment outcomes, and reflects on their impact in its planning decisions					X
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • The board uses a diverse range of indicators and data to form a complete picture of school performance • The board regularly receives updates on the agreed upon performance data from the Director • The board analyzes performance data and holds the Director and school accountable for improvements where necessary • Strategic board decisions are driven by the outcomes of performance data • Spending decisions are driven by strategic board decisions • Revisions to strategic plans reflect the performance of the school, as measured by the various outcomes 	YES				
8)	1	2	3	4	5
Board members visit the school regularly, are engaged in the work of the school, and are well known to the school community					X
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> • Full board and committee meetings are regularly held in school • Board Meeting dates/times are posted in an annually-designated location, according to state law • Board members visit the school and observe the work of the school regularly • Community members are aware of major board decisions and have clear channels to provide input when appropriate • The school makes regular presentations of its work to the board • Board members hold regular advertised question and answer sessions for parents and community members 	A majority of the Board spends a lot of time at the school.				

School Board Self-Evaluation Form – 2021

Full Name:	Bill Hudson
Name of board chair:	Ursala Hudson
Name of school:	Pagosa Peak Open School

Please complete with as much relevant detail as you can

Guidance on completing the form:

- Please mark the number (1-5), which most accurately reflects your judgment of overall quality in response to the questions.

Grade	Description	Interpretation
5	Established	All Aspects - almost all or all sub-criteria met
4	In Progress	All Aspects have a plan - most of sub-criteria met
3	Developing	Some Aspects - many sub criteria met
2	Needs Support	Few Aspects - few sub-criteria met
1	No work in this area	No Aspects - none of the sub-criteria are met

- Please leave out any sections where you feel that you are not in a position to respond.
- Please be evaluative, rather than descriptive, and focus on outcomes for students. As an example, "the board has committees for finance and ED evaluation" is descriptive. "The finance committee provides useful information to the board, but sometimes delays in financial reports hold up board activity" is evaluative.
- Include references to where the evidence of your self-evaluation can be found.
- Be brief (for example, use bullet points or note form)

What approach should we take to completing the self-evaluation?

Schools have adopted different approaches. In some schools, the board has completed the form as a part of one of their regular meetings. In others the document has been completed by a representative committee.

1)	1	2	3	4	5
There are clear and transparent procedures for the selection of board members and the election of officers		X			
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> The board has a policy for recruiting and selecting new board ^{board} members ^{WRITTEN} Board members (and officers) serve for agreed terms which are known within the school community No Agreed procedures for the election of board officers are applied and followed consistently No The board is of an optimum size for its purpose YES YES The board has a clear and useful structure for officers and committees The board has policies in place to prevent conflicts of interest and ensure ethical decision-making Yes 	<p>The Board is functional as constituted. The written policies have played a very minor role in constituting the Board, due to difficulties finding volunteers, so many actions are ad hoc.</p>				
2)	1	2	3	4	5
Board meetings are well managed, concentrate on the key functions of the school, and make best use of time					X
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> Meetings are well-attended, and board members prepare for issues by reading key documents beforehand The full board and its committees meet frequently enough to manage school business effectively Meeting agendas and other key documents are maintained and shared before meetings Meetings are well managed and follow a set agenda Meetings do not over-run and make good use of available time Board business concentrates on student achievement and other key issues Committees inform the work of the main board and do not duplicate its work Board members challenge one another through constructive disagreement 	<p>Yes. Board meetings are run efficiently without being driven autocratically. Committees are a different matter.</p>				
3)	1	2	3	4	5
The board is balanced and is representative of all the key groups that exist in the school community			X		
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> A designated liaison from the teaching and administrative staff attends each board meeting The board has representatives from the parent body The board has representatives from local community organizations The board represents the diversity of the local community The board has representatives from the wider educational community The expertise available on the board meets its needs Board vacancies are advertised widely within the school community 	<p>Board is 1/2 parents 1/2 community members a good mix. Some sectors of the community are under represented.</p>				

4)	1	2	3	4	5
<p>The board has a good understanding of its mission and a clear vision for the future board officers</p>				X	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> The board has adopted, and regularly reviews and revises its mission statement The board understands the key promises of its charter, regularly reviews data, and plans to insure these promises are met The board has a succession plan to address leadership transitions in the school and board The board stays up-to-date on key local, state, and federal issues which may impact the school's goals or plans The board has a clear vision for the future which is reflected in its strategic plan for the school 	<p>Between Board and staff, a workable plan for the future has evolved, but is open to modification</p>				
5)	1	2	3	4	5
<p>The board clearly understands its roles and responsibilities in the time available</p>				X	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> A written job description or policy describes the scope of the full board's work and the responsibility of individual board members Job descriptions or policies clearly define the scope of committee work There are systems in place to support or replace underperforming board members The board understands the distinction between governance and operational management, and uses policies effectively to govern without micromanaging The school leader and board have a shared understanding of the board's role The board actively discusses which elements of key decisions are governance vs. management Individual board members do not interfere in the day-to-day management of the school and do not maintain unofficial lines of communication when representing the board New board members receive orientation and a manual to support effective participation The board ensures that members of the school board attend regular training 	<p>Regular training has fallen somewhat by the wayside during COVID.</p>				

6)	1	2	3	4	5
The board has clear goals and strategic plans, based on recent and relevant performance data, which it monitors and evaluates regularly					X
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> The board sets challenging but achievable goals for its own performance based on relevant data The board sets challenging but achievable goals for the school based on relevant data The board sets challenging but achievable goals for the principal and school staff The board receives regular updates on progress towards school goals The board regularly evaluates its own efficacy and progress towards shared goals The school regularly reviews and revises its strategic plan for the future 					
7)	1	2	3	4	5
The board has a clear understanding of performance data, interprets assessment outcomes, and reflects on their impact in its planning decisions				X	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> The board uses a diverse range of indicators and data to form a complete picture of school performance The board regularly receives updates on the agreed upon performance data from the Director The board analyzes performance data and holds the Director and school accountable for improvements where necessary Strategic board decisions are driven by the outcomes of performance data Spending decisions are driven by strategic board decisions Revisions to strategic plans reflect the performance of the school, as measured by the various outcomes 	<p>The Board has been willing to discuss creative solutions when performance data shows lack of progress. But staff is assumed to be mainly responsible for changes. designing and implementing</p>				
8)	1	2	3	4	5
Board members visit the school regularly, are engaged in the work of the school, and are well known to the school community				X	
<p>Specific aspects may include the following:</p> <ul style="list-style-type: none"> Full board and committee meetings are regularly held in school Board Meeting dates/times are posted in an annually-designated location, according to state law. Board members visit the school and observe the work of the school regularly Community members are aware of major board decisions and have clear channels to provide input when appropriate The school makes regular presentations of its work to the board Board members hold regular advertised question and answer sessions for parents and community members 					

9)	1	2	3	4	5
The board holds the School Director and administration accountable for the work of the school and the performance of the teachers and the staff					X
Specific aspects may include the following: <ul style="list-style-type: none"> • The board receives regular and detailed reports from the Director on the performance of the students and the school • The board sets regular performance goals for the Director and evaluates the Director regularly around these goals • The board regularly reviews and evaluates the effectiveness of the policies and programs used in the school • The Director is responsible for the day-to-day running of the school without unnecessary interference from the board • The board holds the Director accountable for developing sustainable leadership and management 					
10)	1	2	3	4	5
The board receives clear and regular financial reports to underpin its Strategic decisions, which are driven by student achievement				X	
Specific aspects may include the following: <ul style="list-style-type: none"> • The school administrative staff provides the school board with detailed monthly reports of expenses • The board ensures that all expenditure is linked to school academic priorities • Administrators in the school are encouraged to run their own budgets • All board members understand the school's short and long-term financial outlook 					
11)	1	2	3	4	5
The board sets fundraising goals and is actively involved in fundraising activities for the school that will help raise student achievement		X			
Specific aspects may include the following: <ul style="list-style-type: none"> • The board set challenging but achievable fundraising goals for board members • The board identifies key projects related to student achievement and personal advancement when setting goals • The board is careful to avoid conflicts of interest by not automatically rewarding financial contributions with board membership. 	Board has not been active in fundraising since the arrival of COVID				

Appendix E
School Director Evaluation

School Director Evaluation 2021

Board Feedback

Demonstrates organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement. Director is hands-on, open to critique, and is very accessible. More concentration needs to be put on delegating responsibilities.

Demonstrates inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community while ensuring adherence to public school policy and law. This strength has been magnified during this period of public health crisis, when such practices could easily fall by the wayside. Increased communication between staff, families, and school board is necessary to encourage a stronger sense of inclusion and safety.

Successfully establishing culture-building practices within school, with most classrooms beginning to implement restorative practices, morning meetings, and norms on a regular basis. Director is encouraged to strive toward 100% of classrooms practicing all of these culture-building practices by January 2022.

Demonstrates instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, and conducting observations. Data is regularly analyzed to inform individual and whole-class instruction, resulting in increased academic success reported by staff. Director should work on providing staff with more immediate, direct actionable feedback, and assertion in holding staff accountable for student outcomes.

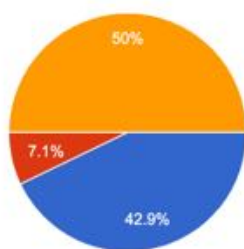
Most lead advisors have implemented and completed at least one multi-disciplinary standards-based project in their classrooms during the 2020-2021 school year. By February 2022, all classrooms should have completed at least one project for their current cohort, striving toward 100% participation in project-based learning.

Demonstrates professionalism through ethical conduct, reflection, and external leadership. Director is encouraged to continue setting clear expectations for staff, with increased opportunity for instructional observation, review and feedback. A regular practice of positive recognition and appreciation of staff should be implemented.

Staff Survey Results

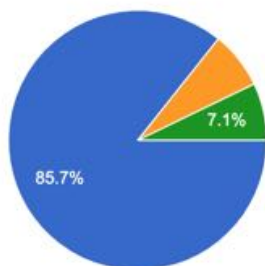
14 responses

What is your role at PPOS?



● Lead Advisor
● Assistant Advisor
● Support staff

Are the expectations of your job position clear as provided by the School Director?



● Yes
● No
● My job has changed significantly since I was hired. I do not believe this is all Angela's fault particularly, a lot of this has to do with circumstance, but my position and expectations seem to change weekly, which can be difficult...
● My expectations were set by the BOD upon acceptance of the position

Please provide an example of support the School Director has provided you in order to meet those expectations.

- We meet each week to go over the students that I support and brainstorm on how to serve them better.
- She works with the district to ensure inclusion for certain CDE and federal grants.
- She is always willing to talk, she responds to emails and is always sending emails with information.
- Angela has allowed me to attend trainings that have helped me to be better educated and she has always checked in on me to make sure I have the support I need.
- Angela provided excellent guidance and resources to help me to launch my first project earlier in the school year. She assisted me to ensure that the project included CO state standards for multiple grade levels and subject areas.
When we recently launched our first POL with middle school students, Angela was a guide for me as well as our students. She modeled, was readily available to answer questions, and also allowed me the autonomy to make decisions throughout the process. She is an excellent leader, and trusts me, as a teacher, to make good decisions in my classroom.
- I have many, many examples from different techniques to use for classroom management to planning projects to difficult parent conversations to ways to introduce new topics to different connection circles and growth mindsets. She takes the time to show me support. And, I also feel very supported with our trainings and professional developments. I feel that she gives a right amount of time to feel successful at what we do.

- She has helped me with access to programs in place to help struggling readers. She has ordered materials to help these students.
- One on one meetings. I know that I can always go to her when I need help or support. She has an open door and come into the classroom to work with the kids on projects and build those relationships. She has been very open about the transitions this year and how they would impact us and the students.
- We meet weekly to review any questions/concerns/progress - she provides me with a ton of PD opportunities for growth, and is supportive of changes to my schedule if needed to attend any PD/take courses
- Always makes an effort to support or send Emily to support when I need help planning, technical challenges, or training.

Please describe any additional support/resources you need to meet expectations.

- Possibly more time going over Read plans. They are the least clear part of my job.
- Feedback from in-class observations as soon as possible afterwards.
- Mid-year evaluation to see if staff is meeting the expectations of the director.
- Possibility of staff bonus each year, when we can expect to receive them, and what needs to be done to receive them.
- More positive reinforcement to staff.
- Planning time (once or twice a month) on Friday afternoons.
- I just feel anything that is available to use to help us grow and learn from is great.
- As I need support I reach out and ask.
- I feel very supported in my role as lead advisor. I know that I can ask Angela for advice or guidance on any aspect of curriculum, restorative practices, or anything school related, and she will make the time to help me directly or offer resources for me to help myself.
- We have a lot of teacher support so we can target all the kids and what they need.
- None
- Having more observations of teaching. I am thankful for the feedback when it is provided but it would be helpful to have more often.
- none
- I need prep time. I do not have adequate prep time to complete all the demands/request/requirements/compliances given to me. I work every Sunday afternoon to prepare for the following week.

Please provide an example of a professional development opportunity provided to you that supports our school culture and mission.

- We have been doing intensive phonics training that will help our students read better.
- my trainings have been provided by the league of charter schools and the CDE schools of choice division.
- All of our professional development days have been very beneficial.

- I have attended trainings on reading to improve student achievement and I have attended trainings on restorative practices.
- Our PD with Sharon Newman about Read/Think/Speak/Write has been beneficial in giving me great tools to help our students to become more critical thinkers. I am selecting more complex text, and guiding students through the text incrementally, to enhance their ability to analyze a variety of texts in a variety of ways.
- I love Sharon's professional development relating to the EL curriculum and projects. I feel that they support our culture and mission.
- PD with focus on social and emotional issues and strategies to help staff and students. PD on language and reading development models.
- Being a part of the SEL team has truly helped me see how we want to grow our school culture and mission. I feel like I have a voice and an opportunity to work with others to build up our school.
- Restorative Practices, FBA and BIP courses through CDE
- Restorative practices

Please describe how you believe PPOS is moving forward toward our vision and mission under the School Director's leadership.

- Angela is open to taking good, hard looks at the systems we have in place, and to work together to improve them. She knows that academic achievement can go hand in hand with the learning that happens in the projects.
- I believe she has increased the quality of our projects by adopting EL Education for PBL. I also like the EL ELA curriculum, it makes it easy for me to differentiate my instruction and I have seen incredible growth in the reading skills of my students.
- There has been a tremendous alignment over the last almost 2 years, I have seen a difference in all students in each grade level as well as more buy in from the staff. There is a cohesive feeling that we are all working toward a common goal. I have seen great growth in our education staff and their implementation of Restorative Justice and class projects.
- I feel like things are moving in a positive direction under our director, "Angela's" leadership. She is creating life long learners even during these difficult times. Providing the tools to give students confidence in their day to day life, "Angela's".
- We are moving toward our vision by providing training for our staff and continuing to learn and grow as professionals.
- I believe the accountability component that is being developed and implemented is an integral aspect to PPOS moving forward. The POL for our middle school students proved to be an enlightening experience. Both students and advisors became more aware of some of our strengths and challenges through the process. The feedback system through Infinite Campus is also a good communication tool that addresses state standards to assist parents in seeing their child's progress as well as for schools that our students will attend in the future.
- I feel proud to be a part of our team. I feel like the school is moving forward and we are creating an amazing community and it is because of Angela.

- The school provides a good combination of data driven information and interpersonal focus to help students achieve standards.
- Angela has done a great job of implementing new procedures like the progress reports on IC and a behavior log and steps to take when we have a student showing difficult behaviors.
- Angela sets high expectations for staff and school excellence and puts a huge emphasis on growth for students and teachers.
- Angela is under a lot of pressure to meet various compliance requirements. She is determined to manifest the boards vision. I just hope that meeting compliance and expectations is not at the expense of the sustainability of the teachers who are working in the trenches everyday. I also wish that we would have more opportunity to take the students outside for field studies. I know with COVID things have been different but I do not want us to loose sight over the place based hands on learning that was initially a priority years ago.

Please include any other information that would be pertinent in the Board's evaluation of the School Director.

- I find Angela very supportive of me in my role as Student Support coordinator. She checks in with me often, asks what I need, and works to find solutions together when we face a challenge. She listens when I have questions or suggestions. She is humble in her position, and takes the stance of a lifelong learner.
- I don't feel my role was accurately available in the 3 options in evaluation question 1, Administration staff should have also been an option as support staff usually indicates SPED, Title and family engagement advisors. I feel a bit of a disconnect from the board and the administrative staff of the school. The current disfunction of the board puts undue stress on the administrative staff. Maybe the board could meet without mandating staff be present more often to ensure they are working out their vision and needs prior to expressing to the staff. This may help focus the one voice of the board. At times staff is approached by individual board members who express differing desires and concerns and they then feel obligated to address such issues. It would be great if the board could prioritize these individual needs and requests as a whole and use the proper channels of board meetings to express those needs and expectations. Thanks.
- Our director has a lot of great ideas and provides students with fun opportunities to learn new things.
- We need more emphasis on outdoor education and physical education.
- I think Angela has done an amazing job and is a huge support to all the staff. I think her vision and her drive have made a big impact on our school and the direction we are headed as a school and community.
- Angela's leadership is an excellent balance of guidance, direction and trust in my abilities as a professional educator. I always feel supported and heard...this includes both challenges and celebrations.

Her passion for PPOS, PBL and Restorative Practices is apparent in her interactions with parents, students and staff.

- I also feel that Angela is very fair to each person, child, and parent. I love working here and I look forward to all the wonderful things that I continue to learn through this process of education.
- Angela is available and helpful daily. Also, she communicates well using email.
- I always feel like she is here to support me in becoming the best teacher I can be.
- Missed meetings and emails may be a sign of trying to take on too much.
- She is dedicated to the vision of our school and has made every effort to support her teachers.

Appendix F
Three Year Budget Projections

Pagosa Peak Open School

3 YEAR BUDGET PROPOSAL

AUTHORIZER: Archuleta School District 50JT

Angela Crossland and Chenni Hammon

8/11/2021

ENROLLMENT PLAN

Projected Number of Full-Time Students Per Year

	FY 2021-22 Estimate	FY 2022 -23	FY 2023-24	FY 2024-25	FY 2025-26
ECE					
KG	15	25	25	25	25
1	19	25	25	25	25
2	17	25	25	25	25
3	15	25	25	25	25
4	16	15	25	25	25
5	10	15	25	25	25
6	10	15	15	25	25
7	10	15	15	15	25
8	15	15	15	15	25
9					
10					
11					
12					
Total # students	127	175	195	205	225
Total # funded*	127	175	195	205	225

**does not include ECE*

Notes: Enter position title, # of positions, average salary, increase/yr

STAFFING PLAN

	FY 2021-22 Estimate	FY 2022 -23	FY 2023-24	FY 2024-25	AVG Annual Salary
INSTRUCTIONAL STAFF	127	175	195	205	
Lead Advisors	6.0	0.0	0.0	0.0	\$41,500
Assistant Advisors	2.0	2.0	1.0	0.0	\$35,000
Interventionist	1.0	1.0	1.0	2.0	\$18,000
Specials	3.0	3.0	4.0	5.0	\$18,000
Classroom advisor		7.0	8.0	8.0	\$45,000
Lead Advisor -replaces assistant		2.0	3.0	4.0	\$50,000
Total Instructional Staff	12.0	15.0	17.0	19.0	
Admin/Support/SPED	127	175	195	205	
School Director	1.00	1.00	1.00	1.00	\$81,375
Instructional Coach	1.00	1.00	1.00	1.00	\$56,000
Exceptional Services	1.00	1.00	1.00	1.00	\$56,000
Site Manager	1.00	1.00	1.00	1.00	\$40,000
Business Manager	1.00	1.00	1.00	1.00	\$40,000
Counselor	0.5	1.0	1.0	1.0	\$56,000
STIPENDS/ADDITIONAL PAY					
Total Admin & Support	5.5	6.0	6.0	6.0	
TOTAL SALARIES	\$ 692,375	\$ 912,966	\$ 1,022,238	\$ 1,106,759	3%

increase/yr

Note: Recommended staffing ratios for SPED providers per SPED enrollment, based on mild to moderate need students:*

SPED Teacher: 1:15 (elementary); 1:20 (Middle and High)

Speech Path: 1:40

Psych: 1:40

Nurse**: 1:75

Occupational Therapist and Physical Therapist: 1:40

Early Childhood SPED: 1:30 early childhood students

Counselor***: 1 for elementary, 1.2 for Middle school, 1.8 for high school

**These are recommended ratios for estimating, and actual SPED staffing levels will need to change based on the needs of students actually enrolled.*

***The nurse ratio does not include evaluation services for SPED eligibility.*

****The counselor ratio is not based on enrollment or SPED enrollment, but rather serves the entire school. This may need to be adjusted depending on the size of the school.*

Note: may be overstated for multi-yr due to turnover/changes

Total # Teachers	12.00	15.00	17.00	19.00
Total # Admin & Support	5.50	6.00	6.00	6.00
Total Staff	17.50	21.00	23.00	25.00
Student/teacher ratio		12:1	11:1	11:1
Student/staff ratio		8:1	8:1	8:1

Total Instructional	\$ 373,000	\$ 573,710	\$ 673,100	\$ 747,740
Total Admin	\$ 301,375	\$ 339,256	\$ 349,138	\$ 359,019
Variance	\$ 18,000	\$ -	\$ -	\$ -

ASSUMPTIONS

	FY 2021-22 Estimate	FY 2022 -23	FY 2023-24	FY 2024-25
REVENUE				
5710 · Per pupil funding (100%)	\$ 9,006	\$ 9,141	\$ 9,278	\$ 9,417
5810 · CPP Funding	\$ -	\$ -	\$ -	\$ -
CPP Slots Requested	0.00	0.00	0.00	0.00
3113 · Capital construction - Per Pupil	\$ 292.00	\$ 289.08	\$ 286.19	\$ 283.33
3130 · ECEA	\$ 1,279	\$ 18,801	\$ 18,801	\$ 18,418
ECEA/IDEA Eligible Student Count	15.00	15.00	15.00	15.00
3140 · English Language Proficiency Act (ELPA)	\$ -	\$ -	\$ 245	\$ 240
Projected ELL %	0.01%	0.01%	0.01%	0.01%
Projected ELL Students	2.00	2.00	2.00	2.00
3150 · Gifted & Talented	\$ -	\$ 500	\$ 794	\$ 788
Projected GT Students	2.00	2.00	2.00	2.00

Recommendations		Units (what to enter)
	Per funded pupil count	Per funded pupil count
50% PPR	Per CPP Slot	Auto Calc
		Number of CPP slots requested
\$300.00	Per funded pupil count	Auto Calc
\$1,279	per eligible sped student	Auto Calc
		Number of estimated eligible SPED Students
\$ 125.00	Per ELL Pupil	Auto Calc
		Projected ELL students as % of total Students
		Auto Calc
\$ 150.00	per pupil	Auto Calc
		Projected GT Students

3206 - READ Act	\$ 22,148.37	\$ 22,148.37	\$ 18,046.82	\$ 16,406.20
Projected SRD Pupils	27.00	22.00	20.00	20.00
3241-Mill Levy Equalization Funds				
4010 · Title I	\$ 15,801	\$ 23,587	\$ 26,283	\$ 27,631
4027 · IDEA	\$ 25,065	\$ 25,065	\$ 25,065	\$ 25,065
4365 · Title III	\$ 98	\$ 98	\$ 98	\$ 96
4367 - Title II	\$ 3,786	\$ 5,652	\$ 6,298	\$ 6,621
Projected FRL %	48.00%	52.00%	52.00%	52.00%
Projected K-12 FRL Students	60.96	91.00	101.40	106.60

\$ 820.31	Per SRD pupil	Auto Calc
		Number of Estimated SRD Pupils
\$ 295.00	Per funded pupil count	Auto Calc
\$259.20	Per FRL pupil	Auto Calc
\$1,671	Per eligible SPED student	Auto Calc
\$ 50.00	Per ELL Pupil	Auto Calc
\$ 62.11	Per FRL Pupil	Auto Calc
		Projected Free and Reduced Lunch Rate
		Auto Calc
		Estimated Annual tuition

EXPENSE

District Admin expense	5%	5%	5%	5%
CDE Admin expense	1%	1%	1%	1%
PERA-based on calendar yr	20.95%	20.95%	20.95%	20.95%
Social Security	N/A	N/A	N/A	N/A

Medicare	1%	1%	1%	1%
State Unemployment	0%	0%	0%	0%
Insurance	22,800.00	22,400.00	24,960.00	26,240.00

Total Insurance Premiums

Notes
Enter Geographic District PPR in each cell, plus change assumptions. See past year PPR funding information for geographical district here: http://www.cde.state.co.us/cdefinance/sfdetails
NOT ELIGIBLE IN YEAR 1 Colorado Preschool Project Slots the school is planning on requesting
Enter Per Pupil amount for Cap Construction each year. Expected to decrease annually by 1% (FPC)
Total Estimated Annual Funding, based on PY pupil count Expected 2% decrease annually
NOT ELIGIBLE IN YEAR 1 \$134.20 NEP/LEP; \$102.7 per FEP Total Estimated Annual Funding, based on PY pupil count; Expected 2% decrease annually
\$500 + \$150.00 - Eligible pupil Total Estimated Annual Funding, based on PY pupil count Expected 2% decrease annually

NOT ELIGIBLE IN YEAR 1 \$800 per eligible SRD Pupil
As of FY 2018-19, allocation is estimated at \$311.47 per funded pupil count. Subject to change each year.
for schools with FRL 35% or above
NOT ELIGIBLE IN YEAR 1 \$55.91 NEP/LEP; \$42.84 per FEP Total Estimated Annual Funding, based on PY pupil count Expected 2% decrease annually
The higher of \$1,500 or \$62.11 *FRL count

Assumes filing w/DOL as political subdivision (100% of wages)

Minimum insurance requirements are as follows: Comprehensive general liability - \$2,000,000; Officers, directors and employees errors and omissions - \$1,000,000; Property - as required by landlord; Motor vehicle liability (if applicable) - \$1,000,000; Worker's compensation - as required by law.

FY 2021-22 Estimate

blue font = hard keyed, black font = formula driven

		FY 2021-22 Estimate				NOTES
		General Operating	Grant Fund	Grant Fund CDE CSP	TOTAL	
<i>Physical Pupil Count</i>					127	
<i>Funded Pupil Count</i>					127	
REVENUE						
1954 · Local Mill Levy revenue						Only foundation revenue that has already been secured should be included. Documentation to verify committed revenue should be submitted with the application.
		114,300	-		114,300	
1300A Tuition		-		-	-	
1510 · Interest on investments		150	-		150	
1600 · Food service revenue		-	-		-	
1700 · Pupil activities		-	-		-	
1740 · Fees		8,500	-		8,500	
1920 · Contributions and donations		30,000	-		30,000	
3113 · Capital construction		36,713	-	-	36,713	
3130 · Exceptional Children's Ed Act (ECEA)		18,801	-	-	18,801	
3140 · English language proficiency act (ELPA)		-	-	-	-	
3150 · Gifted & Talented		500	-	-	500	
3161 · State child nutrition reimb		-	-		-	
3206 - READ Act		22,148	-	-		
3241-Mill Levy Equalization Funds			-	-		
4010 · Title I		-	23,587	-	23,587	
4027 · Special Ed (IDEA)		-	25,065	-	25,065	
4365 · Title III		98	98	-	196	
4367 · Title II		-	5,652	-	5,652	
4555 · Fed lunch reimb			-	-	-	
5282 · Charter school grant		-	-		-	Only CSP revenue that has already been awarded should be included.
5710 · Per pupil funding (100%)		1,160,918	-	-	1,160,918	
ESSER I II III		315,097		-	315,097	
TOTAL REVENUE		1,707,226	54,402	-	1,739,480	
EXPENSE						
0100 · Salaries of Regular Employees		1,002,966		-	1,002,966	
0120 · Salaries of temporary employees		3,375	-		3,375	
0221 · Medicare		14,592	-	-	14,592	
0222 · Social security		-	-	-	-	
0230 · PERA expense		229,638			229,638	
0250 · Health insurance		9,724	-		9,724	

0251 · Dental insurance	420	-		420
0290 · Other Employee Benefits	420	-		420
0300 · Prof services-food svcs	-	-		-
0313 · Banking & Payroll Service Fees	1,050	-		1,050
0320 · Professional-education services	-	-		-
0300A · Other Services - Assessments	15,240	-		15,240
0331 · Legal services	-	-		-
0332 · Audit & accounting services		-		-
0334 · Consultant services		48,750		48,750
0340 · Technical services	-	-		-
0410 · Utility expenses		-		-
0423 · Custodial services		-		-
0430 · Repairs and maintenance service		-		-
0441 · Rental of land and buildings	165,250	-		165,250
0442 · Rental of Equipment	5,250	-		5,250
0520 · Insurance	22,400	-		22,400
0525 · Unemployment insurance	3,019	-	-	3,019
0526 · Workers' Comp insurance	20,127	-		20,127
0531 · Telephone/fax		-		-
0533 · Postage	875	-		875
0540 · Advertising, Marketing & Recruiting	-	-		-
0580 · Travel, registration, entrance	-	-		-
0595A · CSI Admin expense	58,046	-		58,046
0595B · CDE Admin expense	-	-		-
0610 · General supplies	42,656	-		42,656
0611 · Office supplies	15,480	-		15,480
0630 · Food & meeting expenses	2,540	-		2,540
0640 · Books and periodicals		-		-
0650 · Electronic media materials		-		-
0721 · Leasehold improvements	-	-		-
0733 · Furniture and fixtures	-	-	-	-
0735 · Non-capital equipment	-	-	-	-
0810 · Dues and fees	4,375	-		4,375
0840 · Contingency		-		-
0851 · Transportation/field trips	8,500	-		8,500
0890 · Miscellaneous expenditures	-	-		-

TOTAL EXPENSE	1,625,944	48,750	-	1,674,694	
NET OPERATING INCOME	81,283	5,652	-	64,786	
OTHER SOURCES/(USES) OF FUNDS				-	
SURPLUS/(SHORTFALL)	\$ 81,283	\$ 5,652	\$ -	\$ 64,786	
Beginning Fund Balance	319885		\$ -		
Ending Fund Balance			\$ 64,786		
Restricted or assigned			48,778		This must include TABOR and SPED reserve requirements
Unrestricted/Unassigned			16,008		
Unrestricted/Unassigned Fund Balance as % of Total Expenses			1%		

SPED Reserve	\$ -
TABOR Reserve	\$ 48,778.31
Other restricted or assigned reserves	\$ -
Total restricted or assigned reserves	\$ 48,778.31

FY 2022 -23

blue font = hard keyed, black font = formula driven

		FY 2022 -23				NOTES
		General Operating	Grant Fund	Grant Fund CDE	TOTAL	
					175.0	
					175.0	
REVENUE	<i>Physical Pupil Count</i> <i>Funded Pupil Count</i>					
1954 · Local Mill Levy		122,500		-	122,500	Only foundation revenue that has already been secured should be included. Documentation to verify committed revenue should be submitted with the application.
1300A · Preschool tuition revenue		-	-	-	-	
1510 · Interest on investments		550	-	-	550	
1600 · Food service revenue		-	-	-	-	
1700 · Pupil activities		-	-	24,375	24,375	
1740 · Fees			-	-	-	
1920 · Contributions and donations		-	-	-	-	
3113 · Capital construction		50,589	-	-	50,589	
3130 · Exceptional Children's Ed Act (ECEA)		18,801	-	-	18,801	
3140 · English language proficiency act (ELPA)		-	-	-	-	
3150 · Gifted & Talented		500	-	-	500	
3161 · State child nutrition reimb		-	-	-	-	
3206 - READ Act		22,148	-	-	22,148	
3241-Mill Levy Equalization Funds			-	-		
4010 · Title I		-	23,587	-	23,587	
4027 · Special Ed (IDEA)		-	25,065	-	25,065	
4365 · Title III		98	98	-	196	
4367 · Title II		-	5,652	-	5,652	
4555 · Fed lunch reimb		-	-	-	-	
5282 · Charter school grant		-	-	136,000	136,000	
5710 · Per pupil funding (100%)		1,599,691	-		1,599,691	
5810 · CPP funding		-	-	-	-	
TOTAL REVENUE		1,814,877	54,402	160,375	2,029,655	
EXPENSE						
0100 · Salaries of Regular Employees		912,966	-	-	912,966	
0120 · Salaries of temporary employees		3,375	-	-	3,375	
0221 · Medicare		13,287	-	-	13,287	
0222 · Social security		-	-	-	-	
0230 · PERA expense		191,973	-	-	191,973	
0250 · Health insurance		9,724	-	-	9,724	
0251 · Dental insurance		420	-	-	420	
0290 · Other Employee Benefits		420	-	-	420	
0300 · Prof services-food svcs		-	-	-	-	
0313 · Banking & Payroll Service Fees		1,050	-	-	1,050	

0320 · Professional-education services	-	-	-	-	
0300A · Other Services - Assessments	21,000	-	-	21,000	
0331 · Legal services	-	-		-	
0332 · Audit & accounting services	23,600	-		23,600	Yearly audit + Accountant / CPA consulting
0334 · Consultant services		48,750	-	48,750	
0340 · Technical services	25,000	-		25,000	
0410 · Utility expenses	24,000	-	-	24,000	Water / Sewage / Disposal / Gas / Electric
0423 · Custodial services	40,000	-	-	40,000	
0430 · Repairs and maintenance service	120,000	-	-	120,000	
0441 · Rental of land and buildings	165,250	-	-	165,250	
0442 · Rental of Equipment	5,250	-	-	5,250	
0520 · Insurance	22,400	-	-	22,400	
0525 · Unemployment insurance	2,749	-	-	2,749	
0526 · Workers' Comp insurance	18,327	-	-	18,327	
0531 · Telephone/fax		-	-	-	
0533 · Postage	875	-	-	875	
0540 · Advertising, Marketing & Recruiting	2,000	-		2,000	
0580 · Travel, registration, entrance	10,000	-		10,000	
0595A · District Admin expense	79,985	-	-	79,985	
0595B · CDE Admin expense	-	-	-	-	
0610 · General supplies	41,250	-	20,000	61,250	
0611 · Office supplies	29,000	-	-	29,000	
0630 · Food & meeting expenses	3,500	-	-	3,500	
0640 · Books and periodicals		-		-	
0650 · Electronic media materials		-	-	-	
0721 · Leasehold improvements	-	-	-	-	
0733 · Furniture and fixtures	-	-	15,000	15,000	
0735 · Non-capital equipment	-	-	10,000	10,000	
0810 · Dues and fees	4,375	-	-	4,375	
0840 · Contingency		-	-	-	
0851 · Transportation/field trips	-	-	75,000	75,000	
0890 · Miscellaneous expenditures	-	-		-	
TOTAL EXPENSE	1,771,776	48,750	120,000	1,940,526	
NET OPERATING INCOME	43,101	5,652	40,375	89,128	
OTHER SOURCES/(USES) OF FUNDS				-	
SURPLUS/(SHORTFALL)	\$ 43,101	\$ 5,652	\$ 40,375	\$ 89,128	
Beginning Fund Balance				\$ 64,786	
Ending Fund Balance				\$ 153,915	
Restricted or assigned				70,653	TABOR and SPED reserves. TABOR = 3% of state revenue, SPED Reserve = \$100 per pupil

Unrestricted/Unassigned	83,261
Unrestricted/Unassigned Fund Balance as % of Total Expenses	4%

SPED Reserve	\$	17,500.00
TABOR Reserve	\$	53,153.28
Other restricted or assigned reserves	\$	-
Total restricted or assigned reserves	\$	70,653.28

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FY 2023-24

Physical Pupil Count
Funded Pupil Count
REVENUE

1954 · Local Mill Levy Revenue
 1300A · Preschool tuition revenue
 1510 · Interest on investments
 1600 · Food service revenue
 1700 · Pupil activities
 1740 · Fees
 1920 · Contributions and donations
 3113 · Capital construction
 3130 · Exceptional Children's Ed Act (ECEA)
 3140 · English Language Proficiency Act (ELPA)
 3150 · Gifted & Talented
 3161 · State child nutrition reimb
 3206 - READ Act
 3241-Mill Levy Equalization Funds
 4010 · Title I
 4027 · Special Ed (IDEA)
 4365 · Title III
 4367 · Title II
 4555 · Fed lunch reimb
 5282 · Charter school grant
 5710 · Per pupil funding (100%)
 5810 · CPP funding

TOTAL REVENUE

EXPENSE

0100 · Salaries of Regular Employees
 0120 · Salaries of temporary employees
 0221 · Medicare
 0222 · Social security
 0230 · PERA expense
 0250 · Health insurance
 0251 · Dental insurance
 0290 · Other Employee Benefits

FY 2023-24			
General Operating	Grant Fund	Grant Fund CDE	TOTAL
			195.0
			195.0
175,500			175,500
	-	-	-
650			650
			-
24,375			24,375
			-
			-
55,807	-	-	55,807
18,801	-	-	18,801
	245	-	245
794	-	-	794
			-
18,047	-	-	18,047
	-	-	
	26,283	-	26,283
	25,065	-	25,065
	98	-	98
-	6,298	-	6,298
			-
	-	154,000	154,000
1,809,250	-	-	1,809,250
-	-	-	-
2,103,224	57,989	154,000	2,315,213
1,022,238	-	-	1,022,238
3,825			3,825
14,878			14,878
-			-
214,960			214,960
11,183			11,183
469			469
420			420

NOTES

Only foundation revenue that has already been secured should be included. Documentation to verify committed revenue should be submitted with the application.

0300 · Prof services-food svcs	-			-
0313 · Banking & Payroll Service Fees	1,150			1,150
0320 · Professional-education services	-			-
0300A · Other Services - Assessments	23,400			23,400
0331 · Legal services	-			-
0332 · Audit & accounting services	18,000			18,000
0334 · Consultant services	-	51,691		51,691
0340 · Technical services	26,250			26,250
0410 · Utility expenses	25,200			25,200
0423 · Custodial services	42,000			42,000
0430 · Repairs and maintenance service	126,000			126,000
0441 · Rental of land and buildings	165,000			165,000
0442 · Rental of Equipment	5,850			5,850
0520 · Insurance	24,960			24,960
0525 · Unemployment insurance	3,078			3,078
0526 · Workers' Comp insurance	5,600			5,600
0531 · Telephone/fax	-			-
0533 · Postage	975			975
0540 · Advertising, Marketing & Recruiting	2,925			2,925
0580 · Travel, registration, entrance	-			-
0595A · District Admin expense	90,463			90,463
0595B · CDE Admin expense	-			-
0610 · General supplies	57,079			57,079
0611 · Office supplies	46,800			46,800
0630 · Food & meeting expenses	3,900			3,900
0640 · Books and periodicals				-
0650 · Electronic media materials	-			-
0721 · Leasehold improvements	-			-
0733 · Furniture and fixtures	-		-	-
0735 · Non-capital equipment	-		-	-
0810 · Dues and fees	4,875			4,875
0840 · Contingency				-
0851 · Transportation/field trips	-			-
0890 · Miscellaneous expenditures	-		154,000	154,000
TOTAL EXPENSE	1,941,477	51,691	154,000	2,147,168
NET OPERATING INCOME	161,747	6,298	-	168,045
OTHER SOURCES/(USES) OF FUNDS				-
SURPLUS/(SHORTFALL)	\$ 161,747	\$ 6,298	\$ -	\$ 168,045

Beginning Fund Balance		\$	153,915	
Ending Fund Balance		\$	321,960	
Restricted or assigned			77,744	TABOR and SPED reserves. TABOR = 3% of state revenue, SPED Reserve = \$100 per pupil
Unrestricted/Unassigned			244,216	
Unrestricted/Unassigned Fund Balance as % of Total Expenses			11%	

SPED Reserve	\$	19,500.00			
TABOR Reserve	\$	58,244.31			
Other restricted or assigned reserves	\$	-			
Total restricted or assigned reserves	\$	77,744.31			

blue font = hard keyed, black font = formula driven

FY 2024-25

		FY 2024-25					
		General Operating	Grant Fund	Grant Fund CDE	TOTAL	NOTES	
					205.0		
					205.0		
REVENUE	<i>Physical Pupil Count</i> <i>Funded Pupil Count</i>						
1954 Local Mill Levy Revenue		184,500			184,500	Only foundation revenue that has already been secured should be included. Documentation to verify committed revenue should be submitted with the application.	
1300A · Preschool tuition revenue			-	-	-		
1510 · Interest on investments		750			750		
1600 · Food service revenue					-		
1700 · Pupil activities		25,625			25,625		
1740 · Fees					-		
1920 · Contributions and donations					-		
3113 · Capital construction		58,082	-	-	58,082		
3130 · Exceptional Children's Ed Act (ECEA)		18,418	-	-	18,418		
3140 · English Language Proficiency Act (ELPA)			240	-	240		
3150 · Gifted & Talented		788	-	-	788		
3161 · State child nutrition reimb					-		
3206 - READ Act		16,406	-	-	16,406		
3241-Mill Levy Equalization Funds			-	-	-		
4010 · Title I			27,631	-	27,631		
4027 · Special Ed (IDEA)			25,065	-	25,065		
4365 · Title III			96	-	96		
4367 · Title II			6,621		6,621		
4555 · Fed lunch reimb					-		
5282 · Charter school grant				164,000	164,000		
5710 · Per pupil funding (100%)		1,930,563	-	-	1,930,563		
5810 · CPP funding		-	-	-	-		
TOTAL REVENUE		2,235,132	59,653	164,000	2,458,784		
EXPENSE							
0100 · Salaries of Regular Employees		1,106,759			1,106,759		
0120 · Salaries of temporary employees		4,275			4,275		
0221 · Medicare		16,110			16,110		
0222 · Social security		-			-		
0230 · PERA expense		232,762			232,762		
0250 · Health insurance		12,763			12,763		
0251 · Dental insurance		520			520		
0290 · Other Employee Benefits		420			420		
0300 · Prof services-food svcs		-			-		
0313 · Banking & Payroll Service Fees		1,250			1,250		
0320 · Professional-education services		-			-		

0300A · Other Services - Assessments	24,600			24,600
0331 · Legal services				-
0332 · Audit & accounting services	18,900			18,900
0334 · Consultant services		53,032		53,032
0340 · Technical services	-			-
0410 · Utility expenses	26,460			26,460
0423 · Custodial services	44,100			44,100
0430 · Repairs and maintenance service	132,300			132,300
0441 · Rental of land and buildings	252,150			252,150
0442 · Rental of Equipment	6,150			6,150
0520 · Insurance	26,240			26,240
0525 · Unemployment insurance	3,333			3,333
0526 · Workers' Comp insurance	22,221			22,221
0531 · Telephone/fax	-			-
0533 · Postage	1,025			1,025
0540 · Advertising, Marketing & Recruiting	3,075			3,075
0580 · Travel, registration, entrance	1,250			1,250
0595A · District Admin expense	96,528			96,528
0595B · CDE Admin expense	-			-
0610 · General supplies	71,750	6,621	25,000	103,371
0611 · Office supplies	49,200		10,000	59,200
0630 · Food & meeting expenses	4,100			4,100
0640 · Books and periodicals	-			-
0650 · Electronic media materials	-			-
0721 · Leasehold improvements	-			-
0733 · Furniture and fixtures	-		75,000	75,000
0735 · Non-capital equipment	-			-
0810 · Dues and fees	5,125			5,125
0840 · Contingency	-			-
0851 · Transportation/field trips	-		54,000	54,000
0890 · Miscellaneous expenditures	-			-
TOTAL EXPENSE	2,163,365	59,653	164,000	2,387,018
NET OPERATING INCOME	71,766	(0)	-	71,766
OTHER SOURCES/(USES) OF FUNDS				-
SURPLUS/(SHORTFALL)	\$ 71,766	\$ (0)	\$ -	\$ 71,766
Beginning Fund Balance				\$ 321,960
Ending Fund Balance				\$ 393,726
Restricted or assigned				85,401
Unrestricted/Unassigned				308,325

TABOR and SPED reserves. TABOR = 3% of state revenue, SPED Reserve = \$100 per pupil

Unrestricted/Unassigned Fund Balance as % of Total Expenses

13%

SPED Reserve	\$	20,500.00
TABOR Reserve	\$	64,900.96
Other restricted or assigned reserves	\$	-
Total restricted or assigned reserves	\$	85,400.96

6 YEAR BUDGET-Detail

	FY 2021-22 Estimate	FY 2022 -23	FY 2023-24	FY 2024-25
<i>Physical Pupil Count</i>	\$127	175	195	205
<i>Funded Pupil Count</i>	127	175	195	205
REVENUE				
1954 · Local Mill Levy revenue	\$ 114,300	\$ 122,500	\$ 175,500	\$ 184,500
1300A · Preschool tuition revenue	-	-	-	-
1510 · Interest on investments	150	550	650	750
1600 · Food service revenue	-	-	-	-
1700 · Pupil activities	-	24,375	24,375	25,625
1740 · Fees	8,500	-	-	-
1920 · Contributions and donations	30,000	-	-	-
3113 · Capital construction	36,713	50,589	55,807	58,082
3130 · Exceptional Children's Ed Act (ECEA)	18,801	18,801	18,801	18,418
3140 · English language proficiency act (ELPA)	-	-	245	240
3150 · Gifted & Talented	500	500	794	788
3161 · State child nutrition reimb	-	-	-	-
3206 - READ Act	-	22,148	18,047	16,406
3241-Mill Levy Equalization Funds				
4010 · Title I	23,587	23,587	26,283	27,631
4027 · Special Ed (IDEA)	25,065	25,065	25,065	25,065
4365 · Title III	196	196	98	96
4367 · Title II	5,652	5,652	6,298	6,621
4555 · Fed lunch reimb	-	-	-	-
5282 · Charter school grant	-	136,000	154,000	164,000
5710 · Per pupil funding (100%)	1,160,918	1,599,691	1,809,250	1,930,563
5810 · ESSER funding	315,097	-	-	-
TOTAL REVENUE	\$ 1,739,480	\$ 2,029,655	\$ 2,315,213	\$ 2,458,784
EXPENSE				
0100 · Salaries of Regular Employees	\$ 1,002,966	\$ 912,966	\$ 1,022,238	\$ 1,106,759
0120 · Salaries of temporary employees-subs	3,375	3,375	3,825	4,275
0221 · Medicare	14,592	13,287	14,878	16,110
0222 · Social security	-	-	-	-
0230 · PERA expense	229,638	191,973	214,960	232,762
0250 · Health insurance	9,724	9,724	11,183	12,763
0251 · Dental insurance	420	420	469	520
0290 · Other Employee Benefits	420	420	420	420
0300 · Prof services-food svcs	-	-	-	-
0313 · Banking & Payroll Service Fees	1,050	1,050	1,150	1,250
0320 · Professional-education services	-	-	-	-
0300A · Other Services - Assessments	15,240	21,000	23,400	24,600
0331 · Legal services	-	-	-	-
0332 · Audit & accounting services	-	23,600	18,000	18,900
0334 · Consultant services	48,750	48,750	51,691	53,032
0340 · Technical services	-	25,000	26,250	-
0410 · Utility services	-	24,000	25,200	26,460
0423 · Custodial services	-	40,000	42,000	44,100
0430 · Repairs and maintenance service	-	120,000	126,000	132,300
0441 · Rental of land and buildings	165,250	165,250	165,000	252,150
0442 · Rental of Equipment	5,250	5,250	5,850	6,150
0520 · Insurance	22,400	22,400	24,960	26,240

0525 · Unemployment insurance	3,019	2,749	3,078	3,333
0526 · Workers' Comp insurance	20,127	18,327	5,600	22,221
0531 · Telephone/fax	-	-	-	-
0533 · Postage	875	875	975	1,025
0540 · Advertising, Marketing & Recruiting	-	2,000	2,925	3,075
0580 · Travel, registration, entrance	-	10,000	-	1,250
0595A · CSI Admin expense	58,046	79,985	90,463	96,528
0595B · CDE Admin expense	-	-	-	-
0610 · General supplies	42,656	61,250	57,079	103,371
0611 · Office supplies	15,480	29,000	46,800	59,200
0630 · Food & meeting expenses	2,540	3,500	3,900	4,100
0640 · Books and periodicals	-	-	-	-
0650 · Electronic media materials	-	-	-	-
0721 · Leasehold improvements	-	-	-	-
0733 · Furniture and fixtures	-	15,000	-	75,000
0735 · Non-capital equipment	-	10,000	-	-
0810 · Dues and fees	4,375	4,375	4,875	5,125
0840 · Contingency	-	-	-	-
0851 · Transportation/field trips	8,500	75,000	-	54,000
0890 · Miscellaneous expenditures	-	-	154,000	-
TOTAL EXPENSE	\$ 1,674,694	\$ 1,940,526	\$ 2,147,168	\$ 2,387,018
NET OPERATING INCOME	\$ 64,786	\$ 89,128	\$ 168,045	\$ 71,766
OTHER SOURCES/(USES) OF FUNDS	-	-	-	-
SURPLUS/(SHORTFALL)	\$ 64,786	\$ 89,128	\$ 168,045	\$ 71,766
Beginning Fund Balance	\$ -	\$ 64,786	\$ 153,915	\$ 321,960
Ending Fund Balance	\$ 64,786	\$ 153,915	\$ 321,960	\$ 393,726
Restricted or assigned	48,778	70,653	77,744	85,401
Unrestricted/Unassigned	16,008	83,261	244,216	308,325
Unrestricted/Unassigned Fund Balance as % of Total Expens:	1%	4%	11%	13%
Total Instructional Expenses	\$ 587,104	\$ 895,016	\$ 906,318	\$ 1,168,924
<i>% of Total Expenses</i>	<i>35%</i>	<i>46%</i>	<i>42%</i>	<i>49%</i>
Total Non-Instructional Expenses	\$ 758,999	\$ 1,045,510	\$ 1,240,850	\$ 1,218,094
<i>% of Total Expenses</i>	<i>45%</i>	<i>54%</i>	<i>58%</i>	<i>51%</i>
Salary %	55%	63%	66%	68%
	45%	37%	34%	32%
Total variances	\$ 328,591	\$ -	\$ (0)	\$ (0)
Facility Costs	\$ 165,250	\$ 349,250	\$ 358,200	\$ 455,010
<i>% of Total Expenses</i>	<i>10%</i>	<i>18%</i>	<i>17%</i>	<i>19%</i>

6 YEAR BUDGET-Summary

	FY 2021-22 Estimate	FY 2022 -23	FY 2023-24	FY 2024-25	FY 2025-26
<i>Physical Pupil Count</i>	0	175	195	205	225
<i>Funded Pupil Count</i>	127	175	195	205	225
REVENUE					
Per Pupil Revenue	\$ 1,160,918	\$ 1,599,691	\$ 1,809,250	\$ 1,930,563	\$ 2,150,607
ESSER Revenue	315,097	-	-	-	-
Tuition Revenue	-	-	-	-	-
State Funding Sources	56,014	92,039	93,694	93,934	98,110
Federal Funding Sources	54,500	190,500	211,744	223,413	59,413
Grants/Contributions/Fundraising	144,300	122,500	175,500	184,500	-
Interest Income	150	550	650	750	850
Activities & Student Fees	8,500	24,375	24,375	25,625	28,125
TOTAL REVENUE	\$ 1,739,480	\$ 2,029,655	\$ 2,315,213	\$ 2,458,784	\$ 2,337,106
EXPENSE					
Salaries and Benefits	1,261,136	1,132,166	1,267,972	1,373,608	1,442,289
Authorizer Services	58,046	79,985	90,463	96,528	107,530
Purchased Services (w/o Bldg Costs)	116,711	181,001	163,879	161,075	161,075
Utilities & Building Expenses	-	184,000	193,200	202,860	178,260
Rental - Land/Building	165,250	165,250	165,000	252,150	165,000
Student Activities	8,500	75,000	-	54,000	54,000
Supplies and Materials	60,676	93,750	107,779	166,671	166,671
Books, Periodicals, & Software	-	-	-	-	-
Non-capital equipment	-	10,000	-	-	-
Furniture and fixtures	-	15,000	-	75,000	-
Contingency	-	-	-	-	-
Other Expenditures	4,375	4,375	158,875	5,125	5,625
TOTAL EXPENSE	\$ 1,674,694	\$ 1,940,526	\$ 2,147,168	\$ 2,387,018	\$ 2,280,450
NET OPERATING INCOME	64,786	89,128	168,045	71,766	56,656
OTHER SOURCES/USES OF FUNDS	-	-	-	-	-
SURPLUS/(SHORTFALL)	\$ 64,786	\$ 89,128	\$ 168,045	\$ 71,766	\$ 56,656
Beginning Fund Balance	\$ -	\$ 64,786	\$ 153,915	\$ 321,960	\$ 393,726
Ending Fund Balance	\$ 64,786	\$ 153,915	\$ 321,960	\$ 393,726	\$ 56,656
Restricted or assigned	48,778	70,653	77,744	85,401	56,656
Unrestricted/Unassigned	16,008	83,261	244,216	308,325	364,981
Unrestricted/Unassigned Fund Balance as %	1%	4%	11%	13%	

Appendix G
PPOS Project Rubric and PBL teaching Rubric



PPOS Project Rubric and Project-Based Learning Teaching Rubric

Modified from PBLWorks.org

PBL Project Design Features

PBL Project Design Feature	Beginning PBL Practice or lacking PBL Practice	Developing PBL Practice	Exemplar PBL Practice
Learning Targets (project targets, long-term targets, and daily targets)	<ul style="list-style-type: none"> • Learning Targets are not clear and specific; the project is not focused on standards. • The project does not explicitly target, assess, or scaffold the development of Habits of Heart and Mind skills. 	<ul style="list-style-type: none"> •The project is focused on standards-derived knowledge and understanding, but it may target too few, too many, or less important goals. <ul style="list-style-type: none"> • Habits of Heart and mind skills are targeted, but there may be too many to be adequately taught and assessed. 	<ul style="list-style-type: none"> •Learning targets are focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas. <ul style="list-style-type: none"> •Habits of Heart and Mind skills are explicitly targeted to be taught and assessed, such as critical thinking, collaboration, creativity, and project management
Central problem/Driving Question	<ul style="list-style-type: none"> •The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project. • The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example: <ul style="list-style-type: none"> ■ it has a single or simple answer. ■ it is not engaging to students (it sounds too complex or “academic” like it came from a textbook or appeals only to a teacher). 	<ul style="list-style-type: none"> •The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students. <ul style="list-style-type: none"> • The driving question relates to the project but does not capture its central problem or question (it may be more like a theme). • The driving question meets some of the criteria for an effective driving question, but lacks others. 	<ul style="list-style-type: none"> •The project is focused on a central problem or question, at the appropriate level of challenge. <ul style="list-style-type: none"> • The project is framed by a driving question, which is: <ul style="list-style-type: none"> ■ open-ended; there is more than one possible answer. ■ understandable and inspiring to students. ■ aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.
Sustained Inquiry and Student Academic Engagement	<ul style="list-style-type: none"> •The “project” is more like an activity or “hands-on” task, rather than an extended process of inquiry. 	<ul style="list-style-type: none"> • Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; 	<ul style="list-style-type: none"> • Inquiry is sustained over time and academically rigorous (students pose questions, gather & interpret data,

	<ul style="list-style-type: none"> • There is no process for students to generate questions to guide inquiry. •The teacher is doing most of the cognitive lift in the room. •The depth of knowledge being targeted is limited and focused on one level or just knowledge-based. 	<p>deeper questions are not asked).</p> <ul style="list-style-type: none"> • Students generate questions, but while some might be addressed, they are not used to guide inquiry and do not affect the path of the project. • Students' opportunities to construct their own knowledge and opinions are limited or is lacking rigor. 	<p>develop and evaluate solutions or build evidence for answers, and ask further questions).</p> <ul style="list-style-type: none"> • Project is designed to promote students to construct their own knowledge of the subject and to form opinions that may be unique to them. • Inquiry is driven by student-generated questions throughout the project.
Authenticity and Impact	<ul style="list-style-type: none"> •The project resembles traditional "schoolwork;" it lacks a real-world context, tasks, and tools, does not make a real impact on the world or speak to students' personal interests. 	<ul style="list-style-type: none"> • The project has some authentic features, but they may be limited or feel contrived. •Little community involvement in the project. 	<ul style="list-style-type: none"> • The project has an authentic context, involves real-world tasks, tools, and quality standards, makes an impact on the world, and/or speaks to students' personal concerns, interests, or identities. •Experts are used throughout the project to bring a real-world context to the project. •The project impacts our community in a positive manner.
Student Voice and Choice	<ul style="list-style-type: none"> • Students are not given opportunities to express their voice and make choices affecting the content or process of the project; it is teacher-directed. • (Or) Students are expected to work too much on their own, without adequate guidance from the teacher and/or before they are capable. 	<ul style="list-style-type: none"> • Students are given limited opportunities to express their voice and make choices, generally in less important matters (deciding how to divide tasks within a team or which website to use for research). • Students work independently from the teacher to some extent, but they could do more on their own. 	<ul style="list-style-type: none"> •Students have opportunities to express their voice and make choices on important matters (topics to investigate, questions asked, texts and resources used, people to work with, products to be created, use of time, organization of tasks). • Students have opportunities to take significant responsibility and work as independently from the teacher as is appropriate, with guidance.
Reflection and Refinement	<ul style="list-style-type: none"> • Students and the teacher do not engage in reflection about what and how students learn or about the project's design and management. • Students get only limited or irregular feedback about their products and work-in-progress, and only from teachers, not peers. • Students do not know how or are not 	<ul style="list-style-type: none"> • Students and teachers engage in some reflection during the project and after its culmination, but not regularly or in-depth. • Students are provided with opportunities to give and receive feedback about the quality of products and work-in-progress, but they may be unstructured or only occur once. • Students look at or listen to feedback 	<ul style="list-style-type: none"> •Students and teachers engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project's design and management. •Students are provided with regular, structured opportunities to give and receive feedback about the quality of

	required to use feedback to revise and improve their work.	about the quality of their work, but do not substantially revise and improve it.	their products and work-in-progress from peers, teachers, and if appropriate from others beyond the classroom. • Students use feedback about their work to revise and improve it.
Product	<ul style="list-style-type: none"> • Students do not make their work public by presenting it to an audience or offering it to people beyond the classroom. 	<ul style="list-style-type: none"> • Student work is made public only to classmates and the teacher. • Students present products, but are not asked to explain how they worked and what they learned. 	<ul style="list-style-type: none"> • Student work is made public by presenting, displaying, or offering it to people beyond the classroom. • Students are asked to explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc. • The students' work is of high quality and represents "beautiful" work. • The learning process is highlighted in the celebration of learning. • The product has an authentic audience and positively affects our community.

PBL Teaching Practices

PBL Teaching Practices			
Design & Plan	<ul style="list-style-type: none"> • Project includes some Essential Project Design Elements, but not at the highest level of the Project Design Rubric. • Plans for scaffolding and assessing student learning lack some detail; project calendar/timeline needs more detail, or is not followed. • Some resources for the project have not been anticipated or arranged in advance. • Lessons do not take into consideration intellectual prep strategies and are limited in student engagement techniques. 	<ul style="list-style-type: none"> • Project includes all Essential Project Design Elements, but some are not at the highest level of the Project Design Rubric. • Plans for scaffolding and assessing student learning lack some details; project calendar allows too much or too little time, or is followed too rigidly to respond to student needs • Most resources for the project have been anticipated and arranged in advance 	<ul style="list-style-type: none"> • Project includes all Essential Project Design Elements as described on the Project Design Rubric. • Plans are detailed and include scaffolding and assessing student learning and a project calendar, which remains flexible to meet student needs. • Resources for the project have been anticipated to the fullest extent possible and arranged well in advance. • Lesson plans are well thought out to support learning and engagement. Intellectual prep concepts are brought in to increase student engagement.

Align to Standards and Scaffolding for Success	<ul style="list-style-type: none"> • Criteria for products are given but are not specifically derived from standards. • Scaffolding of student learning, critique and revision protocols, assessments, and rubrics do not refer to or support student achievement of specific standards. 	<ul style="list-style-type: none"> • Criteria for some products are not specified clearly enough to provide evidence that students have met all targeted standards. • Scaffolding of student learning, critique and revision protocols, assessments, and rubrics do not always refer to or support student achievement of specific standards. • Rubrics are not presented to stakeholders or the language is not student-friendly. 	<ul style="list-style-type: none"> • Criteria for products are clearly and specifically derived from standards and allows demonstration of mastery. • Scaffolding of student learning, critique and revision protocols, assessments, and rubrics consistently refer to and support student achievement of specific standards. • Rubrics are clear and student-friendly. Rubrics are shared with students, families, and support staff in order to help support student success.
Building the culture	<ul style="list-style-type: none"> • Norms are created to guide project work, but they may still feel like “rules” imposed and monitored by the teacher. • Students are asked for their ideas and given some choices to make, but opportunities for student voice and choice are infrequent or are only related to minor matters. • Students occasionally work independently, but often look to the teacher for guidance. • Student teams are often unproductive or require frequent intervention by the teacher. • Students feel like there is a “right answer” they are supposed to give, rather than asking their own questions and arriving at their own answers; they are fearful of making mistakes. • Value is placed on “getting it done” and time is not allowed for revision of work; “coverage” is emphasized over quality and depth. 	<ul style="list-style-type: none"> • Norms to guide the classroom are co-crafted with students, and students are beginning to internalize these norms. • Student voice and choice is encouraged through intentionally designed opportunities, e.g., when choosing teams, finding resources, using critique protocols, or creating products. • Students work independently to some extent, but look to the teacher for direction more often than necessary. • Student teams are generally productive and are learning what it means to move from cooperation to effective collaboration; the teacher occasionally has to intervene or manage their work. • Students understand there is more than one way to answer a driving question and complete the project, but are still cautious about proposing and testing ideas in case they are perceived to be “wrong.” • The values of critique and revision, persistence, rigorous thinking, and pride in doing high-quality work are promoted by the teacher but not yet owned by students. 	<ul style="list-style-type: none"> • Norms to guide the classroom are co-crafted with and self-monitored by students. • Student voice and choice is regularly leveraged and ongoing, including identification of real-world issues and problems students want to address in projects. • Students usually know what they need to do with minimal direction from the teacher. • Students work collaboratively in healthy, high-functioning teams, much like an authentic work environment; the teacher rarely needs to be involved in managing teams. • Students understand there is no single “right answer” or preferred way to do the project, and that it is OK to take risks, make mistakes, and learn from them. • The values of critique and revision, persistence, rigorous thinking, and pride in doing high-quality work are shared, and students hold each other accountable to them.
Cognitive Lift	<ul style="list-style-type: none"> • Students are given information in more “traditional” manners and are not encouraged to construct their own knowledge. 		<ul style="list-style-type: none"> • Learning targets represent a variety of levels of depth of knowledge and levels of Bloom's taxonomy. • Strategic questioning is used to help

	<ul style="list-style-type: none"> •The depth of knowledge is limited in the project and focuses mostly on recall rather than using the information to form an opinion or develop and construct an understanding. •Scaffolding of student learning is lacking, vocabulary is not taught and strategic questioning is not present. 		<p>support student voice and conversation in the classroom.</p> <ul style="list-style-type: none"> •Intellectual Prep is evident in the classroom planning and lessons. •Students are provided opportunities to engage in age appropriate discussion on the whole group, small group, and pair level. •
Scaffold Student Learning	<ul style="list-style-type: none"> • Students receive some instructional supports to access both content and resources, but many individual needs are not met. • Teacher may “front-load” content knowledge before the project launch, instead of waiting for “need to know” points during the project. • Students gain key success skills as a side effect of the project, but they are not taught intentionally. • Students are asked to do research or gather data, but without adequate guidance; deeper questions are not generated based on information gathered. • Students are given lower-level work than grade level rather than being supported to reach grade-level standards. 	<ul style="list-style-type: none"> • Most students receive instructional supports to access both content and resources, but some individual needs are not met. • Scaffolding is guided to some extent by students’ questions and “need to knows” but some of it may still be “front-loaded.” • Key success skills are taught, but students need more opportunities to practice success skills before applying them. • Student inquiry is facilitated and scaffolded, but more is needed; or, teacher may over-direct the process and limit independent thinking by students. 	<ul style="list-style-type: none"> • Each student receives necessary instructional supports to access content, skills, and resources; these supports are removed when no longer needed. • Scaffolding is guided as much as possible by students’ questions and needs; teacher does not “front-load” too much information at the start of the project, but waits until it is needed or requested by students. • Key success skills are taught using a variety of tools and strategies; students are provided with opportunities to practice and apply them, and reflect on progress. • Student inquiry is facilitated and scaffolded, while allowing students to act and think as independently as possible. •Students that are struggling learners are supported to reach grade level work in all areas.
Assess Student Learning	<ul style="list-style-type: none"> • Student learning of subject-area standards is assessed mainly through traditional means, such as a test, rather than products; success skills are not assessed. • Team-created products are used to assess student learning, making it difficult to assess whether individual students have met standards. • Formative assessment is used 	<ul style="list-style-type: none"> • Project products and other sources of evidence are used to assess subject area standards; success skills are assessed to some extent. • Individual student learning is assessed to some extent, not just team-created products, but teacher lacks adequate evidence of individual student mastery. • Formative assessment is used on several occasions, using a few different 	<ul style="list-style-type: none"> • Project products and other sources of evidence are used to thoroughly assess subject-area standards as well as Habits of Heart and Mind skills. • Individual student learning is adequately assessed, not just team-created products. • Formative assessment is used regularly and frequently, with a variety of tools and processes.

	<p>occasionally, but not regularly or with a variety of tools and processes.</p> <ul style="list-style-type: none">• Protocols for critique and revision are not used, or they are informal; feedback is superficial, or not used to improve work.• Students assess their own work informally, but the teacher does not provide regular, structured opportunities to do so.• Rubrics are used to assess final products, but not as a formative tool; or, rubrics are not derived from standards.• The assessments do not assess the targets for the project or the daily target.	<p>tools and processes.</p> <ul style="list-style-type: none">• Structured protocols for critique and revision and other formative assessments are used occasionally; students are learning how to give and use feedback.• Opportunities are provided for students to self-assess their progress, but they are too unstructured or infrequent.• Standards-aligned rubrics are used by the teacher to guide both formative and summative assessments.• The depth of knowledge is not a good match between the target and the assessment used.	<ul style="list-style-type: none">• Structured protocols for critique and revision are used regularly at checkpoints; students give and receive effective feedback to inform instructional decisions and students' actions.• Regular, structured opportunities are provided for students to self-assess their progress and, when appropriate, assess peers on their performance.• Standards-aligned rubrics are used by students and the teacher throughout the project to guide both formative and summative assessments. <p>There is a strong target-assessment match. The depth-of-knowledge level in the target is consistent with the depth of knowledge that is being assessed on deliverables.</p>
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Appendix H
Annual Reviews of PPOS by the District

Archuleta School District
Pagosa Peak Open School (PPOS) ...
Annual Review, 2021



The purpose of this annual review is to inform the Archuleta School District (ASD) Board of Education on the academic and financial performance of PPOS. The review provides an annual assessment of whether or not PPOS is meeting or making adequate progress toward meeting Colorado Academic Standards, is following all applicable Colorado laws and regulations, and whether the school is demonstrating fiscally sound practices. Additional areas of commendation or concern related to overall compliance are identified as deemed appropriate by the district. The report becomes part of the public record regarding the performance of the school and is used in the body of evidence to inform charter renewal decisions. This report is meant to compliment the current PPOS contract, and may be superseded by state and federal law. For reference, please see the document, Archuleta School District Charter School Guidance, available from Asst. Superintendent Laura Mijares.

Enrollment and Demographics: Does PPOS meet enrollment goals outlined in the proposal and the contract?

PPOS has an enrollment of 122 as of September 17, 2021. The chart below show demographics by primary ethnicity as identified by the parents

Year to date: 2021-2022

122

Students

Primary Ethnicity



In comparison, Pagosa Springs Elementary School has an enrollment of 540 as of September 17, 2021. With the primary ethnicity as shown.

Year to date: 2021-2022

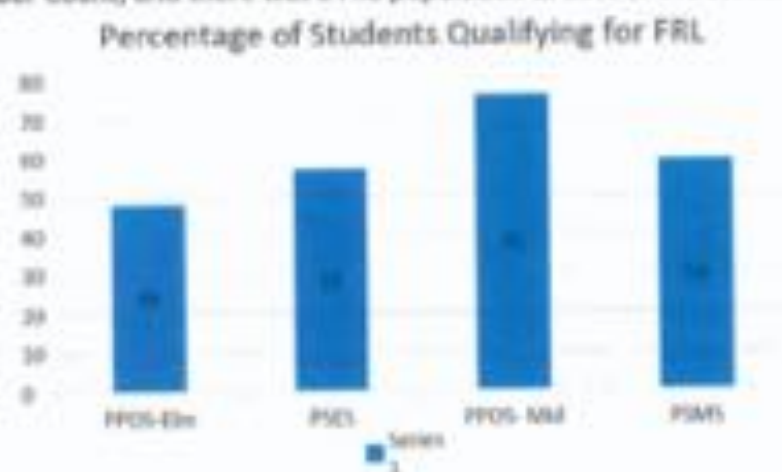
540

Students

Primary Ethnicity



At the last data entry to Colorado Department of Education (October, 2020) there was a Free or Reduced Lunch (FRL) population of 25 students in the middle school age range (76%) and 46 students in the elementary school age range (48%). In comparison, in October 2020 Pagosa Springs Elementary School (PSES) had a student count of 500 with a FRL rate of 57% and Pagosa Springs Middle School (PSMS) had a student population of 499 at the time of the October Count, and there was a FRL population of 59% of the student population.



Enrollment and Demographic Action Items

1. According to the PPOS Charter, the school seeks to meet the race/ ethnicity demographics of the district. For a variety of reasons, PPOS has not met the target demographic in race (notably Latino or Native American). In addition, the FRL numbers seems to indicate that PPOS mid school grades are much higher than the district, while the elementary is lower than 50%. The district numbers of FRL seem to remain steady between elementary and middle. As the charter begins a discussion on the demographics of their school population during renewal and/or expansion, there may be an adjustment to the original goal of matching the school district demographics.

Academic Performance: Is PPOS meeting or making adequate progress toward meeting the Colorado Academic Standards?

District and School Performance Framework

ASD is an accredited district as identified through the Colorado Department of Education (CDE). This remains though in response to disruptions created by COVID-19, Colorado has paused the accountability system for two school years (2020-21 and 2021-22). CDE has also applied for and received waivers from the U.S. Department of Education to get additional flexibility on federal accountability requirements and use of funds.

PPOS is rated as on a Priority Improvement Plan and may retain this status in the coming year. Pagosa Peak Open School is eligible for the amended request to reconsider process (i.e., Turnaround, Priority Improvement).

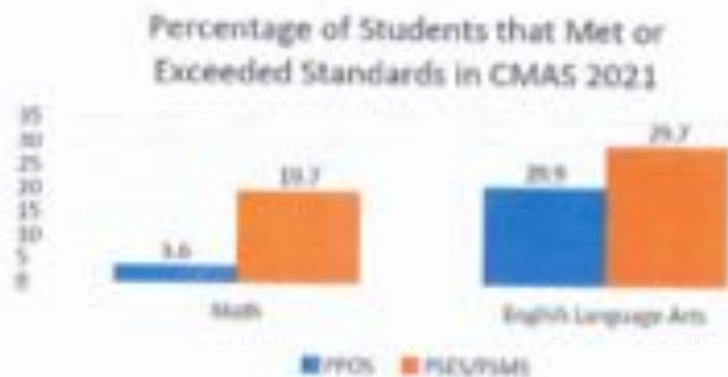
While the school is not eligible for the expedited pathway, the body of evidence pathway (i.e., local assessment, UIP, site visit) remains available. This is a decision that the PPOS school community will need to decide upon.

Colorado Measures of Academic Success (CMAS)

CMAS results are the state standard for measuring academic proficiency. PPOS administered the electronic version of CMAS to students within the established 2021 windows. Proctors were trained, there was high participation and there were no testing irregularities. Math was administered to 29 students in grades 4 and 6 with one 3rd grader opting in. English Language Arts (ELA) was administered to 43 students in grades 3, 5, and 7 with one 6th grader opting in to take the test.

The data show that 3.6% of students tested met or exceeded the state standard for proficiency in math. Students were not tested in spring of 2020 so there is no "one year" comparison. The data show that 20.9% of students tested met or exceeded the state standard for proficiency in ELA. . The low performance in math is a strong indication that PPOS needs to create standards-based remediation strategies that can address the needs of the majority of students. Growth for all students in ELA is reported at 54%, compared to the state average of 50%. Growth for all students in math is 41.5%, compared to the state average of 50%.

The small number of students tested (3rd "n" = 12, 4th "n" = 11, 5th "n" = 14) require that PPOS grade level reports are combined in this report.



Northwest Education Association (NWEA)- Reading and Math

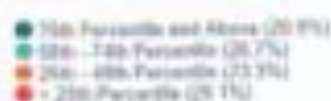
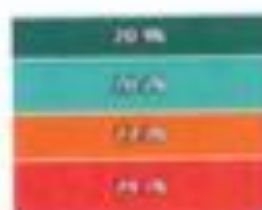
In 2020-21, PPOS administered the NWEA according to standard administration windows. The beginning of year benchmark assessment was given in September and the end of year assessment was given in May. The data reflected in the chart is from the May administration. The following charts show that while 48% of the students are reading at the 50th percentile or higher, only 25% of the students are achieving math scores that are at the 50th percentile or higher.

NWEA MAP Reading - At or Above 50th Percentile

Spring 2020-2021

47.7%

At or Above

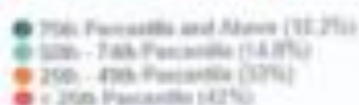
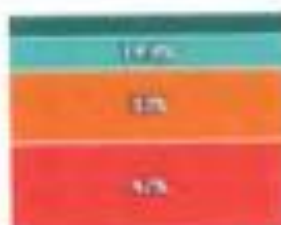


NWEA MAP Math - At or Above 50th Percentile

Spring 2020-2021

25%

At or Above



Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

PPOS administered the DIBELS according to the district and state standard administration windows. Through the DIBELS test PPOS was able to test for reading deficiencies as required by state law. According to the district READ Status Report, 56% of students have reached proficiency in reading.



World Class Instructional Design and Assessment (WIDA)

PPOS administered the home language survey during registration and administered two WIDA assessments during the school year. Hence, there were administrations of WIDA as required by law.

Teaching Strategies Gold (TS GOLD)

PPOS administered the TS GOLD to kindergarten students according to state guidelines and the district windows. The kindergarten readiness measure was given the first 30 days of school and the kindergarten readiness data was sent to the state as required.

Academic Performance Action Items:

1. The performance data in math is of concern. As the school seeks to continue to serve students, the math program continues to warrant attention.
2. PPOS uses the Formative Loop Process to provide intensive support to students in ELA and math. Reading intervention will begin as soon as interventionist returns from a family leave.

Accountability: Does PPOS meet state standards of accountability?

School Performance Framework

PPOS was classified as a Priority Improvement School based on the 2018 and 2019 School Performance Framework. PPOS has not had an opportunity to change that status, based on the "freezing" of the accountability system over the last 18 months.

Colorado State Model Performance Management System (RANDE)

PPOS did not use the district adopted "State Model Evaluation System" in order to evaluate and support teachers. Rather, Ms. Reali-Crossland has indicated that PPOS has used a comparable system of their own design.

Accountability Action Items

- 1- School Performance Framework – PPOS continues to use the school's Unified Improvement Plan to add issues in the SPF.
- 2- Teacher Evaluation – Evaluations will be tied to the school's work plan (attached) that incorporates the school wide goals. This will mirror the state evaluation system.

Non-discrimination: Does PPOS serve with all exceptional students with equity?

In late August of 2021, the District received notice that there was an Office of Civil Rights Complaint against the charter due to specific admission procedures. Upon working with the district attorney, it was discovered that this has to do with a question regarding disability status that may be perceived to credit or debit a student with a disability in the admission lottery. It is asked that the OCR Complaint be resolved as soon as possible and will be considered as part of the charter renewal.

Special Education

PPOS is compliance with statute associated with exceptional students.

504 Plans

PPOS is in compliance with statute governing 504 plans.

Non-discrimination Action Items:

1. Facilitate resolution of the OCR complaint including elimination of all "pre-enrollment inquiries" about whether the student was in special education – no more checkboxes or blanks on the application forms about that, and no more questioning of parents about it prior to enrollment.
2. Ensure that any non-discrimination statement include a reference to disability.
3. PPOS has a Colorado certified special education educator who understands programmatic requirements and is committed to meeting them. PPOS has hired and retained a certified Special Education teacher who serves as case manager and delivers appropriate instruction.
4. PPOS has a 504 coordinator who understands programmatic requirements and is committed to meeting them. Ms. Reali-Crossland serves as the 504 coordinator and maintains all required documents.

Financial: Does PPOS adhere to financially sound practice?

The Archuleta School District is the approved Local Education Agency (LEA) and acts as the fiscal agent to receive federal and state funding, and certain grants that require an LEA in order to be eligible. Per contract agreement the district withholds 5% of the state per pupil revenue. At the end of the fiscal year, the district will provide documentation of administrative costs and will refund to PPOS any unspent revenue. The district does not withhold administrative fees for federal funds or for state funds other than the per pupil revenue.

PPOS has seen its finances improve during the past year and had corrected problems that previously existed in meeting the generally accepted standards of fiscal management. PPOS should review the Financial Transparency Act and strive to meet the requirements as this continues to be a problem. Lastly, PPOS must clearly document that it has the required 3% of TABOR reserve set aside.

Financial Management Action Items:

1. PPOS should continue to adhere to the requirement of timely submission of quarterly reports as called for in the contract within 45 days after the quarter.
2. PPOS must follow the state requirements for the Financial Transparency Act and fix the posting errors on the charter school's website that are currently displayed. Included are some examples of salary schedules, adopted budget at correct date and revised dates and formatting.
3. PPOS should continue to demonstrate that it has 3% of the TABOR reserve set aside.
4. PPOS should continue to not submit for reimbursement from federal grants until the items are received and paid for.
5. PPOS should continue to meet state guidelines for proposed, adopted and revised budgets.

PPOS Quality Assurance and Oversight: How does PPOS document a quality program with proper oversight?

As the LEA, the district is privy to an extraordinary amount of information about PPOS and, at the same time, a large burden of responsibility. The district recognizes the value of PPOS and hopes that it succeeds within the framework established by the state and the local charter. To this end, the district has instituted an annual review and hence this report.

Conclusion: Now in its fifth year of operation, PPOS has an established Director and several other new staff members. Director Reali-Crossland has implemented professional development for teachers and assistants and has outlined expectations regarding required standards and curriculum implementation, in a project based learning environment. Additionally, Director Reali-Crossland is attending administrative meetings and ASD school board to work cohesively with the District



The purpose of this annual review is to inform the Archuleta School District (ASD) Board of Education on the academic and financial performance of PPOS. The review provides an annual assessment of whether or not PPOS is meeting or making adequate progress toward meeting Colorado Academic Standards, is following all applicable Colorado laws and regulations, and whether the school is demonstrating fiscally sound practices. Additional areas of commendation or concern related to overall compliance are identified as deemed appropriate by the district. The report becomes part of the public record regarding the performance of the school and is used in the body of evidence to inform charter renewal decisions. This report is meant to compliment the current PPOS contract, and may be superseded by state and federal law. For reference, please see the document, Archuleta School District Charter School Guidance, available from Superintendent Dr. Kym LeBlanc-Esparza.

An interview was conducted on June 24, 2020 with Outgoing Superintendent Linda Reed, Incoming Superintendent Dr. Kym LeBlanc-Esparza, Assistant Superintendent Laura Mijares, Finance Director Michael Hodgson, and PPOS Director Angela Real-Crossland. The interview helped to introduce Dr. LeBlanc-Esparza to PPOS and to review the challenges of the 19-20 school year. The report was presented to the ASD Board of Education at the September 8th board meeting.

Enrollment and Demographics: Does PPOS meet enrollment goals outlined in the proposal and the contract?

PPOS had an enrollment of 102 at the time of the student count in October 2019. In October there was a Free or Reduced Lunch (FRL) population of 53 % of the population. In comparison, Pagosa Springs Elementary School (PSES) had a student population of 598 at the time of the October Count, and there was a FRL population of 57% of the student population.

The chart below compares demographics by race/ethnicity, English Language Learner (ELL) population, and identification of students qualifying for a free or Reduced Lunch (FRL) program. The race/ethnicity numbers may add to more than the total population and the six percentages may add to more than 100% because individuals can report more than one category.

Race/ Ethnicity by Category	PPOS	PSES
Hispanic/ Latino	18%	36%
American Indian or Alaska Native	3%	9%
Asian	0%	0%
Black or African American	0%	.01%
Native Hawaiian or other Pacific Islander	0%	.01%
White	75%	51%
Two or more races	3%	3%
Language usage		
English Language Learner	1%	9%
Free and Reduced Lunch population		
Enrolled students that qualified for FRL	53%	57%

Enrollment and Demographic Action Items

1. Enrollment of the charter school continues to grow at about a rate of 15 students per year as outlined in the original charter.
2. Grade level advisors have been hired and assigned to reflect the growing complexity of educating students through the middle school years.
3. Ms. Reali-Crossland's intention of beginning a food program to serve students will help to serve a broader swath of students.
4. PPOS does not attract Native American families or Hispanic families at the rate PSES does.

Academic Performance: Is PPOS meeting or making adequate progress toward meeting the Colorado Academic Standards?**District and School Performance Framework**

ASD is an accredited district as identified through the Colorado Department of Education (CDE) District Performance Framework (DPF) fall of 2019. PPOS received a School Performance Framework (SPF) rating of Year 2 of Priority Improvement or Turnaround in September of 2019. This is the second lowest of four possible ratings and indicates a need for attention. Direction from the Colorado Department of Education advises that all schools will continue to implement their 2019 ratings for the 2020-2021 school year. Be advised that all schools will not receive a 2020 performance framework, nor updated plan types. Preliminary and final reports will not be available.

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www.mypagosaschools.com

Colorado Measures of Academic Success (CMAS) and School Accountability

Due to the COVID-19 pandemic and the Governor's stay at home orders, Colorado Measures of Academic Success was not given in the spring of 2020.

Northwest Education Association (NWEA)- Reading and Math

In the fall of 2019, PPOS administered the NWEA according to standard administration windows. The beginning of year benchmark assessment was given in September and the end of year was not given due to COVID-19 and the Governor's stay at home orders.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

PPOS administered the DIBELS according to the district and state standard administration windows. The Beginning of Year (BoY) was administered in September, and the End of Year (EoY) was not administered because of COVID-19 and the Governor's stay at home orders.

World Class Instructional Design and Assessment (WIDA)

PPOS administered the home language survey during registration and did not identify any students with a home language other than English. Hence, there were no administrations of the WIDA tests that are required by state and federal law. The WIDA Academic Placement Test (WAPT) is to be administered to any student that indicates that a language other than English is used in the home within 30 days of enrollment. The ACCESS is a test that is to be given during a state established window to students that have been identified. PPOS did not administer the test to the one student who is identified as an English Language Learner. Ms. Reali-Crossland understands the requirement and intends to administer the test in the 20-21 school year.

Teaching Strategies Gold (TS GOLD)

PPOS administered the TS GOLD to kindergarten students according to state guidelines and the district windows. The kindergarten readiness measure was given the first 30 days of school and the kindergarten readiness data was sent to the state as required.

Academic Performance Action Items:

1. Ms. Reali-Crossland is the PPOS School Assessment Coordinator (SAC) whose responsibility it is to follow local, state and federal guidelines in administering and reporting tests.
2. Ms. Reali-Crossland will administer the ACCESS during the state determined testing window.
3. PPOS intends to follow all state guidelines regarding testing as school resumes.
4. Staff is to attend Singapore Math training and a training on the use of manipulatives in math.
5. A "formative loop" will help identify students that are missing concepts in math.
6. Staff will look to DIBELS and DIBELS Deep to identify students in need of additional instruction in reading.

Accountability: Does PPOS meet state standards of accountability?

School Performance Framework

PPOS was classified as a Year 2 Priority Improvement School based on the 2019 School Performance Framework. PPOS has implemented new professional development practices and standards based instruction in order to address some areas of growth. Ms. Reali-Crossland has a strong background in professional development and seeks to build her staff's capacity in teaching.

Unified Improvement Plan (UIP)

PPOS followed the required steps to write a Unified Improvement Plan. The plan was submitted for review to the Colorado Department of Education in January of 2020. It was submitted and accepted for final review in May of 2020.

The major goals in the UIP were to:

- 1- Increase math skills and achievement
- 2- Increase reading skills and achievement
- 3- Develop practices to teach students self-regulation

Colorado State Model Performance Management System (RANDB)

PPOS did not use the district adopted "State Model Evaluation System" in order to evaluate and support teachers.

Accountability Action Items

1. PPOS will use available data to establish UIP a plan for action in academic areas and in developing a new social emotional learning program.
2. A new emphasis will be placed on parent engagement and accountability.

Non-discrimination: Does PPOS serve with all exceptional students with equity?

Special Education

PPOS was able to make improvements during the 19-20 school year by hiring a Colorado certified special education educator who understood programmatic requirements. The teacher was able to notify parents, hold IEP's, record student progress and deliver services as required by federal and state law. This satisfied an action item in the 2018 charter school review.

READ Plans

PPOS identified and served 25 students with significant reading deficiencies. According to correspondence, Ms. Koal-Crossland confirms that these students were indeed served by creating and following an individual action plan.

Gifted Education

PPOS is seeking support of San Juan BOCES to remain in compliance with gifted screening and identification.

Non-discrimination Action Items:

1. PPOS is to be commended for the work it has done to serve students with IEP's.
2. PPOS should continue to work with San Juan BOCES to identify and serve gifted students.

Financial: Does PPOS adhere to financially sound practice?

The district is the approved Local Education Agency (LEA) and acts as the fiscal agent to receive federal and state funding, and certain grants that require an LEA in order to be eligible. Per contract agreement the district withholds 5% of the state per pupil revenue. At the end of the fiscal year, the district will provide documentation of administrative costs and will refund to PPOS any unspent revenue.

The following are noted improvements for the PPOS and should be commended:

- During the fall 2019 audit, the auditor determined compliance with standard accounting practices during the 2018-19 school year.

- PPOS has worked with Mike Hodgson and has improved the process for seeking reimbursement and it no longer uses debit cards to complete purchases.
- PPOS has clearly maintained the required 3% of TABOR reserves.

Two areas of fiscal management need to be improved upon:

- PPOS did not submit the 2nd quarter report to the district.
- PPOS does not show the correct labeling for the 20-21 approved budget on the financial transparency link of their website.

Financial Management Action Items:

1. PPOS must adhere to the requirement of timely submission of quarterly reports as called for in the contract within 45 days after the quarter. This was also an action item in 2019.
2. PPOS must follow the state requirements for the Financial Transparency Act and fix the posting errors on the charter school's website that are currently displayed. This was also an action item in 2019.

PPOS Quality Assurance and Oversight: How does PPOS document a quality program with proper oversight?

As the LEA, the district is privy to an extraordinary amount of information about PPOS and, at the same time, a large burden of responsibility. The district recognizes the value of PPOS and hopes that it succeeds within the framework established by the state and the local charter. To this end, the district has instituted an annual review and hence this report.

Quality Assurance and Oversight Action Items

1. PPOS will continue to use Infinite Campus and Alpine Achievement as designed, to document student progress, enrollment, attendance, and discipline.

Conclusion

In this third year of existence, PPOS has worked hard to stabilize and grow. We know that staff has been held to new and higher standards of professional development, and the school has worked with outside consultants to improve the delivery of project-based learning within the grade level standards. Unfortunately, due to circumstances beyond anyone's control or imagination, there was not an end of year opportunity to measure student academic achievement and progress. Sustainable and systemic progress has been made in serving all students with equity, with community and state accountability, and with fiscal management. Specific action item indicate areas of required and suggested improvement.

Archuleta School District
Pagosa Peak Open School
(PPOS)

Supporting Our Schools To Greater Heights



Annual Review, 2019

The purpose of this annual review is to inform the Archuleta School District (ASD) Board of Education on the academic and financial performance of PPOS. The review provides an annual assessment of whether or not PPOS is meeting or making adequate progress toward meeting Colorado Academic Standards, is following all applicable Colorado laws and regulations, and whether the school is demonstrating fiscally sound practices. Additional areas of commendation or concern related to overall compliance are identified as deemed appropriate by the district. The report becomes part of the public record regarding the performance of the school and is used in the body of evidence to inform charter renewal decisions. This report is meant to compliment the current PPOS contract, and may be superseded by state and federal law. For reference, please see the document, Archuleta School District Charter School Guidance, available from Superintendent Linda Reed.

An interview was conducted on May 29, 2019 with Superintendent Reed, Assistant Superintendent Laura Mijares, Finance Director Michael Hodgson, outgoing PPOS Principal James Lewicki, and incoming PPOS Principal Angela Reali-Crossland.

Enrollment and Demographics: Does PPOS meet enrollment goals outlined in the proposal and the contract?

PPOS had an enrollment of 96 at the time of the student count in October 2018 and an enrollment of 75 on July 19, 2019 while in session. In October there was a Free or Reduced Lunch (FRL) population of 50 students, or 52% of the population. In comparison Pagosa Springs Elementary School (PSES) and the 5th grade from Pagosa Springs Middle School (PSMS) had a student population of 692 at the time of the October Count, and there was a FRL population of 56% of the student population.

The chart below compares demographics by race/ethnicity, English Language Learner (ELL) population, and identification of students qualifying for a Free or Reduced Lunch (FRL) program. The race/ethnicity numbers may add to more than the total population and the six percentages may add to more than 100% because individuals can report more than one category.

Race/Ethnicity by Category	PPOS	PSES
Hispanic/Latino	17.9 %	38.9%
American Indian or Alaska Native	2%	7%
Asian	2%	.8%
Black or African American	0%	.7%
Native Hawaiian or other Pacific Islander	n/a	n/a
White	76%	50%
Two or more races	2%	3%
Language usage		
English Language Learner	1%	9%
Free and Reduced Lunch population		
Enrolled students that qualified for FRL	52%	56%

This indicates that PPOS matched the economic demographics of PSES. There was less success matching the race/ethnicity demographic of PSES, and PPOS did not match the ELL population.

Enrollment and Demographic Action Items

1. According to the PPOS Charter, the school seeks to meet the race/ethnicity demographics of the district. Ms. Reali-Crosland recognizes the charter racial demographics do not reflect the district's and intends to address the issue.
2. PPOS should evaluate the process of collecting the home language survey. If the process accurately reflects the student data, more effort should be put forth to match the ELL demographic of the district.

Academic Performance: Is PPOS meeting or making adequate progress toward meeting the Colorado Academic Standards?

District and School Performance Framework

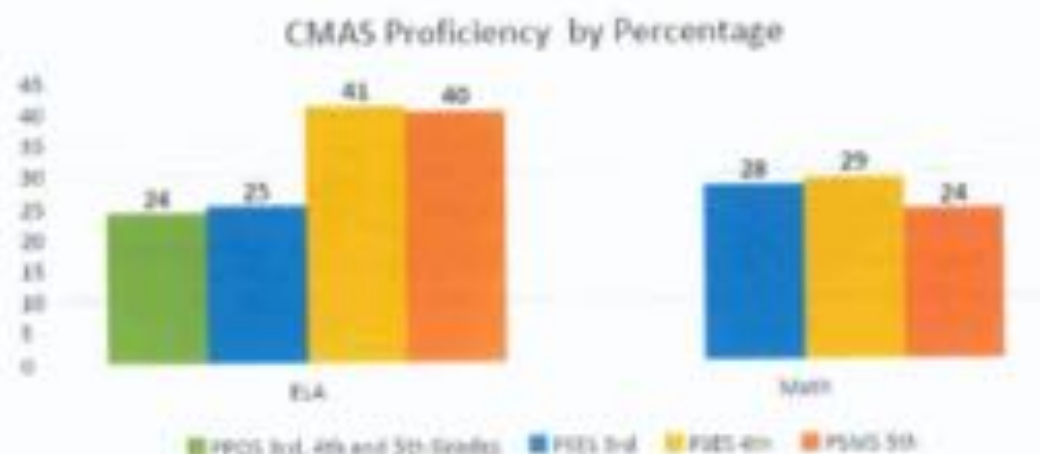
ASD is an accredited district as identified through the Colorado Department of Education (CDE) District Performance Framework (DPF) fall of 2018. PPOS received a School Performance Framework (SPF) rating of Priority Improvement in September of 2018. The 2019 Preliminary Framework indicates PPOS continues to be in Priority Improvement, due to decreased participation. Due to only two years of data, the school was not eligible for Request for Reconsideration. This is the second lowest of four possible ratings and indicates a need for attention. That being said, they improved their overall performance from 37.5% overall to 47.5% overall. PPOS is encouraged to continue to pay due diligence to components of the SPF as it is important to ASD and the Pagosa Springs community that our district continue to receive a high rating through the DPF.

Colorado Measures of Academic Success (CMAS)

CMAS results are the state standard for measuring academic proficiency. PPOS administered the paper version of CMAS to students within the established 2019 windows. Proctors were trained, there was high participation and there was a testing irregularity when the test was administered to a student in the wrong grade. This was reported to the state.

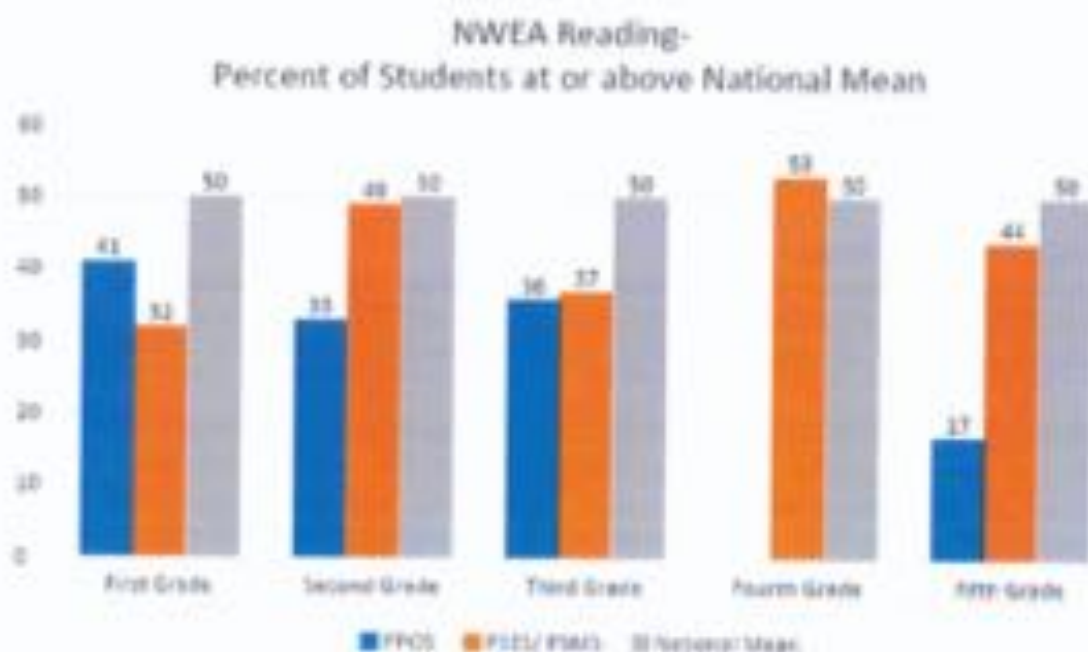
The data show that 24 % of 3rd, 4th and 5th graders met or exceeded the state standard for proficiency in English Language Arts (ELA). That is up from 14 % of 3rd and 4th grade students last year. The data show that 0% of 3rd, 4th, and 5th graders met or exceeded the state standard in math. That is down from 7% of 3rd and 4th graders last year. The low performance in math is a strong indication that PPOS needs to create standards-based remediation strategies that can address the needs of the majority of students. Growth for all students in ELA is reported at 54%, compared to the state average of 50%. Growth for all students in math is 41.5%, compared to the state average of 50%.

The small number of students tested (3rd "n" =12, 4th "n" = 11, 5th "n" = 14) require that PPOS grade level reports are combined in this report.



Northwest Education Association (NWEA)- Reading

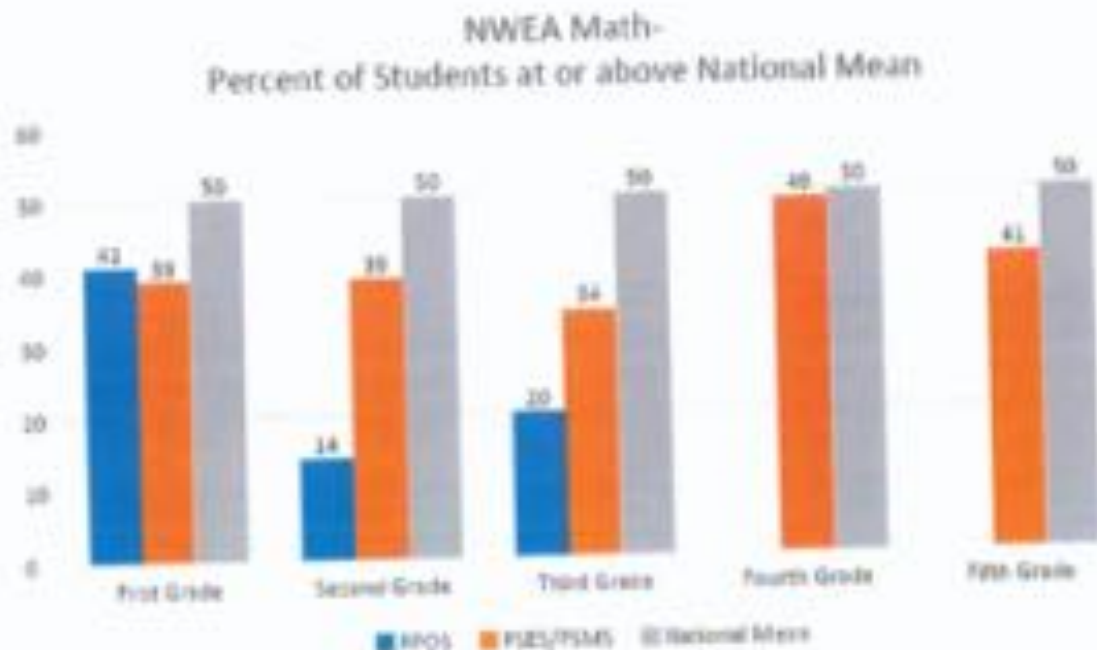
In 2018-19, PPOS administered the NWEA according to standard administration windows. The beginning of year benchmark assessment was given in September and the end of year assessment was given in May. The data reflected in the chart is from the May administration. NWEA data indicate a small percentage of students scoring at or above national mean in fourth and fifth grades. The graphs and charts include PSES, PSM5 and national data for reference.



Percent of Students at or above Reading National Mean	PPOS	PSES/PSM5
First Grade	41% (n=17)	32% (n=90)
Second Grade	33% (n=6)	49% (n=115)
Third Grade	36% (n=11)	37% (n=118)
Fourth Grade	44% (n=9)	53% (n=117)
Fifth Grade	17% (n=12)	44% (n=110)

Northwest Education Association (NWEA)- Math

The NWEA administration from May 2019 indicates that PPOS has a relatively small percentage of students in grades 2-5 scoring at or above national mean in math. The graphs and charts include PSES, PSMS and national data for reference.



Percent of Students at or above Math National Mean	PPOS	PSES/ PSMS
First Grade	41% (n=17)	39% (n=90)
Second Grade	14% (n=7)	39% (n=114)
Third Grade	20% (n=10)	34% (n=119)
Fourth Grade	0% (n=9)	49% (n=117)
Fifth Grade	0% (n=12)	41% (n=110)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

PPOS administered the DIBELS according to the district and state standard administration windows. The Beginning of Year (BoY) was administered in September, and the End of Year (EoY) was administered in May. Through the DIBELS test PPOS was able to test for reading deficiencies as required by state law. According to the district READ Status Report, 37% of the students tested in grades 1, 2, and 3 have a significant reading disability and qualify for a state required Reading to Ensure Academic Development (READ) plan. This is up from 30% of last year. As PPOS plans for the upcoming school year it is imperative that all students with READ plans are served with extra time and support in order to become proficient readers.

World Class Instructional Design and Assessment (WIDA)

PPOS administered the home language survey during registration and did not identify any students with a home language other than English. Hence, there were no administrations of the WIDA tests that are required by state and federal law. The WIDA Academic Placement Test (WAPT) is to be administered to any student that indicates that a language other than English is used in the home within 30 days of enrollment. The ACCESS is a test that is to be given during a state established window to students that have been identified. PPOS did not administer the test to the one student who is identified as an English Language Learner. At the time, the prior principal indicated that the parents did not want the student tested. Since that time, Ms. Reali-Crossland has spoken with the parents and will resume monitoring in the 19-20 school year.

Teaching Strategies Gold (TS GOLD)

PPOS administered the TS GOLD to kindergarten students according to state guidelines and the district windows. The kindergarten readiness measure was given the first 30 days of school and the kindergarten readiness data was sent to the state as required.

Academic Performance Action Items:

1. Ms. Reali-Crossland indicates that she will be the PPOS School Assessment Coordinator (SAC) whose responsibility it is to follow local, state and federal guidelines in administering and reporting tests.
2. The performance and growth data in math is concerning. PPOS should create an action plan to address math deficiencies that were demonstrated in CMAS and NWEA.
3. PPOS is advised to articulate and act upon a multi-tiered system of support for students that are scoring well below the national mean and well below the state standard of proficient for ELA and math.
4. Best practice outlines that any data collected through testing should be shared with families and/or students when age appropriate.
5. 9-4-19 Update – PPOS will be using the Formative Loop Process to provide intensive support to 4th and 5th grade students in ELA and math. Reading intervention will begin as soon as interventionist returns from a family leave.
6. 9-4-19 Update. The RTI Process is being revised to better reflect the needs of the students
7. 9-4-19 Update – Push in interventions in reading and pull out services with lowest performing students is being implemented by two staff members (Lisa and Fawn).

Accountability: Does PPOS meet state standards of accountability?

School Performance Framework

PPOS was classified as a Priority Improvement School based on the 2018 and 2019 School Performance Framework. (Please see specifics under Academic Performance on pg. 3) With support of the state, PPOS was able to apply for and was awarded an Empowering Action for School Improvement (EASI) Grant to conduct a holistic review of the school and current practices. They also received funding for the 2019-2020 school year and have developed a comprehensive plan for the use of these funds. Please see specifics under Conclusion.

Unified Improvement Plan (UIP)

PPOS followed the required steps to write a Unified Improvement Plan. The plan was successfully submitted to the Colorado Department of Education in January of 2019. The major goals in the UIP were to:

- 1- Increase writing efficacy and capacity
- 2- Increase math skills and achievement
- 3- Increase reading skills and achievement
- 4- Develop restorative practices to build productive learning cultures.

Colorado State Model Performance Management System (BANDA)

PPOS did not use the district adopted "State Model Evaluation System" in order to evaluate and support teachers. Rather, Mr. Lewicki has indicated that PPOS has used a comparable system of their own design. In contrast, Ms. Reali-Crossland intends to use the State Model Evaluation System.

Accountability Action Items

- 1- School Performance Framework – Ms. Crossland will follow up with consultants from Fort Lewis College about next steps for training related to the EASI grant and communicate those steps to district administration.
- 2- School Performance Framework – Ms. Crossland will arrange for literacy training for identified teachers once the new READ Act training is developed by CDE.
- 3- Teacher Evaluation – Evaluations will be tied to the school's work plan (attached) that incorporates the school wide goals. This will mirror the state evaluation system.
- 4- Unified Improvement Plan – Angela is creating this

Non-discrimination: Does PPOS serve with all exceptional students with equity?

Special Education

PPOS is out of compliance with Special Education Services. PPOS was able to make improvements during the 18-19 school year by hiring a Colorado certified special education educator who understood programmatic requirements. The teacher was able to notify parents, hold IEP's, record student progress and deliver services as required by federal and state law. This satisfied an action item in the 2018 charter school review. Unfortunately, the certified special education teacher resigned in the spring. After the teacher's resignation there is no documentation in Alpine Achievement that Special Education hours were delivered, nor is there a record of student progress. This is the second year that there has been lapses in serving students with IEP's. The district is ultimately responsible as the LEA for ensuring these services are provided in compliance with federal and state law. The implications of not complying with federal and state law concerning exceptional student services cannot be over-stated. The charter must serve all students with IEP's according to state and federal law.

504 Plans

PPOS is also out of compliance with students that require a 504 plan. This was an action item in 2018 and was not corrected. It has been documented that a student who had a 504 while at PSES did not have an updated 504 in Alpine since transferring in fall of 2017. Since Ms. Crossland began as director, she has indicated there is now a 504 Coordinator and is following on the student in need of a plan.

READ Plans

PPOS is out of compliance with READ plans. Also, the READ plan documentation is insufficient. There is indication that students were identified, but no meaningful plans were documented through Alpine. For example, there is a student that is identified as having a READ plan, but the plan has no goals, no progress monitoring, no listed interventions, and no record of parent communication. Ms. Crossland is aware and is addressing this concern.

Gifted Education

PPOS is out of compliance with Gifted Education. PPOS did not administer a test in order to identify any gifted students. There is no documentation of gifted education taking place. Ms. Crossland is working with BOCES Gifted staff to remedy this situation.

Non-discrimination Action Items:

1. PPOS is required to retain a Colorado certified special education educator who understands programmatic requirements and is committed to meeting them.
 - a. 9-4-19 Update – The teacher was hired from Oregon and will have her Colorado license by the end of October
2. PPOS is required to have a 504 coordinator who understands programmatic requirements and is committed to meeting them.
 - a. 9-4-19 Update – Ms. Crossland will serve as the 504 coordinator and will pursue and necessary training.
3. PPOS is required to have meaningful READ plans according to state law.
 - a. 9-4-19 Update – Ms. Crossland is working to provide training for herself and her special education teacher and will revise existing plans and create all necessary new plans

4. PPOS is required to identify a multi-tiered system of support (MTSS) to provide structure to the identification of students who need exceptional services.
 - a. System development is underway. More information will be provided once it is fully established.
5. PPOS is required to have a gifted coordinator who understands programmatic requirements and is committed to meeting them.
 - a. Thomas Davenport is serving as the Gifted Coordinator. He attended BOCES training for Gifted Coordinators. It is recommended that PPOS utilize the COGAT for universal gifted training in 2nd grade and Naglieri in Middle School. Administration in mid fall is recommended.
6. PPOS is required to document exceptional student services through Alpine Achievement as per the agreement with San Juan BOCES and ASD.

Financial: Does PPOS adhere to financially sound practice?

The Archuleta School District is the approved Local Education Agency (LEA) and acts as the fiscal agent to receive federal and state funding, and certain grants that require an LEA in order to be eligible. Per contract agreement the district withholds 5% of the state per pupil revenue. At the end of the fiscal year, the district will provide documentation of administrative costs and will refund to PPOS any unspent revenue. The district does not withhold administrative fees for federal funds or for state funds other than the per pupil revenue.

Understanding that PPOS has had a transition year, it is imperative that PPOS meet generally accepted standards of fiscal management, such as not requesting reimbursement for federal funds spent, until the items have been received and paid for. PPOS should review the Financial Transparency Act and strive to meet the requirements. Lastly, PPOS must clearly document that it has the required 3% of TABOR reserve set aside. In the fall 2018 audit, this requirement was only met by the auditors creating a \$13,667 negative unassigned fund balance account.

The district is concerned that in previous years, PPOS has not expended all of the funds they were awarded through the Charter School Grant Program start-up grant. The state awarded \$135,000 in each of the three years of the grant. PPOS spent the following amounts: \$124,704 in year one, \$105,624 in year two, and \$134,171 in year three.

Financial Management Action Items:

1. PPOS must adhere to the requirement of timely submission of quarterly reports as called for in the contract within 45 days after the quarter.
2. PPOS must follow the state requirements for the Financial Transparency Act and fix the posting errors on the charter school's website that are currently displayed.
3. PPOS must demonstrate that it has 3% of the TABOR reserve set aside.
4. PPOS must not submit for reimbursement from federal grants until the items are received and paid for.
5. PPOS must meet state guidelines for proposed, adopted and revised budgets.

PPOS Quality Assurance and Oversight: How does PPOS document a quality program with proper oversight?

As the LEA, the district is privy to an extraordinary amount of information about PPOS and, at the same time, a large burden of responsibility. The district recognizes the value of PPOS and hopes that it succeeds within the framework established by the state and the local charter. To this end, the district has instituted an annual review and hence this report.

Current conditions:

1. Ms. Crossland is revising the existing employee handbook and will provide a copy to Superintendent Reed after it is approved by the PPOS Board in September or October.
2. The new office manager is utilizing Infinite Campus for attendance. Ms. Crossland indicated that Alpine is being used to track RTI plans

Action Item:

1. Ms. Crossland will connect with district admin team members (ES) regarding information that is recorded in IC – suspensions, expulsions, significant behavior incidents – and follow a similar process at PPOS.

Quality Assurance and Oversight Action Items

1. PPOS will provide a copy of the employee handbook to Superintendent Reed.
2. PPOS will use Infinite Campus and Alpine Achievement as designed, to document student progress, enrollment, attendance, and discipline.

Conclusion: Now in its third year of operation, PPOS has a new Director and several other new staff members. Director Crossland has implemented professional development for teachers and assistants and has outlined expectations regarding required standards and curriculum implementation, in a project based learning environment. We believe these steps will help support the success of students and staff. Additionally, Director Crossland is attending administrative meetings with other district administrators and we intend to include the parent and teacher representatives from the PPOS School Accountability Committee with the District Accountability Committee. Furthermore, Director Crossland is working closely with CDE School Improvement staff to revise and implement the EASI Grant funds that were carried over from the 2018-2019 school year, due to the lack of availability of appropriate training for staff, and has developed a comprehensive budget for the funds for the 2019-2020 EASI Grant. Below are the planned activities for the use of the grant funds:

Instructional Program - Supplies (000)	+	700	Math Manipulatives to enhance the existing curriculum aids to help with differentiation and interventions.	12/30/2019
Instructional Program - Purchased Professional & Technical Services (000)	\$	800	Training in Key Math diagnostic and intervention program. We have purchased this program and would like training to use the program to it's full potential. Currently we have a high need in our upper grades for math interventions through the RTI process or SEP service hours.	3/30/2020
Instructional Program - Purchased Professional & Technical Services (000)	\$	6,000	Shawn Newman is an independent school designer and provides professional development in many areas related to literacy and project based learning. She will be providing 4 days of onsite training in using inquiry to drive engagement and learning as well as training in the High-Leverage techniques that are used throughout our EL Education curriculum. The fee includes her hourly fee, travel and lodging expenses.	6/30/2019
Instructional Program - Supplies (000)	\$	2,500	High interest reading books. We will build our classroom libraries with high interest reading books that have a variety of titles in order to challenge our high end-readers, encourage our struggling readers and provide a variety of topics for all of our students. This will help to put these books in our students hands and encourage reading at all grades.	12/30/2019
Instructional Program - Purchased Professional & Technical Services (000)	\$	600	Training for ESS teacher and Title I Interventionist with the Sonday program for Reading interventions.	8/10/2019
Instructional Program - Purchased Professional & Technical Services (000)	\$	800	Classroom management and CDE training related to trauma in the classroom. This will be provided by local experts in early child education and classroom management techniques to help support students who have experienced trauma as well as are not yet prepared for Kindergarten.	12/31/2019

Finally, we believe that the partnership that exists between PPOS and the district is positive and will benefit the students and families at PPOS and lead to improvements in student learning and performance in the coming year. It is our sincere wish that the school achieve a rating of Performance on the School Performance Framework and exit from the improvement process they are currently in.



EMBRACING OUR SCHOOLS TO REACH HIGHER

Archuleta School District
Pagosa Peak Open School (PPOS)
Annual Review, 2018

The purpose of this first annual review is to inform the Archuleta School District (ASD) Board of Education on the academic and financial performance of PPOS. The review provides an annual assessment of whether or not PPOS is meeting or making adequate progress toward meeting Colorado Academic Standards, is following all applicable Colorado laws and regulations, and whether the school is demonstrating fiscally sound practices. Additional areas of commendation or concern related to overall compliance are identified as deemed appropriate by the district. The report becomes part of the public record regarding the performance of the school and is used in the body of evidence to inform charter renewal decisions. This report is meant to complement the current PPOS contract, and may be superseded by state and federal law. For reference, please see the document, Archuleta School District Charter School Guidance, available from Superintendent Reed.

A review interview was conducted on June 14, 2018 with Superintendent Linda Reed, Assistant Superintendent Laura Mijares, Finance Director Michael Hodgson, and PPOS Principal James Lewicki.

Enrollment and Demographics: Does PPOS meet enrollment goals outlined in the proposal and the contract?

PPOS had an enrollment of 66 at the end of the 17-18 school year, and there was a Free or Reduced Lunch (FRL) population of 37 students, or 57% of the population. In comparison Pagosa Springs Elementary School (PSES) had a student population of 570 at the end of the 17-18 school year, and there was a FRL population of 57% of the student population.

The chart below compares demographics by race/ ethnicity, English Language Learner (ELL) population, and identification of students qualifying for a Free or Reduced Lunch (FRL) program.

Race/ Ethnicity by Category	PPOS	PSES
Hispanic/ Latino	25%	38.5%
American Indian or Alaska Native	1%	4.5%
Asian	1%	2%
Black or African American	-	1%
Native Hawaiian or other Pacific Islander	-	-
White	71%	51%
Two or more races	1%	3%
Language usage		
English Language Learner	2%	11%
Free and Reduced Lunch population		
Enrolled students that qualified for FRL	57%	57%

This indicates that PPOS matched the economic demographics of PSES. There was less success matching the race/ ethnicity demographic of PSES, and PPOS did not match the ELL population.

Enrollment and Demographic Action Items

1. According to the PPOS Charter, the school seeks to meet district demographics. More effort should be put forth to match the race/ ethnicity, and ELL population of the district.
2. PPOS should evaluate the process of collecting the home language survey. If the process accurately reflects the student data, more effort should be put forth to match the ELL demographic of the district.
3. According to federal law, PPOS is required to use the same method of validating FRL qualifications as the district.

Academic Performance: Is PPOS meeting or making adequate progress toward meeting the Colorado Academic Standards?

District and School Performance Framework

ASD is an accredited district as identified through the Colorado Department of Education (CDE) District Performance Framework (DPF) fall of 2017. This was confirmed in the Preliminary ratings of the 2018 DPF. The DPF is an accumulated record of the various School Performance Frameworks (SPF). PPOS received a Preliminary SPF rating of Priority Improvement in September of 2018. This is the second lowest of four possible ratings and indicates a need for attention. PPOS is encouraged to pay due diligence to components of the SPF as it is important to ASD and the Pagosa Springs community that our district continue to receive a high rating through the DPF.

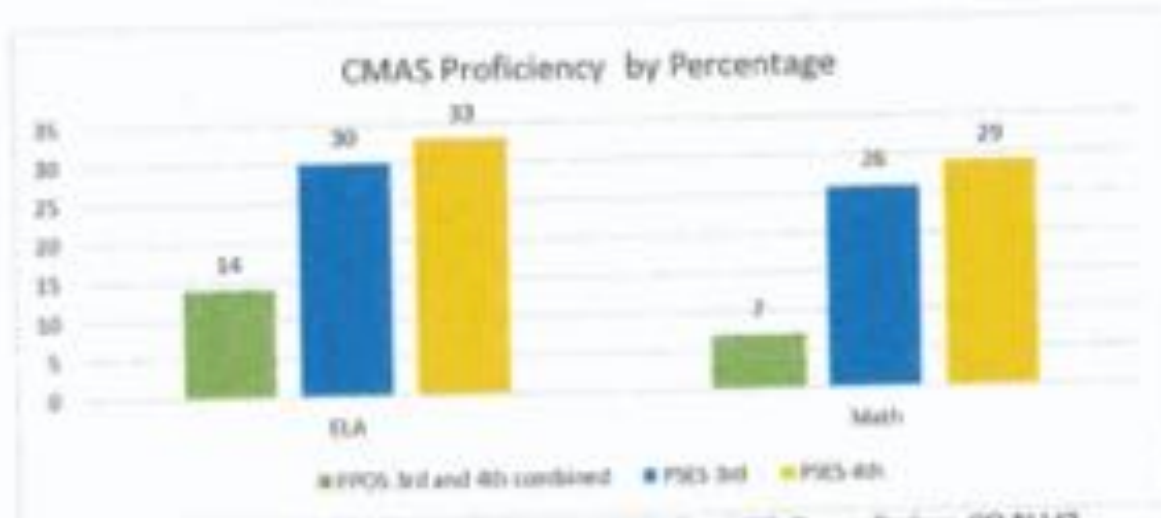
In order to articulate the blueprint to academic improvement, PPOS will need to complete a Unified Improvement Plan (UIP) as required by the state for accountability purposes. The process of completing the UIP will help PPOS set goals and focus.

Colorado Measures of Academic Success (CMAS)

CMAS results are the state standard for measuring academic proficiency. It is notable that PPOS administered the paper version of CMAS to students within the established 2018 windows. Proctors were trained, there was high participation and there were no reported testing irregularities.

The data show that 14 % of 3rd and 4th grade students met or exceeded the state standard for proficiency in English Language Arts (ELA) and 7% of 3rd and 4th graders met or exceeded the state standard for proficiency in math. The low performance is a strong indication that PPOS needs to create standards based remediation strategies that can address the needs of the majority of students. It is imperative that PPOS articulate a school-wide plan incorporating a multi-levelled system of intervention and support.

Because of the small number of students tested ("n"), PPOS 3rd and 4th grades were combined in this report to represent percent proficient in Math and English Language Arts. For reference sake, PSES has an "n" of 213 for this report, and PPOS has a combined 3rd and 4th grade "n" of 29.



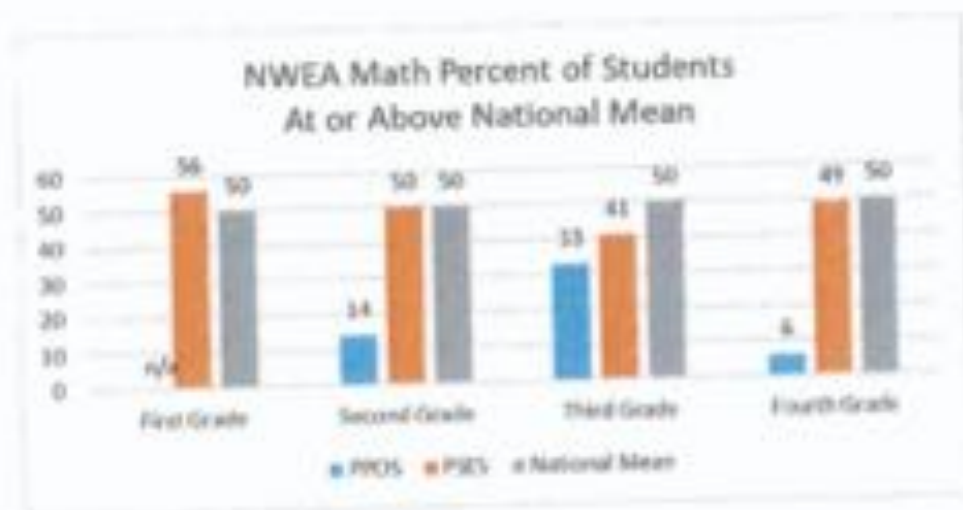
Northwest Education Association (NWEA)

PPOS did not administer the NWEA according to standard administration windows. The beginning of year benchmark assessment was given in December and the end of year assessment was given in May. The misadministration makes it impossible to measure growth against the national model. With that in mind, the following data is from the spring administration of the test. Grade 1 was not tested, while grades 2 through 4 were. The NWEA administration indicates that PPOS students score well below the national mean in math and reading, with third grade reading being the exception. These data support the statement that PPOS needs to develop and implement remediation strategies. The graphs and charts include PSES data for reference.

NWEA Reading- Percent of Students
At or Above National Mean



Percent of Students at or above Reading National Mean	PPOS	PSES
First Grade	n/a	52% (n=105)
Second Grade	25% (n=12)	54% (n=108)
Third Grade	58% (n=12)	58% (n=104)
Fourth Grade	13% (n=15)	48% (n=108)



Percent of Students at or above Math National Mean	PPOS	PSES
First Grade	n/a	52% (n=105)
Second Grade	14% (n=14)	50% (n=108)
Third Grade	33% (n=12)	41% (n=104)
Fourth Grade	6% (n=16)	49% (n=109)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

PPOS did not administer the DIBELS according to the district and state standard administration windows. The Beginning of Year (BoY) was administered in January, typically the Middle of Year (MoY) data point, and the End of Year (EoY) was administered in May. The misadministration makes it difficult to measure growth, but PPOS was able to test for reading deficiencies as required by state law. According to the district READ Status Report, 30% of the students tested in grades 1, 2, and 3 have a significant reading disability and qualify for a state required Reading to Ensure Academic Development (READ) plan. As PPOS plans for the upcoming school year it is imperative that all students with READ plans are served with extra time and support in order to become proficient readers by the end of 3rd grade.

World Class Instructional Design and Assessment (WIDA)

The district has not definitively determined whether ELL students were effectively screened with the home language survey. There were no administrations of the WIDA tests that are required by state and federal law. The WIDA Academic Placement Test (WAPT) is to be administered to any student that indicates that a language other than English is used in the home within 30 days of enrollment. The ACCESS is a test that is to be given during a state established window to students that have been identified. PPOS did not administer the test to the one student who is identified as an English Language Learner and is supposed to take the test.

Teaching Strategies Gold (TS GOLD)

PPOS did not administer the TS GOLD to kindergarten students according to state guidelines and the district windows. The kindergarten readiness measure was given in December and the data is not valid.

Gifted Identification

PPOS did not administer a screener in order to identify any gifted students. This should be remedied in the future and Deb Neilson of San Juan Board of Cooperative Educational Services (BOCES) may be of assistance.

Academic Performance Action Items:

1. PPOS is required to assign a School Assessment Coordinator (SAC) whose responsibility it is to follow local, state and federal guidelines in administering and reporting tests.
2. PPOS is required to make sure proctors are trained in the appropriate tests. For example the kindergarten teacher should take the Inter-rater Reliability Training for TS Gold, and the assigned proctor should take the WIDA training available on their website.
3. PPOS is required to "set the stage" for required testing, including, but not limited to purchasing site licenses, uploading students, having up-to-date operating systems, etc. Each assessment system has internal resources to assist with successful administration.
4. PPOS is required to upload data into the agreed upon data management system, Alpine Achievement.
5. PPOS is required by federal law to administer the home language survey, to test English placement with all students that indicate a language other than English is spoken at home, to administer the ACCESS, and to serve ELL students in a meaningful way.
6. PPOS is required to adopt a plan for identifying and serving gifted students.
7. PPOS is advised to articulate and act upon a multi-tiered system of support for students that are scoring well below the national mean and well below the state standard of proficient for ELA and math.
8. Best practice outlines that any data collected through testing should be shared with families and/ or students when age appropriate.

Accountability: Does PPOS meet state standards of accountability?

Unified Improvement Plan (UIP)

PPOS was granted biennial status within the CDE framework of creating a UIP. This means that PPOS did not have to write a UIP in 2018, but will need to do so during January of 2019. PPOS should consult the CDE website for UIP's in order to gain training and access.

Colorado State Model Performance Management System (RANIDA)

PPOS did not use the district adopted "State Model Evaluation System" in order to evaluate and support teachers. Rather, Mr. Lewicki has indicated that PPOS has used and will continue to use a comparable system of their own design.

Accountability Action Items

1. PPOS is required to write and submit a UIP during January of 2019.
2. PPOS is required to have a current comparable teacher evaluation system on file with the district.

Non-discrimination: Does PPOS serve with all exceptional students with equity?

There is every indication that PPOS followed the law when admitting students that may have an identified disability. PPOS is commended for admitting students with equity in mind. In addition, PPOS must meet all federal and state requirements surrounding education of exceptional students. We know, from conversations with Tom Van Buskirk of San Juan BOCES, that there was a willingness on the part of the PPOS special education teacher to learn about requirements, but there was insufficient follow through. It is notable that IEP meetings were noticed and held. But there was inadequate documentation of IEP goals and progress towards those goals through the BOCES selected reporting method, Alpine Achievement. Please note there is incomplete documentation about goals and progress of both special education students and those students with 504 plans. In addition, PPOS must have and document Crisis Prevention Institute (CPI) training for all personnel that may be involved in the restraint of a child. Lastly, PPOS must properly adhere to directives for disciplining students with disabilities. The discipline of students is reported to the state, and special attention is awarded to disciplining of students with disabilities. There was no indication that PPOS did not follow the directives for disciplining students with disabilities, but because of a lack of documentation in Infinite Campus, it is not possible to determine this.

Non-discrimination Action Items:

1. PPOS is required to hire a Colorado certified special education educator who understands programmatic requirements and is committed to meeting them.
2. PPOS is required to have a 504 coordinator who understands programmatic requirements and is committed to meeting them.
3. PPOS is required to identify a multi-tiered system of support (MTSS) to provide structure to the identification of students who need exceptional services.
4. PPOS is required to have a gifted coordinator who understands programmatic requirements and is committed to meeting them.
5. PPOS is required to offer CPI training to personnel who may be involved in the restraint of a child.
6. PPOS agreed to use Infinite Campus as the student management system to document attendance, discipline, enrollment, and other details. This is imperative for district to state reporting.
7. As per the agreement with the San Juan BOCES, PPOS should be using Alpine Achievement to document exceptional student services, goals, meetings, and progress.
8. PPOS must adhere to all state and federal directives for disciplining students with disabilities.

Financial: Does PPOS adhere to financially sound practice?

The district is the approved Local Education Agency (LEA) and acts as the fiscal agent to receive federal and state funding, and certain grants that require an LEA in order to be eligible. Per contract agreement the district withholds 5% of the state per pupil revenue. At the end of the fiscal year, the district will provide documentation of administrative costs and will refund to PPOS any unspent revenue.

Understanding that PPOS has had a transition year, it is imperative that PPOS meet generally accepted standards of fiscal management. During the fall 2018 audit, the auditor will determine compliance. In the meantime, the district requires that PPOS not submit for reimbursement items or services that are not yet rendered. There were several examples of PPOS requesting funds when the items had not been received (an outdoor sign, Amazon purchases, etc.). In addition, PPOS should not use debit cards because funds are transferred immediately, even though the item may be in transit and not yet received. PPOS should review the Financial Transparency Act, and strive to meet the requirements. Lastly, PPOS must clearly document that it has the required 3% of TABOR reserve set aside.

Financial Management Action Items:

1. PPOS is required to hire a Financial Officer who understands federal, state and local requirements and is committed to meeting them.
2. PPOS must adhere to the requirement of timely submission of quarterly reports as called for in the contract within 45 days after the quarter.
3. PPOS must contract for an annual audit beginning in the fall of 2018.
4. PPOS must follow the state requirements for the Financial Transparency Act and fix the posting errors on the charter school's website that are currently displayed.
5. PPOS must demonstrate that it has 3% of the TABOR reserve set aside.
6. PPOS must not submit for reimbursement for federal grants until the item is received and paid for.
7. PPOS must meet state guidelines for proposed, adopted and revised budgets.

Assurance and Oversight: How does PPOS document a quality program with proper oversight?
The district is privy to an extraordinary amount of information about PPOS and, at the same time, a large responsibility. The district recognizes the value of PPOS and hopes that it succeeds within the framework of state and the local charter. To this end, the district has instituted an annual review and hence this review. Some items of concern surfaced during the review interview and those are included below:

Assurance and Oversight Action Items

- PPOS will provide a copy of the employee handbook to Superintendent Reed.
- PPOS will submit a review of a home language survey administered with student enrollment to Asst. Superintendent Mjars.
- PPOS is required to demonstrate FRL rates as the district does through Infinite Campus.
- PPOS will maintain "Conflict of Interest" forms for PPOS Board Members as per the charter school contract with ISD.
- PPOS will use Infinite Campus and Alpine Achievement as designed, to document student progress, enrollment, attendance, and discipline.

Conclusion

This report recognizes the immense work of starting a charter school and the level of commitment demonstrated by staff, parents, board members and learners. Because of the newness of PPOS, and because the school did not adhere to conventional timelines when testing, it is impossible to measure academic growth. From the data that are represented, it is apparent that there are many students scoring below the national mean in both reading and math. It is imperative that PPOS begin to address academic deficiencies through a multi-tiered system of support. In addition PPOS should hire a Colorado certified special education educator and assign the role of SAC to implement a school-wide system of assessment.

By the same token, it is difficult to quantify the current financial performance until the audit (scheduled in the fall of 2018) is completed. Several steps should be taken to mitigate any findings, including hiring a permanent Finance Director who can attend to the steps outlined earlier in this report.

To support PPOS in the accomplishment of the above outlined action items, a mid-year review will be scheduled in January, 2019. Attendees will be the PPOS principal and appropriate senior administrators from ASD. At that time, evidence related to the action items will be presented by the principal and any necessary supports will be discussed.

Appendix I
Office of Civil Rights Letter

- FINAL SIGNED R Dism ltr - Archuleta.pdf

Appendix I
Office of Civil Rights Letter



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL RIGHTS

1244 SPEER BLVD., SUITE 310
DENVER, CO 80204-3582

REGION VIII

ARIZONA
COLORADO
NEW MEXICO
UTAH
WYOMING

October 26, 2021

Dr. Kym LeBlanc-Esparza, Superintendent
309 Lewis Street
PO Box 1498
Pagosa Springs, Colorado 81147

By email only to kleblancesparza@pagosa.k12.co.us

Re: OCR Complaint No. 08-21-1332
Archuleta County 50 JT

Dear Dr. LeBlanc-Esparza:

On July 7, 2021, the United States Department of Education (Department), Office for Civil Rights (OCR) received a complaint against Archuleta County 50 JT (the District). The complaint alleged that the District, and specifically Pagosa Peak Open School (the School), discriminates against individuals with disabilities in the application and admission process by using criteria that screen out or tend to screen out applicants with disabilities. Specifically, the complaint alleged that the School makes pre-enrollment inquiries about disability during the application and admissions process.

OCR enforces Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 794, and its implementing regulation at 34 C.F.R. Part 104, which prohibit discrimination on the basis of disability by recipients of Federal financial assistance. OCR also enforces Title II of the Americans with Disabilities Act of 1990 (Title II), 42 U.S.C. § 12131 et seq., and its implementing regulation at 28 C.F.R. Part 35, which prohibit discrimination on the basis of disability by public entities. Because the District receives Federal financial assistance from the Department and is a public entity, OCR has jurisdiction over it pursuant to these laws and regulations.

After being notified of the complaint, the District expressed an interest in taking immediate action to resolve the allegation. OCR has verified that the District and School have removed requests for information about disabilities from its admissions materials and has posted the revised materials on its website. In addition, the District provided guidance to the School regarding the rights of students with disabilities in charter schools, and placed a notice on its application form that it does not discriminate on the basis of disability in charter school admissions.

Pursuant to Section 108(k) of OCR's *Case Processing Manual*, OCR will close a complaint allegation if OCR obtains credible information indicating that the allegation raised by the

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

complaint are currently resolved. OCR has determined that the complaint allegation is resolved and there are no current allegations appropriate for further resolution.¹ Therefore, OCR is dismissing this complaint effective the date of this letter.

This letter sets forth OCR's determination in an individual OCR case. This letter is not a formal statement of OCR policy and should not be relied upon, cited, or construed as such. OCR's formal policy statements are approved by a duly authorized OCR official and made available to the public. The complainant may file a private suit in federal court whether or not OCR finds a violation.

Please be advised that the District must not harass, coerce, intimidate, discriminate, or otherwise retaliate against an individual because that individual asserts a right or privilege under a law enforced by OCR or files a complaint, testifies, assists, or participates in a proceeding under a law enforced by OCR. If this happens, the individual may file a retaliation complaint with OCR.

Under the Freedom of Information Act, it may be necessary to release this document and related correspondence and records upon request. If OCR receives such a request, we will seek to protect personally identifiable information that could reasonably be expected to constitute an unwarranted invasion of personal privacy if released, to the extent provided by law.

If you have questions, please contact Michael Shay at 303-844-4573 or by email at Michael.Shay@ed.gov. You may also contact me at 303-844-0434.

Sincerely,



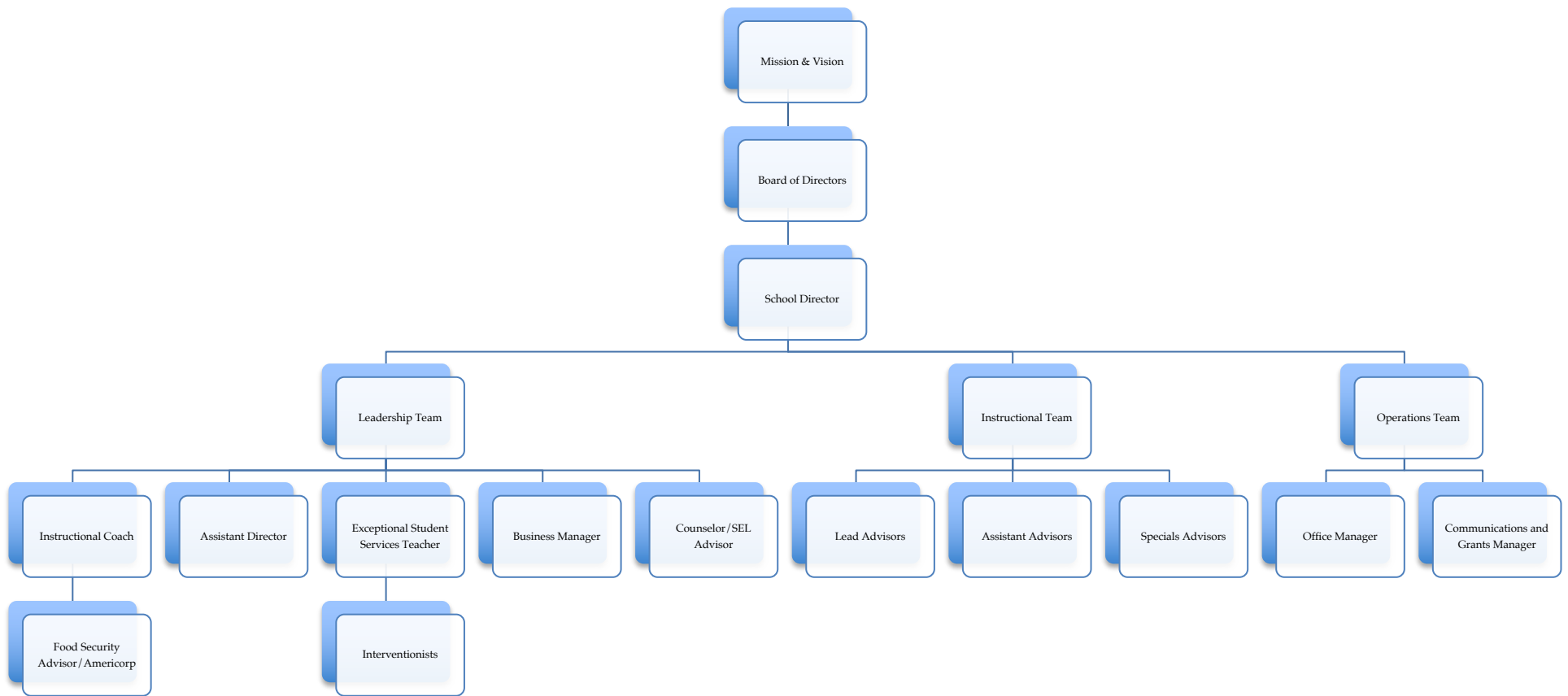
Rebecca Tanglen
Designated Team Leader

cc: Katy Anthes, Colorado Commissioner of Education

¹ Please note that the scope of this complaint and resolution is limited to the issue of pre-enrollment inquiries at the School. OCR has not reviewed or approved other policies or practices related to students with disabilities at the School or at any other charter school authorized by the District. For additional guidance on the rights of students with disabilities in charter schools, please review OCR's [Frequently Asked Questions about the Rights of Students with Disabilities in Public Charter Schools under Section 504](#).

Appendix J
Organizational Chart

Pagosa Peak Open School
Organizational Chart



Appendix K Best Grant Match

Total construction project budget including both construction, soft costs, and contingencies= \$1,443,086.99
Our part of the project is 54% of the total at \$779,266.97

Best Grant Match sources

72,000 Esser 2- approved

\$60,000- Wend secured

\$52,000- Warehouse rent(\$52,000 from Parelli secured and in bank)

\$100,000-ESSER 3-

\$90,000- Mil Levy funds- We are expecting more, but do not yet know how much

\$115,000- Building Corp reserves

\$15,000- 2020-21 fundraising-secured

\$10,000- 2021-22 fundraising-secured through fruit fundraiser

\$45,000- School reserves not put aside for TABOR

\$300,000- loan that the building corp will take on. We are working with a few different organizations to secure a line of credit against the building to cash flow the project and make up for any shortfall. (1st Southwest Bank and Region 9 Economic Development) We are working to secure letters of confirmation in December.

Total is \$853,000

Items we are currently working on to help increase available funds and decrease the loan amount.

\$24,000 anticipated rent from new tenants before construction is complete. This rent will also pay the monthly payment of the loan after construction is complete.

\$50,000- USDA equipment grant- in process

\$20,000- black hills energy grant- in process

\$10,000- Brick campaign- in process

\$50,000 if we can reallocate the ESSER 3 funds to operational expenses we could then save \$50,000 and not need to pay Davis Bacon wages which is estimated at \$50,000 in our construction budget.

Appendix L

School Director's Responses to the TLC Feedback

I want to thank the Teaching and Learning Committee for taking the time to review our application and provide feedback. As I reviewed the feedback posters I was reminded of the things we have worked so hard to accomplish as well as had an opportunity to reflect on the great questions and feedback provided. As I reflected on each poster I found some themes that I wanted to address and share my thoughts related to these. These are the statements of me as the Director rather than the PPOS School Board due to the short time frame to return the response.

Angela Reali Crossland
PPOS School Director

Why expand?

Though it may be hard for some to see at first glance, there are many reasons that support expansion at this time. As I look at some of the questions below I see solutions that are actually presented in the expansion of the student body. With the increase of students, we will increase our financial capacity and thus the organization's capacity to serve its students. Examples of this are hiring a full-time school counselor, lowering the maximum class size, hiring a lead teacher to help support the multi-age classroom, increasing teacher salaries, and attracting higher qualified teachers. As a small charter school, we will need to find the sweet spot between being a small school and being a slightly larger school that is able to better serve its students.

Do we have an SEL program and a counselor?

We do have an SEL program and a part-time Family and Student Engagement Advisor that is currently working to get her school counselor license. In each classroom, we have a morning meeting that is 20 minutes long in their advisory. During this time the teachers teach lessons from an SEL curriculum. The curriculum varies throughout the year and at different grade levels and we are working to find the best balance here. Lessons are based on the following, restorative practices connection, Step Up, Zones of Regulation, CASEL aligned lessons, The Kindness Project, and many more. We are currently working with a consultant from Reach Learning Services Dr. Morgan Beidleman to help fully develop all three of our MTSS tiers for emotional and behavioral concerns. She recently did an external audit of our strengths and opportunities and is helping us work through her suggested next steps. Under the expansion, we see an opportunity to bring the counselor on full-time to support this work and carry out the systems and structures we are currently strengthening.

Max number of students in a class.

Under our current charter, the max number of students in a class is 30 students. We are working to lower this number to 25 students. The financial model of the expansion supports the 25 students with 1.5 teachers.

What are we doing for tier 2 interventions?

We identify students who need extra support for both Reading and Math through DIBELS as well as NWEA data and class teacher's recommendations. Our core intervention curriculum for Reading is the Sonday program. This is provided to our students in K-5th grade in small groups by an interventionist. In the 6-8th grade, we work on fluency called Six Minute Solution and support for classroom work as well as Sonday if needed. All students on READ plans are also given an account for LEXIA, a state-approved intervention program. Students work on the computer program during WIN time as well as during station time during their ELA period.

For math tier 2 supports we have been pushing into the classroom or pulling a small group of students to work on the grade-level curriculum while helping to fill in gaps. This has allowed them to go slower, get more teacher support, and feel confident in their abilities. We are excited to say that we have been accepted for a High Impact Tutor grant that will begin in January. The tutor will work with students in a group of four or fewer students during their WIN time. Students will be identified by their NWEA score, assessed by the Key Math diagnostic, and progress monitored weekly. The lessons taught by the tutor will be determined by the diagnostic and are provided in the same Key Math curriculum.

How will the lead ensure quality instruction?

As part of the leadership team, the Lead Advisor will be a key part of our continuous improvement strategies and our assessment of our teaching and learning. In most cases, a lead teacher will work with two classes that are of similar grades. This will allow them to support each teacher in quality instruction, providing small group instruction and helping to differentiate for the multi-age classrooms. Initiatives implemented by the leadership team can be followed up by the Lead Teacher and they will act as an advocate for both the classroom teachers, students, and families. I have personally seen this model work at Mountain Middle School and The Juniper School. The role wears many hats and can be customized to the needs of the classrooms they are serving.

10/10 qualified for special education. This seems high.

The acceptance rate of our students who were evaluated and qualified for an IEP was unusually high. In the years before this, the students were receiving support through a tier 2 intervention, but the evaluation was not happening. In my first year at PPOS, we strengthened our RTI process, included progress monitoring that was lacking, and gathered data needed to qualify students. That year we were not provided a School Psychologist by SJBOCES until March. A week later we closed school for COVID. The following year when we were back in person we looked back at the data and prioritized students that we thought had the highest probability of qualifying and worked our way through the list. This is what created such a high percentage of students who qualified. Throughout this time students in tier 2 were receiving interventions and many of those that would not have qualified made enough progress that evaluation was no longer necessary. Currently, we have an experienced Special Education teacher overseeing the RTI and evaluation process. We have a great relationship with SJBOCES and are holding monthly meetings with our SJBOCES team to look at student progress and elevate students to evaluation at the proper time in the process.

Why choose a math curriculum that did not meet standards?

The founders of PPOS were a group of passionate parents that valued educational choices. They looked at many different models before deciding on the things they did. As non-educators, they saw the value of the Singapore Math curriculum in a different light than an educator may look at it. Singapore Math has many amazing qualities and produces great results in many settings. When I came on I first committed to implementing the curriculum with fidelity in order to see if we could produce the results that we were looking for. We found this to be hard. We looked at several curriculums and decided upon Illustrative Math due to the alignment to standards, the problem-based methods, and the increased cognitive lift by the students. This curriculum has just been available at the 6th-8th grade level for a few years and was just released this year for the K-5th grade. Though it is a new curriculum it has been piloted and revised before its release as an open-source curriculum.

You want to add teachers but acknowledge that retaining teachers is a problem.

Under the expansion, there are many things that may increase teacher retention. The lead teacher role will now be a way to move up and take on more responsibility and leadership within the school. In a small school, there are not always a large number of these opportunities and it is nice to be able to provide them when we can. The financial capacity of the school will help us to adjust our pay scale for all teachers and get closer to paying competitive salaries. The role of the Lead Advisor to support the Advisor will help to reduce burnout and increase retention. The reduction in class size maximum from 30 to 25 will also support teacher retention.

Definition of a highly qualified teacher and will the teacher of record be licensed?

As a charter school, we have an exemption to 22-63-201, C.R.S. allowing our teachers to be hired as classroom teachers with just a four-year degree. The term highly-qualified is no longer in use by the state of Colorado but was used when we wrote our first charter. The term closest to it is in-field. The state defines in-field as:

1. How is an in-field teacher defined in Colorado?

- A teacher must hold at least one of the following in the subject area in which they have been assigned to teach in order to be considered in-field:
 - Endorsement on a Colorado teaching license

- Degree (B.A. or higher)
- 36 semester credit hours
- Passing score on a State Board of Education approved content exam (currently the ETS Praxis Series)

Many PPOS teachers are licensed teachers, however, we can and do hire teachers that fall in the category of highly qualified as well as teachers with just a B.A.