



2023-2024 Charter School Renewal Application



Jefferson Academy

A Jefferson County Charter School

Since 1994





RENEWAL NARRATIVE

School Name(s)	Jefferson Academy
School leaders (name and title)	Mr. Brendon Feddema, Principal - JA Elementary (K-6) Mr. Ryan Stadler, Principal - JA Secondary (7-12) Ms. Stephanie Scarato, Principal - The Summit Academy Westminster (Homeschool K-12 & CE) Ms. Allycia Taussig, Principal - Summit Academy South (Homeschool K-12 & CE)
Executive Director	Mr. Tim Matlick, Executive Director
Chair, Governing Board	Ms. Agnessa Vartanova, BOD President Mr. Flavio Quintana, BOD Chair
School mission	The mission of Jefferson Academy is to help students attain their highest academic and character potential through an academically rigorous, content-rich educational program.
School vision	Jefferson Academy envisions a community of parents, teachers, students, and educational and business leaders working together to create a learning environment that engenders growth in character, academic achievement, and the love of learning, resulting in responsible, productive citizens.

SECTION I. ACADEMIC PERFORMANCE AND EDUCATIONAL PROGRAM

Question 1: Describe and reflect on the school's mission and vision, and the school's progress towards achieving the mission and vision.

During this contract period, the JA Board of Directors invested significant time and resources in affirming the continued relevance of the Mission and Vision and clarified character and academic principles for the on-going health of the school.

First, the BOD formed a subcommittee consisting of board members, parents/guardians, and staff/teachers to review the Mission and Vision with the goal of determining if both the Mission and Vision continued to serve students today as well as they did in 1994 when the school started. Over the course of 8 months, the subcommittee determined that the Mission and Vision did in fact continue to serve the community well and should remain unchanged. They also determined that Jefferson Academy should develop Core Value statements that could be reviewed and adapted over time. The JA BOD affirmed both of these recommendations.



Over the next 1.5 years, the subcommittee began working on developing [JA's Core Values](#) statements. Once their recommendation was finalized, school principals reviewed and revised the recommendation which was adopted by a vote of the JA BOD. These statements are designed to provide specific language and direction to be used across all our campuses to guide conversation and clarify expectations.

At the same time, the JA BOD started work on defining what Academic Rigor meant in the context of Jefferson Academy's academic program. The BOD hired an outside consultant, surveyed teachers, parents, alumni, and several other high performing school leaders throughout the state. This culminated in the JA BOD adopting the school's [Guiding Principles of Academic Rigor](#) which are tiered to provide a strategic (board), operational (principals) and tactical (teachers) approach.

Question 2: Describe and reflect on the school's performance as measured by the 2023 School Performance Framework (SPF) issued by the Colorado Department of Education. Please address the school's strengths and growth areas (this can and should align with your UIP data reflection).

At the Elementary school, Academic Achievement is quite strong across all content areas and the school received a Performance rating every year during this contract period. Academic Achievement consistently outpaces both district and state achievement levels.

Jefferson Academy Elementary received a 71.1% on the 2023 SPF which equates to Meets on the overall rating scale. The school earned a Meets rating on Academic Achievement with a 71.9% , and a Meets on Academic Growth with a 70.5%. The school also met the 95% participation rate. The school remains a Performance rated school.

The Secondary also received a Performance rating every year as determined by the Colorado Department of Education (CDE). On the most recent school performance framework, JA received 87.8% possible points measuring Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness. The school's academic achievement and postsecondary workforce readiness percentages both indicated that JA's high school was exceeding expectations and remained stable from the last measure in 2019 with 98.8% and 95.8% respectively. JA's academic growth also remained stable at 73.7% which met Colorado expectations.

In 2022, the high school was once again selected as a recipient of a John Irwin School of Excellence Award by CDE for exceeding performance expectations over multiple years on the academic achievement indicator of the School Performance Frameworks, reflecting exceptional performance in Math, English Language Arts, and Science.



Question 3: What are the school's major improvement strategies (MIS) for the 2023-2024 school year? What are the root causes that these strategies are intended to address? *Please note that this question is intended to align with the Unified Improvement Plan (UIP). The school may use the exact language that is submitted in the UIP.*

The Elementary school will have 2 Major improvement Strategies for this year. First, there is a need to further develop systems and structures to support instructional excellence with an emphasis on improving writing outcomes. Trend data suggests that writing and reading Growth data is flat. An analysis of writing in grade levels led our team to an improvement strategy that would have a major impact in growth. Major improvement strategies will include a focus on attacking the prompt combined with using targeted instructional strategies in the classroom. Our staff will engage in weekly PLC team meetings to analyze data in order to guide instruction. Additionally, teams will engage in monthly discourse around instructional strategies to better vertically align in writing.

MIS 2 is our school's focus on Tier 1 instruction. The continued development of the MTSS process this year will aid in staff gaining clarity on instructional practices to meet the needs of all students. With a new administrative structure, the MTSS process will be reviewed through this transition in order to help staff understand how they best can meet the needs of their students utilizing Tier 1 support. Furthermore, professional development will be provided to staff to reinforce an effective schoolwide implementation of the MTSS process.

These major improvement strategies at the elementary will be supported by classroom observations, instructional coaching, and professional development to maximize effective implementation with students. Additionally, all licensed teachers will write either an individual goal and/or a grade level/content level goal to support writing. Goals will be measured through student learning baseline achievement, ongoing progress monitoring, and final achievement data. The progress of major improvement strategies along with teacher goals will also be monitored for grade level efficacy and vertical alignment K-6.

The secondary school has two major improvement strategies (MIS) for the current school year. The first is to support social emotional learning in everyday instruction and the second to enhance instructional practices yielding student growth.

The first MIS was selected in response to our Social Skills Improvement System (SSIS) survey results that showed student skills lacking around the core SEL competency of Relationship Skills. We recognize the need to support Social Emotional Learning in everyday instruction.

The second MIS was chosen to ensure that all students are learning to *their* potential, specifically aligned to our school Mission. Academic data shows that not all students are learning at the same level. We see growth gaps for our Free and Reduced Lunch (FRL) students in both English Language Arts and Mathematics. The development of a formalized intervention system to respond to student data will be implemented providing additional support for students with needs.



Question 4: What changes, if any, have you made to your educational program or model since the last renewal?

There have been no significant changes to the Elementary program since our last renewal. At Jefferson Academy Elementary, we have a certified teacher and Educational Assistant (EA) in each classroom. The Kindergarten classrooms each have a student to staff ratio of 11:1, first through third grade classroom ratios are 14:1, and fourth through sixth are 16:1. Homework is assigned on a regular basis with the goal of strengthening and/or enriching daily work. Students attend six different "specials" classes every week: Art, Music, Physical Education, Technology/band, Social Emotional Learning, and Core Knowledge Connections. Jefferson Academy Elementary serves over 70 students with IEPs and is staffed with 2 special education teachers, two special education EA's, two part-time Speech Language Pathologists, one Part-time Occupational therapist, and one part-time School Psychologist. In addition, JA provides a before and after school childcare program (Jag Care).

Parent volunteerism has remained high since the school's opening and is an integral part of our school's success. Our Parent-Teacher Organization (PTO) is an active part of everyday life at JA Elementary, managing fundraisers, events, coordinating volunteers and a variety of committees, all striving to enhance JA's volunteer-based community. Volunteers typically contribute 10,000 hours of service. JA uses Raptor for volunteer and visitor check in. Raptor not only helps track volunteer hours, but it also checks sex offender status and criminal backgrounds prior to visitors entering the classroom area.

Likewise, there have been no significant changes to the secondary educational program or model this contract period. However, we continue to review our schedules, instructional practices, and content in order to provide growth producing feedback to both our teachers and leadership teams. One small but important change implemented this year was to split the 90 minute blocks that lasted one semester into 45 minute mini blocks that last all year for 7th & 8th grade math and language arts classes. We hope to see an increase in both the learning and retention of curricular concepts with these core subjects moving to a year long schedule. Another positive change added a few years ago was a 1st period class starting at 7:30 a.m. This class period is designed to provide students with a passion for a particular elective the flexibility to continue their learning. Previously the school's 4 block schedule per day significantly limited their ability to pursue honors level elective classes. We have seen a significant increase in the number of students participating in Art, Band, and other 1st period classes.

Question 5: What major changes, if any, do you propose making to your educational program or model? (For example, transitioning from a Core Knowledge model to an Expeditionary Learning curriculum).

There will not be any changes to the educational programming or model at the Elementary School at this time. Our staff will continue to learn and implement the new Into Math Curriculum. We are, however, considering adding a Pre-Kindergarten program. As such, we are



requesting our new Charter Contract reflect a PK-12 academic program, a revision from the K-12 program currently in contract. This is in the discussion only stage.

There are also no anticipated changes to educational programming planned at the Secondary School. However, this year the high school continued to work on an accelerated block schedule with 90 minutes daily for core classes for one semester, while the middle school has implemented a modified block schedule where core classes are taught daily for 45 minutes for the entire school year.

Question 6: Discuss the discipline data you currently have from the most recent school year, including strengths and any shifts underway based on your analysis. In your discussion, please include the strategies you are implementing to address any disproportionate discipline data.

In the 2022-2023 school year, there were 6 total suspensions at the Elementary School. Of those 6, 4 were from 1 student. That student has since moved to another state. There were no expulsions. This year, we continue to utilize the PurposeFull people curriculum that assists students in positive behavior support. Our Dean of Culture and Climate provides assistance to teachers with proactive classroom management strategies and helps staff utilize restorative practices during disciplinary instances. Furthermore, our staff has engaged in Deescalation and restorative practices professional development with the district.

The secondary school has also implemented restorative practices to address issues within the campus. Two staff members within our counseling department are working to increase the use of restorative circles in response to student conflict. During the previous school year, the secondary school saw 22 out of school suspensions and 3 in school suspensions across the campus. Since nearly half of the secondary school suspensions were related to vaping, school counselors and the registered nurse are looking to implement alternatives to suspension.

Question 7: Is the school effectively serving all students? Include any relevant outcome data as well as any key elements of service provision.

At a minimum, the data must be disaggregated by Multilingual Learner (MLL) status, students with IEPs, students who qualify for free or reduced lunch (FRL), and students of color.

The Elementary school sees all students achieving at a high level and their median growth percentiles (MGP) exceeding those of the state. As a school, however, we do recognize the need to focus on the achievement and growth of our Students with Disabilities.

K-3 students on a Read Plan are supported with 2 fulltime reading interventionists.

- READ Plan students 2022–2023: 56 total



- Kinder- 9, 1st- 14, 2nd- 15, 3rd- 18
- Exited (5) 3rd graders, (3) 2nd graders, (3) 1st graders

MLL students are supported with a full time MLL interventionist with supports from Jeffco.

ELLs 2022-23

Grade	# of Students	Exited to FEP
K	3	-
1	4	-
2	3	3
3	3	3
4	1	1
5	3	1
6	2	1
Total	19	9

The fulltime ALP teacher works closely with the identified gifted and talented population in the classroom and during WIN time. We currently have 68 identified GT students with the potential of more students being identified after CogAt testing in October.

The secondary school sees all students achieving at a high level and their median growth percentiles (MGP) exceeding those of the state. As a school, however, we do see a growth gap in both ELA and Mathematics performance between our Non-FRL and FRL students populations. This is being addressed by in-class instruction as well as through the addition of support staff to help supplement and reinforce classroom learning.



SECTION II. ORGANIZATIONAL HEALTH

Question 1: What are the current strengths and growth areas for operations and governance?

The Jefferson Academy Board of Directors (BOD) continues to be a high performing board that is integral in governing and overseeing the work of the school. Early during this contract period and with the onset of the COVID-19 challenges, many long-term board members were re-elected by school membership and remained in service to the school until they reached their 6 year term limit. Their oversight and insight into the challenges of the pandemic along with their stable and consistent leadership helped unify the many diverse opinions held by our community. They also provided oversight of a \$17,000,000 construction project and helped secure a private bond with an extremely low interest rate including an option to pay down bond principal without penalties, which CECFA members had never seen before. The board consisted of a civil engineer for the federal government, a Principal Judge for a local city, a national financial expert in school financing, a Vice President for a local public university, a financial auditor for an aerospace company, a business owner, and a production/logistics manager. Their legacy and the structures they put in place continue to guide the work of the current board.

One year prior to the start of the current charter contract period, the BOD brought in an Executive Director to help coordinate the work between the organization's multiple campuses. With 5 campuses and 270 staff members, an HR professional and a Community Engagement Specialist were added as support for the internal and external community. However, the focus remains on the educational work in the buildings instead of adding more "central office staff", so no additional staff were added. This process has served our principals and teachers well by allowing principals to focus on improving teacher practice while supporting students and families, with the distractions that often sidetrack principals being handled by central office staff. This has also allowed the organization to stay current and in compliance with employment laws that have been changing quickly over this contract term.

Additionally, the JA BOD and administration have been highly effective at working from two 3-year Strategic Plans; [Strategic Plan 2021-2024](#) and [Strategic Plan 2018-2020](#). Progress on these plans are formally reviewed twice a year in board meetings and informally during the Executive Director's monthly one-on-ones with the BOD President and Chairperson. Work has already started on the Strategic Plan 2025-28 with the BOD hosting study sessions, the first with an outside professional's presentation reviewing JA's academic data, processes for college admission, and other criteria. This work will be completed by the end of the 2023-24 school year.

Question 2: What shifts have there been in board membership since the last renewal? How have you supported the onboarding of these new board members?



There have been no substantial shifts in board membership since our last renewal other than board members leaving due to being term-limited, moving out of state, or for primary work obligations. Every seat on the BOD has been filled either through an election or in a timely manner by appointment after an application and interview process.

Most current members are focused on learning their roles, responsibilities, and growing their school board experience quickly. To support these board members, the outgoing board mentioned above put in place a robust training program for new members that consists of:

- 2 Internal Board Member Training videos (57:00 and 45:00 minutes)
- 1 Internal training lead by the Executive Director (1 hour)
- 1 "Governance at Jefferson Academy" powerpoint training (1 hr)
- CDE/CLCS Board Training
- Required Readings of Dr. E.D. Hirsch
- Jeffco Charter School Legal Training

The BOD recently updated their policies to require specific training to be completed within 90 days of new board members being seated.

The professional experience of the current BOD includes a leader of internal auditing for a local public university, a retired executive for the Colorado Department of Revenue, a Quality & Regulatory Vice President for a pharmaceutical company, an engineer with a background in project management who is now a stay at home parent, a local pastor, a localization specialist and an email marketing and automation manager. The majority of these board members have students who attended both the K-6 campus and 7-12 campus which gives them a strong depth of knowledge about Jefferson Academy. Current BOD members actively participate in campus visits across the organization and several attended the Colorado League of Charter School's annual conference.

Question 3: Discuss the stability or transitions in the school's leadership team over the course of the charter contract and any systems in place to ensure future stability, including any succession plans that are in place.

Jefferson Academy is fortunate to have a legacy of long-standing administrative and teaching teams. However, over the last 3 years the torch has started being passed on to a few new leaders. The long-term business managers, both of whom had been at JA for over 25 years, retired during this charter contract term. The retiring elementary business manager on-boarded and trained a JA graduate who had been serving as a local controller for a national business. Two years later, the retiring secondary business manager on-boarded and trained a long-term JA math teacher and administrator who took over her role.

The elementary principal, a retired Jeffco principal and community superintendent, decided to re-retire after 5 years at Jefferson Academy. Her original plan was to stay 3 years but she extended her term to support the school through the pandemic and back onto solid ground. However, instead of walking away completely, she changed roles and is now supporting teachers and learning in our Summit Academy Westminster Campus. Her replacement is a highly regarded administrator with over 16 years in leadership in Adams 12, Brighton, and



Jeffco. He started his career teaching 4th grade in a Core Knowledge based charter school and was excited to return to a Core Knowledge school. The rest of the administrative team have served at JA in various capacities for the years as shown below:

- Assistant Principal - 7 years
- Dean of Students - 17 years
- Instructional Coach - 29 years
- Principal Secretary - 29 years
- Office Staff - 24 and 21 years respectively
- Facility Manager - 21 years

After 17 years at JA, 9 of those years as principal, our secondary principal moved over to the Colorado Department of Education to support teacher recruitment and retention. The new secondary principal is on his second round with JA. He started as a teacher, moved into the athletic director role, and then moved out of JA to lead a charter school and eventually serve as a long-term principal in Jeffco managed schools. He returned to JA on the administrative team last year and this year moved into the principal role. The rest of the administrative team has served at JA in various capacities for the years shown below:

- Assistant Principal - 18 years
- AP/AD - new this year to replace the position opened by our new principal
- Director of Student Support Services - 13 years
- Business Manager - 14 years
- Principal Secretary - 8 years
- Office Staff - 10 and 4 years respectively
- Facility Manager - 21 years

Summit Academy Westminster (SAW) and Summit Academy South (SAS) have seen no changes in leadership or their administrative teams since those programs started. The principal at SAW is the founding principal who has led the program for more than 20 years, with 10 of those being as part of the JA organization. The principal at SAS is also the founding principal and remains, entering her 6th year running this program.

The Executive Director is entering his 6th year in this role at Jefferson Academy after serving 4 years as the Community Superintendent for Charter Schools in Jeffco and as principal at another Jeffco charter school for 9 years. He has 21 years of experience in the Colorado public charter school sector.

As you can see from the description above, Jefferson Academy has a unique ability to retain leadership while also recruiting and training highly qualified candidates to step in for retiring members of the team. Having a high level of trust, outgoing team members notify leadership well in advance; often up to one or two years ahead of time. This allows them to participate in the interview/hiring process for their positions, if they so choose. More importantly, it is part of the program to have them mentor and train their replacements by overlapping their employment periods or hiring them as contractors after retirement so they support new principals and business managers.



Question 4: What has been your rate of teacher turnover in the past three years? How are you either seeking to improve this or ensure it remains strong?

The 3 year average turnover rate for Jefferson Academy 11%.

JA uses employee surveys along with the data from exit interviews to track trends and identify opportunities for growth as well as identify areas that are working well. This information helps inform decision making as policies and practices are revised. Additionally, toward the end of each school year, BOD members meet with each principal and the Executive Director to review staffing and what challenges occurred during the year.

Question 5: Describe how the board monitors the school's academic, operational, and financial performance.

The JA BOD has several mechanisms in place to monitor a wide variety of areas for the school; well beyond what is listed in this question. First, they have a BOD Calendar that ensures scheduled reports, including but not limited to: progress on the Strategic Plan, committee meeting updates, facilities needs and concerns, academic progress, and a wide variety of other topics. The BOD also conducts an annual in-depth self evaluation documenting the strengths the BOD demonstrated during the year, along with areas where they might need to grow. They also use surveys to understand the needs of and receive input from families and staff. Current work centers around how to most effectively identify BOD priorities resulting from these surveys, followed by a hand off to school leadership for action. One important piece being discussed is how to close the loop to ensure parents and staff learn about changes that resulted from their participation in the surveys.

In September or October of each year, principals provide a presentation to BOD regarding testing data results from state and nationally normed tests. The information, conclusions, and goals presented at the BOD meeting are based on a deep dive into the data conducted by school leadership. This is followed by a Q & A session where BOD members are able to query leadership regarding areas of concern along with encouraging continued growth even in areas of excellence. The BOD also reviews the UIP and SPF ratings and results.

The JA Finance Committee, composed of the BOD Treasurer, a second BOD member, Executive Director, Business Managers, and Principals, meets the 2nd Tuesday of every month. During this meeting BOD members review monthly financial reports and discuss any overages, savings, or challenges that may have come up or are forecasted. Each campus has a separate budget that is reviewed in detail by the Finance Committee. BOD members ensure that budget line items stay within BOD policy limits and that budgets are updated as needed for October 1 count and final funding numbers. These separate budgets feed into one organizational budget that the Treasurer presents to the BOD on a regular basis.

- [Click Here for September 2023 Dashboard and Budget](#)
- [Click Here for an example of the Treasurer's Report](#)



Additionally, an annual audit of school finances is conducted by an outside auditor. The results of the audit are presented to the BOD, sent to Jeffco Schools and posted online in compliance with the [School Finance Act](#). Jefferson Academy has audited their books annually since the school opened and has always received clean audits every year.

The Executive Director is responsible for overseeing the operational and academic performance of all Jefferson Academy campuses. To accomplish this, the Executive Director meets bi-weekly with every principal individually, monthly with the two principals from Jefferson Academy and separately with the two principals from Summit Academy, and quarterly with all 4 principals. Additionally, he meets with each Business Manager and Facility Manager. The BOD President and Chairperson meet monthly with the Executive Director for an in-depth discussion where every aspect of the program is reviewed and any concerns are brought forward. The BOD formally evaluates the Executive Director annually. His performance for the year is reviewed and goals are set for the up-coming year that align or supplement the Strategic Plan. Lastly, the Executive Director presents to the BOD an update on Strategic Plan progress at least twice a year.

Question 6: Please describe your school's educator retention rate, providing at least one year's worth of data. You may include additional information that may be helpful in understanding your data (for example, retirements, teachers who moved out of state, teachers recruited by other districts, etc). Additionally, please explain any strategies you have taken to ensure that you are retaining and recruiting staff.

Jefferson Academy's overall turnover rate for K-12 in 2022/23 was 13%. Our teacher turnover rate during that time was slightly below the national average at 14% and slightly above JA's 11% - 3 year school average. [National Average 15%](#). The following information was gathered through confidential exit interviews with our Human Resources professional.

- 2 teachers retired
- 2 teachers moved out of country
- 3 moved school districts for higher pay
- 5 teachers went into different career fields
- 2 teachers had differences with administration

Our Human Resources professional created a recruiting strategy and budget which includes job fairs, reaching out to schools for student teaching placement, creating succession plans for retiring teachers, and educational assistants who are licensed. A focus has been reaching out to students in education departments early to begin recruitment and getting them into the JA pipeline as they begin wrapping up their schooling. Recording data from exit interviews, reviewing areas of opportunity as well as areas that are working has also served JA well as we target pain points and look for new ways to support our staff.

Question 7: Describe shifts you have seen in enrollment trends since the last renewal. Additionally, describe shifts you have made to your recruitment and enrollment procedures, including as it relates to particular student subgroups. Discuss any impact these changes have made on school finances.



Use the following table to provide your five-year [enrollment projections](#).

The five-year enrollment projection for the elementary is based on our history with enrollment and current waitlists. We experienced a decline in our enrollment in 2022-2023 particularly in kindergarten. We believe the decline is due to families' concerns coming out of COVID, families choosing to continue with a homeschool program, and possibly a decline in students entering kindergarten. Our kindergarten bounced back this year with an increase of 23 students. Our enrollment numbers in the primary grades (K-2) decreased slightly just prior to school starting this year due to families moving out of the area. Typically, the reason for a student withdrawing from our school is because the family has moved too far away to commute. We have long waitlists this year for grades 4, 5, & 6. We expect the open seats we have available in 2 grades to refill over the next 2 years. This would bring the elementary back to its traditional full enrollment status of 775 K-6 students without any plans to increase K-6 enrollment in the new charter contract period.

The five year enrollment projection for the secondary is also based on our current and historical enrollment, along with our current and historical waitlists. For the past four years the secondary has met our enrollment goals annually, in addition to having waitlists for every grade. Even during COVID and the year after, our overall enrollment increased consistently and our waitlists also increased (for each grade level). For the 2023-2024 school year, JA Secondary reached capacity in all grades, and had our largest waitlists with 62 students on the High School waitlist and 56 students on the waitlist for Junior High. Enrollment demographics at both campuses continue to track that of the local community. There are no plans to increase our secondary enrollment during the new charter contract period.

The slight fluctuations in our K-12 enrollment has not had a significant impact on our budget or financial status. JA continues to operate from a net positive budget every year while also increasing staff compensation in order to stay competitive with Jeffco and other districts.

Our schools host tours and/or family nights for prospective families. JA chooses to use EnrollJeffco for the enrollment process. There is a priority process for siblings, staff and in-district students similar to that used by Jeffco and other schools. There is no priority given based on demographics. Rather, JA continues to use a blind lottery to ensure all students have equal access to Jefferson Academy.

Question 8: How has the school and governing board ensured compliance with federal law, state law, and the school's charter contract?

Jefferson Academy is focused on understanding and remaining in compliance with district policies, the charter school contract, as well as state and federal laws that apply to the school. There are multiple mechanisms in place to ensure this occurs.

Human Resources: Jefferson Academy has a full-time Human Resources Generalist who not only supports staff but also ensures the organization understands and adapts to new



regulations, staying fully compliant with rapidly changing employment laws. To accomplish this, the school maintains memberships in HR professional organizations, receives notices from outside agencies, and collaborates with other HR professionals throughout the state.

School Attorney of Record: The JA Board of Directors interviews and approves outside legal counsel for the school. The attorney is highly versed in school law, charter school law, employment law, and a wide variety of other pertinent areas. The school receives notices from legal counsel with changes in law that could impact the school.

Colorado League of Charter Schools (CLCS): JA is a member of the CLCS and as such accesses a variety of options to stay current on laws including:

- Receiving regular notices of pending and final changes in statutes
- Online and in-person trainings for a wide variety of needs
- Attending the Annual Colorado Charter School Conference with session that focus on changes to local and federal laws

Charter School Contract: The Executive Director reviews the Charter School Contract at least once a year to ensure the organization understands and remains in compliance with the contract. This includes reviewing the “due dates” for submittals, the inclusions and exclusions of services, the responsibilities assigned to the school, and many more items.

Jefferson County Public Schools: Jefferson Academy’s leadership teams are included in district emails and notifications. This allows leadership to understand changes that impact schools. Quite often the school receives similar notices from the CLCS and our attorney, though the messaging may be different. One challenge we have identified is staying current with on-going revisions to district policies. We are often unaware of which policies have been updated as notifications are sent out on some policy revisions and not others. This relates to both district administrative and governance policies that may apply to the schools.

This contract period JA identified that our authorizer violated the contract once (section 7.1 A ii) but it was resolved after a couple of months without needing to access section 2.2 J. There were also several incidents where district staff refused services to JA that were a charter required purchase in the same section in the contract (7.1 A ii) and should have been provided to the school. To a lesser extent this happened in a few other areas as well. Though this was often resolved over time through in-depth conversations, it creates a situation where both district staff and charter staff are highly uncomfortable. Questions also came up this term as to whether a change in district policy negated the contractual timelines in sections 11.1 and 11.2 of the charter contract. This matter was resolved for the time being by mutual consent of both parties, though the underlying question was not resolved.

BOD Members: As part of the on-boarding process, new JA BOD members receive a wide variety of training, both internal and external, that are required by BOD policy. The BOD is kept informed of changes to policies and statute by school leadership, the school’s attorney, and membership organizations when applicable.



Additionally BOD members:

- are provided a “BOD Brains Book” which includes the Charter Contract, BOD Policies, JA’s State and District Waivers and Replacement Plans, and many more items.
- are able to access Jeffco’s annual Charter Legal Training
- evaluate themselves each year in order to identify areas of strength and challenges

Enrollment

Please complete the following table with the school’s grade-level planned enrollment. These numbers should reflect the school’s planned enrollment that is used as a basis for budgeting. If a school’s projected enrollment in any year is less than 80% of the 2022 October count, it must also submit a budget narrative describing how the educational program can be sustained at the projected lower enrollment rate.

5-Year Enrollment Projections							
Grades	2022-23 October Count	2023-24 Prelim Count	2024-25	2025-26	2026-27	2027-28	2028-29
Early Childhood	NA	NA	TBD	30	30	30	30
Kinder	82	105	108	110	110	110	110
1st Grade	101	87	106	108	110	110	110
2nd Grade	104	99	92	108	108	110	110
3rd Grade	112	101	104	98	108	110	110
4th Grade	112	112	108	108	110	110	110
5th Grade	112	112	112	112	112	112	112
6th Grade	112	112	112	112	112	112	112
7th Grade	130	131	130	130	130	130	130
8th Grade	125	134	130	130	130	130	130
9th Grade	126	131	130	130	130	130	130
10th	114	106	110	110	110	110	110



SECTION III. FINANCIAL PERFORMANCE

Question 1: Provide an analysis of the school's financial strengths, challenges, and opportunities for growth. In your analysis, you must include data about TABOR, restricted reserves/bond reserves, unrestricted reserves, and lease payment.

If your budget is largely dependent on external funding sources, please describe committed funding for the next five years.

JA has maintained the conservative budgeting process which has served the school well. In 2021, we refinanced our bond and paid down \$4,700,000 in principal, \$3M from school funds, and \$1.7M from Trustee Funds. This reduced our annual payments by approximately \$418,000. The annual savings was rolled into salaries to support our teachers and staff without incurring any additional cost to our budget. JA maintains high levels of enrollment despite the declining enrollment in surrounding areas. Our Summit homeschool program continues to grow each year. Our Board policy and bond requirements maintain strict guidelines for our days cash on hand (90 DCOH). We continue to build back reserves spent during construction and in reducing our bond principal and have over 150 DCOH. In the last four years we have been able to build our total reserves up to over \$9M. This includes Board & Bond restricted reserves, Tabor reserves, and unrestricted reserves.

Through ESSER grant funds, we have been able to make substantial progress toward helping our community recover from the COVID-19 pandemic. We have added staff to directly address the impact our students felt; academically, socially, and emotionally. These positions are funded in our budget projections for future years and will not experience the "ESSER cliff" that has been a national concern for schools. We have also been able to use funds for HVAC repairs and upgrades. By increasing the exterior to interior air turnover rates we will ensure a safer environment for our students and staff.

The 5-year budget presented reflects the recent changes to PPR funding as approved by the state. A 3% increase in PPR was used to project future revenue changes and a 5% increase was used to project future expenses for payroll, utilities, and other fixed expenses. We are projecting a return to full Elementary enrollment in lower elementary as a pandemic based low enrolled class moves through and gains enrollment each year. We are not projecting major enrollment changes in the Secondary and we are projecting slowing growth in our home school programs.

Looking forward, the Elementary is considering the possibility of adding a small dedicated Special Education wing. This would allow us to move our after school childcare program into a larger space currently used by our special education staff, increasing the number of spots available to our families who need after school care. As of this writing, the Governor also has stated he wants to completely eliminate the Budget Stabilization factor and increase funding for schools. We have not reflected that in our proposed budget since it is not guaranteed. Rather, we will maintain our conservative budgeting process.



Overall, Jefferson Academy is in a very healthy financial position as demonstrated by providing staff with a 26% pay increase over the last 4 years while also building back post-construction reserves. Looking forward, our bond has an extremely low interest rate of 3.5% but also has a balloon payment in 8 years. Currently we are positioned to be able to pay down an additional 27% of the bond principal with projections indicating that the pay-down amount could increase to 60+% of the total principle when the bond term expires. This is pending the determination of the BOD as to whether the funds should be reserved for the bond, spent on capital improvements or other school based needs.

Question 2: Please discuss any major changes you anticipate to your finances in the next five years. This could include capital outlays, debt, refinancing, or other shifts.

Jefferson Academy is looking at multiple avenues of upgrading our facilities in the future but have not settled on what opportunities, if any, will move forward. At the Elementary, the option of building an addition onto the existing building for Special Education is under consideration. At the Secondary, the option of upgrading the track and spectator stands is under consideration. At Summit South, they are looking at options for more space to meet the current demand in Conifer. Should facility upgrades become necessary, current conversations revolve around using unrestricted reserves to keep from refinancing our bond in order to keep our 3.5% interest rate. However, there are no current plans in place for a capital outlay, debt refinance or other major shifts in our financial standing at this time.



PART II. SUBMISSIONS CHECKLIST

As part of the renewal application, upload the documents on the following list to your renewal Google folder. Please only submit documents that already exist and in use in your schools; do not create documents specifically for this purpose.

Use the following naming structure for uploads: *2023_SchoolName_SubmissionDocument*. For example: *2023_NewAmericaSchool_SchoolCalendar*

Academic Performance
<input type="checkbox"/> School Calendar <ul style="list-style-type: none"> <input type="checkbox"/> JA Elementary School Calendar 2023-24 <input type="checkbox"/> JA Secondary School Calendar 2023-24
<input type="checkbox"/> Primary Staff Schedule (including class times, teachers, content, and location) <ul style="list-style-type: none"> <input type="checkbox"/> Elementary Class & Staff Schedules <input type="checkbox"/> Secondary Class & Staff Schedules
<input type="checkbox"/> Staff Roster (including roles, responsibilities, grades taught, etc.) (PDF) Staff Roster (Spreadsheet - Same information as above) <i>Please also include responsibilities for non-classroom teacher roles</i>
<input type="checkbox"/> Curriculum Overview - use table provided in Appendix A
<input type="checkbox"/> Teacher/Leader Evaluation Template (including criteria and rubrics) <ul style="list-style-type: none"> <input type="checkbox"/> Dean of School Climate & Culture Rubric <input type="checkbox"/> School Counselor Evaluation <input type="checkbox"/> Assistant Principal Rubric <input type="checkbox"/> Teacher Evaluation <input type="checkbox"/> Principal Evaluation <input type="checkbox"/> Executive Director Evaluation
<input type="checkbox"/> 2023-24 Staff Handbook
<input type="checkbox"/> Assessment Plan - use table provided in Appendix B
<input type="checkbox"/> Graduation Requirements (High Schools only)



Organizational Health

- [Board Meeting Schedule](#) (PDF)
[Board Meeting Schedule](#) (Active Link)

- [Board Roster](#) (PDF)
[Board Roster](#) (Active Link)

- Strategic Plan (If Available)
 - [2021-24 Strategic Plan](#)
 - [2018-20 Strategic Plan](#)

- Board Handbook (including Bylaws and Conflict of Interest Policy)
 - [Board Handbook](#)
 - [Conflict of Interest Policy](#)

- State and District Waiver Requests
 - [State Waiver Rationale and Replacement Plans](#) (PDF)
[State Waiver Rationale and Replacement Plans](#) (Spreadsheet)
 - [District Waiver Rationale and Replacement Plans](#) (PDF)
[District Waiver Rationale and Replacement Plans](#) (Spreadsheet)

- [Organizational Chart \(for 2022-23\)](#)

- Complaint/Grievance Policy
 - [Grievance Policy](#)
 - [Parent Communication Pathway](#)

- Title IX Plan/Policy (including names responsible for compliance with Title IX)
 - [Title IX - Jefferson Academy Elementary](#)
 - [Title IX - Jefferson Academy Secondary](#)
 - [Title IX - The Summit Academy](#)
 - [Title IX - Summit Academy South](#)

- Student Discipline Policy (do not need to add separately if in Parent/Student Handbook)
 - [Jefferson Academy Elementary Prevention and Intervention Manual](#)
This manual was started in June of 2023 to be adopted, implemented and worked on during the 2023-2024 school year, with full implementation in the 2024-2025 school year. While it will be in draft form this year, many of the areas in the manual are finalized. This is in addition to the Parent/Student Handbook.



- Parent/Student Handbooks (including recruitment and enrollment policies)
 - [Elementary Parent/Student Handbook](#)
 - [Secondary Parent/Student Handbook](#)

Financial Performance

- [Long-term budget, including five-year projected budget](#)
- [Financial policies and procedures](#)
- [Most recent annual independent audit](#)
- [Audit Management Letter](#)
- FY23 year-end [financial statements](#), including [balance sheet](#) and income statement (even if unofficial)



Appendix A. Curriculum Overview

Please complete the following table indicating the school's curricular resources.

K - 6th Grade

	Program type¹	Commercial Program name (if applicable)	Level of program fidelity²	Supplementary programs
Reading	Literacy Curriculum	McGraw Hill Wonders 2020	90% across K-6	6th grade uses novel studies
Writing	Literacy Curriculum	McGraw Hill Wonders 2020 Reading Writing Companion	75% across K-6	Daily Oral Language Orton Gillingham
If elementary: Foundational reading skills		McGraw Hill Wonders 2020 Orton Gillingham	90% 90%	
Math		HMH Into Math	100% new this year	
Social studies		Core Knowledge		
Science		Core Knowledge		
English language development (if applicable)			ELL portion of Wonders	
Special education			Interventions through Into	

¹ For example, school developed, teacher developed, grade-level team developed, commercial, etc

² For example, 100% fidelity, teachers independently modify, school leadership modifies, optional use, supplementary, etc



			Math Mountain Math Xtramath Read Naturally Live Wonderworks Orton Gillingham Lexia Great Leaps Learning Ally	
Interventions			Wonderworks Orton Gillingham	
Other				

7 - 12th Grade

	Program type³	Commercial Program name (if applicable)	Level of program fidelity⁴	Supplementary programs	
Reading	Standards Based Grade Level Literature	Core Knowledge (7,8)	60%		
Writing	Pre AP	College Board	50%		
If elementary: Foundational reading skills					

³ For example, school developed, teacher developed, grade-level team developed, commercial, etc

⁴ For example, 100% fidelity, teachers independently modify, school leadership modifies, optional use, supplementary, etc



Math	Math	Mathematics Curriculum	Pearson Education 2015 Saxton 2012	95% 9-12 100% 7-8	7-12 Kuta 7-8 IXL Math Mates
Social studies	Social Studies	Social Studies Curriculum/Textbook	McGraw Hill 2018	90% 9-12 25% 7-8	7-12 uses CommonLit 7-8 build their curriculum from scratch for the most part; based on heavy primary source implementation
Science	Science	Science Curriculum	7-8: McGraw Hill iScience courses 2 and 3 2017 Biology: Pearson _____ Chemistry: _____ Earth Science: _____ AP Environmental: _____ College Biology: _____	80% 7-8 ____% 9-12	7-8: Explorelarning.com- Gizmos Argument Driven Inquiry program Other sources 9-12: Explorelarning.com- Gizmos
English language development (if applicable)					
Special education					



Interventions		I XL, Math Mammoth No Red Ink			
Other					



Appendix B. Assessment Overview

Please complete the following table indicating the assessments the school administrators.

Assessment subject	Assessment type	Publisher (if commercial)	Frequency	Grades
ELA	DiBELS8	Amplify	Three times a year	K-6
ELA	MAP	NWEA	Three times a year	1-6
Math	MAP	NWEA	Three times a year	1-6
ELA	CMAS	Pearson	Once a year	3-6
Math	CMAS	Pearson	Once a year	3-6
Science	CMAS	Pearson	Once a year	5
CogAT	Cognitive	Riverside	Once a year	2
ELA	MAP	NWEA	Three times a year	7-8
Math	MAP	NWEA	Three times a year	7-8
Science	MAP	NWEA	Twice a year	7-8
ELA	CMAS	Pearson	Once a year	7-8
Math	CMAS	Pearson	Once a year	7-8
Science	CMAS	Pearson	Once a year	8, 11



Math/ELA	PSAT 8/9	College Board	Twice per year	9
Math/ELA	PSAT NMSQT	College Board	Once a year	10, 11
Math/ELA	PSAT 10	College Board	Once a year	10
Math/ELA	SAT	College Board	Once a year	11