DCSD Charter School Replication Plan

Charter Renewal Application #000695

STEM School Highlands Ranch

Location Code: 5259

Submitted To:

Douglas County Colorado
Choice Programming
Douglas County School District

620 Wilcox St.
Castle Rock, CO 80104
Phone: 720-433-1238

Submitted By:

Penelope Eucker

Table Of Contents

GENERAL

A. School Information

School Type:	**Elementary / Middle / High**
Grade Levels:	**[K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]**
School District:	**Douglas County, Colorado**
Neighborhood / Community:	**Highlands Ranch**
Organization Type:	
Sponsoring Entity:	**Non-profit Organization**
Address:	**8773 S Ridgeline Blvd. , Highlands Ranch, CO 80129**
Phone:	**303-683-7836**
Fax:	**303-683-2099**
Web Site:	**https://www.stemk12.org**
Calendar Type:	**- 180 instructional days**
Educational Service Provider:	**(None)**

B. Primary Contact Person

Name:	**Penelope Eucker**
Mailing Address:	
Mobile Phone:	**303-908-9090**
Alternate Phone:	**303-683-7836**
Email:	**Penelope.Eucker@stemk12.org**
Current Employer:	**STEM School Highlands Ranch**

C. Attendance Projections

Grade Level	Year 1 Enrollment		Year 2 Enrollment		Year 3 Enrollment		Year 4 Enrollment		Year 5 Enrollment	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
K	25	25	50	50	100	100	100	100	100	100
1	25	25	50	50	100	100	100	100	100	100
2	25	25	50	50	100	100	100	100	100	100
3	25	25	50	50	100	100	100	100	100	100
4			25	25	50	50	100	100	100	100
5					25	25	50	50	100	100
6										
7										
8										
9										
10										

11									
12									
Total	**100**	**100**	**225**	**225**	**475**	**475**	**550**	**550**	**600**	**600**

D. Board Members

Name	Title	Contact Information	Current Employer
Eucker, Penelope	Executive Director	P: (303) 683-7836 M: E: penny.eucker@stemk12.org	STEM School Highlands Ranch
Martinez, Roy	Board Chairperson	P: M: E: roy.martinez@stemk12.org	Managing Director and practicing Attorney
Reyna, Kelly	Board Vice Chairperson	P: M: E: kelly.reyna@stemk12.org	Franchise Operator, CARSTAR Ideal Auto Body

General Information (Replication)

1.Conditions for Replication Readiness

The conditions for replication readiness for STEM School Highlands Ranch chartering application include extensive evidentiary support of the following:

 a) High quality educational program and outcomes based on the existing instructional model;

 b) Board Governance and legal fiscal oversight;

 c) Five-year financial stability; and an

 d) Adequate number of families to support the proposed Charter School (STEM School Sterling Ranch).

STEM School Highlands Ranch submits this document as evidence that we have excelled as a Douglas County Charter School and have an excellent track record of performance in all areas in which to successfully replicate. STEM School Highlands Ranch has been operational since 2010, opening with grades 6-9. We have successfully expanded programming to include students from kindergarten through grade 12, as well as serving students in grades 13 and 14 through the Pathways in Technology and Early College High School (P-TECH).

Over the past ten years we have earned Colorado's highest academic award, the John Irwin Award, every year it has been awarded. STEM School Highlands Ranch is ranked seventh in Colorado for the state-required SAT and our 2021 scores were the highest in Douglas County demonstrating the efficacy of our educational program.

Financially, we closely align our limited resources to our educational goals and have accrued over 247 days in reserve (June audit, 2021) to position the school for favorable debt restructure as we complete our campus master plan. We look forward to our continued partnership with Douglas County School District and replicating to an additional K-14 campus.

Student Outcomes

STEM School Highlands Ranch has a history of evidence that supports high academic achievement and performance across all K-12 classrooms and in all content areas. The following School Performance Frameworks indicate the past few years of exceptional performance:

School Performance Framework 2019 1 Year

School Performance Framework 2019 3 Year

School Performance Framework 2018 3 Year

School Performance Framework 2018 1 Year

School Performance Framework 2017 3 Year

School Performance Framework 2017 1 Year

Due to the pause of the School Performance Framework system within the Colorado Department of Education during 2020 and 2021, the school has created a Strategic Plan Data Dashboard and KPI related to Student Achievement that represents data from 2021.

As evidenced on the Colorado Department of Education Schoolview Framework, STEM School Highlands Ranch consistently meets or exceeds standards in each grade level across K-12th grade. This includes elementary, middle and high school performance indicators in the areas of academic achievement, academic growth, academic growth gaps and post secondary and workforce readiness.

The following presentation summarizes K-12 assessment results and compares STEM School Highlands Ranch results to Colorado and the Douglas County School District.

[STEM School Highlands Ranch Assessment Results](#)

STEM School Highlands Ranch has used multiple data sources to create a Strategic Plan that aligns with the vision and mission of the school.

Mission: Never Stop Innovating

Vision: We envision a world of exponential possibilities where every child develops innate skills, knowledge, creativity and character to thrive in an ever-changing world.

Through a year-long process, STEM School Highlands Ranch conducted a brand analysis with an inclusive team of parents, board members, faculty, students and administrators. What emerged was that we are far more than STEM. Our community desired to retain the word "STEM" in our name but agreed with refreshing our old mission and vision statements from 2010.

Approved by the STEM Board of Directors in April of 2020, our Strategic Plan outlines our core values, purpose, strategies, Big Audacious Hairy Goal (BAHG) and school promise as well as our future goals. The Strategic Plan was updated with minor revisions and approved in 2021.

[STEM School Highlands Ranch Strategic Plan](#)

The following areas are key areas of focus:

- Create a staff care model that promotes growth and support

- Build trust within the parent community

- Implement an independent funding strategy outside of PPR

- Develop a model for distributed leadership for staff and students

- Achieve community and progress alignment around the strategic plan

Each of these areas of focus have identified specific goals and data sets that will continuously be utilized to guide the focus on the school. A data dashboard of key performance indicators has been developed and guides the overall progress of the school.

The following KPI's will be monitored quarterly and reported on a yearly basis.

KPI #1: Student Achievement

KPI #2: Staff Satisfaction

KPI #3: Community Building

KPI #4: Student Demand

KPI #5: Staff Retention

KPI #6: Educational Initiatives Partnerships- Nationally and Locally

KPI #7: Family Satisfaction

KPI #8: Financials

KPI #9: Fundraising

KPI #10: Leadership Opportunities

KPI #11: College Acceptance

Efficient, Effective and Compliant Operations

The STEM School Board of Directors demonstrate strong fiscal management and the school's practices demonstrate current and future financial health.

STEM has a board approved and 3rd party audit approved policy regarding internal controls specific to systems for handling of cash, payables, receivables, payroll, benefits and capital assets. These policies are reviewed annually to ensure that policies are applicable and consistent with industry norms and STEM's changing needs.

The STEM Board Finance Committee is responsible for oversight of all aspects of the financial health and compliance for STEM. STEM maintains an investment grade with Moody's as our independent rating company. Compliance for STEM's three bonds include multiple levels of reporting including the Securities & Exchange Commission (SEC). The bond holders require specific reserves to protect their investment which is also included in the annual reporting.

STEM reports all expenditures to DCSD where reports are combined and then sent to CDE. STEM strictly adheres to Colorado and DCSD financial health guidelines for charter schools. The guidelines are part of the STEM Board dashboard for financial health monitoring.

STEM is one of the few charter schools in DCSD with consistent all-green metrics for what is measured as an indicator of financial health.

STEM's Chief Financial Officer is an experienced auditor and CPA. The annual independent audit consistently reports best in class for financial practices, procedures and strength of reserves.

STEM maintains a healthy fund balance of approximately $12 Million. This amount far exceeds all mandatory requirements and is in addition to the TABOR reserve required. This fund balance has positioned STEM to manage replication without any risk to current operations.

STEM School Highlands Ranch is continuously in compliance with all expectations regarding compliance within the Charter Tools system. All reports and requested documentation are submitted to Charter Tools by the appropriate staff. This includes the Executive Director, Director(s), Chief Financial Officer, Chief Operating Officer and Human Resource personnel.

STEM's enrollment at the flagship school remains robust. Enrollment for the fall guides the repositioning of staff to best meet the needs of STEM students. The revenue from PPR remains the primary source of revenue. One of the strategic plan's five pillars is to supplement PPR with fundraising through grants. STEM has hired a full-time expert in grant writing to assist with alternate sources of funding. The STEM budget for the flagship and replication school does not rely upon grants or donations to sustain the annual operating budget.

STEM proposes a budget in the prior year based upon enrollment projections for the following year. Staffing is finalized in the spring of the prior year. Once students arrive in August, classes are equalized and requests for student class changes are accommodated.

After over a decade of data, STEM is accurate in predicting the amount needed for unforeseen emergencies such as a roof-top unit repair of plumbing issues. The large fund balance provides a safety net for any expense. STEM maintains above-standard insurance to provide security for costs such as cyberattacks, ransomware, lawsuits and other risks. In addition, although STEM has never needed to penetrate a contingency budget each year, one is included as a line item within the STEM budget each year.

STEM School Highlands Ranch has an excellent record of compliance with the charter contract, including health, safety, special education services, gifted and talented services. English language learner services, and other legal requirements. The following documents serve as evidence of compliance in these areas:

[Health Compliance Plan](#)

[Special Education Compliance Plan](#)

[English Language Learners Compliance Plan](#)

[GT Compliance Plan](#)

[Copy of DCSD Site Visit 2.2022](#)

STEM conducts an annual independent audit each year for the School and the 501(c) 3 foundation. The results are consistently without findings – meaning the highest standard of practice. The report is posted under Financial Transparency on the STEM website. The independent auditor presents annually to the STEM Board of Directors.

The STEM fund balance, or reserve, has increased every year from 40 days to over 200 days in reserve which far exceeds bond covenants. To maintain the highest level of investment grade, the number of days in reserve increases each year for both Moody's and Standard & Poors. STEM meets this number each year which is over 200 days in reserve. In addition DCSD prepares district financial analysis and STEM year over year continues to meet or exceed DCSD ratios and benchmarks. All ratios since STEM's inception have been maintained in the "meet or exceed" category.

[STEM School Highlands Ranch Financial Transparency](#)

STEM School Highlands Ranch maintains and reports financial reporting requirements, according to the Colorado Department of Education. The STEM School Highlands Ranch website is regularly audited for compliance in the area of financial transparency.

STEM School Highlands Ranch complies with all Governmental Accounting Standards Board (GASB) reporting requirements for all entities. STEM codes all expenditures to the CDE-required

system of codes. All expenditures are uploaded to DCSD and then to CDE.

The STEM School Highlands Ranch Business Office represents the highest standards of procedures and is validated each year through an independent audit. STEM Highlands Ranch currently uses Hinkle and Associates to perform the annual audit.

STEM School Highlands Ranch Financial Transparency

Governance and Leadership

STEM School Highlands Ranch demonstrates strong leadership through their procedures to promote their mission, their strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishes networked community relationships.

STEM School Highlands Ranch's nine-member all-volunteer Board of Directors dedicates enormous time and talent to our school. The Board is thoughtful, talented and reflective of internal and external metrics to measure successful governance and oversight of the school.

The STEM School Highlands Ranch Board has worked with the Colorado League of Charter Schools for annual Board training. In this capacity, the Board has undergone a needs assessment and self-assessment to map out areas of strength and areas for future growth.

The STEM Board has three Class A members defined as parents of current STEM students. Almost 3,000 parents and guardians are in Infinite Campus. Each parent has one vote. STEM has six Class B Directors. These are identified and selected through a needs assessment of current board talents and identified needs. The Board of Directors also has a comprehensive application and interview process to evaluate Class B candidates and select the candidates that appropriately meet the needs of the school.

Currently, seven of the nine Board members are STEM parents. Two have young children not yet school age.

The Board has long-standing Athletics, Personnel, Safety and Wellness, Staff Feedback, Fundraising, Strategic Planning, Curriculum, DEI, External Affairs, Governance, IT, Internal Affairs, Finance and Legal committees that provide guidance in program assessment and renewal processes.

The Board actively recruits new parent-board members each year through our annual Board Elections that are conducted through a secure third-party platform. In many cases, the Board recruits leaders and participants from within our Parent Teacher Organization, School Accountability Committee, and student leadership. The Board also actively recruits Class B/Community-member candidates through a needs-assessment each year.

Our strategic plan for the school clearly defines short and long term goals aligned to the mission. The strategic plan has five pillars: Teacher care, parent partnership, fundraising, goal alignment, and distributed leadership to staff and students.

The Board has periodically scheduled all-day work sessions to monitor progress toward identified goals as outlined in the strategic plan. Significant time is dedicated each school year to progress monitor the identified goals in our strategic plan.

The Board meets on the first Tuesday of each month except for July. Occasionally, the meeting

date is changed to the following week to accommodate the travel schedule of our volunteer board. 100% of our board meetings achieve a quorum of five members. The board fully meets all requirements for a charter school board.

Minutes and agenda are posted on the Board page of the stemk12.org website.

The Board conducts a yearly review of the Executive Director based on the key performance indicators of the Strategic Plan. They provide feedback and areas for growth for the Executive Director following that evaluation, and in preparation for the new school year.

While the Board has not had to conduct a hiring process in the last 10 years, were the Executive Director to leave, the Board has a plan in place which would include identifying an interim Executive Director until a permanent candidate can be named.

As STEM moved forward with replication, the Board has identified the need for a CEO for the KOSON Network of School. The current Executive Director will move into the CEO role to focus on replication of the STEM brand within Douglas County, and a new Executive Director for the flagship campus will be hired through our standard hiring process.

Evidence of the STEM School Highlands Ranch Board of Directors focus can be viewed on the STEM School Highlands Ranch Board of Directors school website. The following documents are evidence of the work of the Board of Directors. Each of these documents can be accessed on the school website.

Board Bylaws (Amended 08/10/18)

Board Bylaws (Amended 10/04/16)

Board Resolution (08/27/12)

Original Bylaws

Resolution (09/29/20)

Board Conflict of Interest Documents

STEM School Highlands Ranch follows DCSD policies unless otherwise noted on the Board of Directors webpage.

Our Compliance and Replication Officer, Dr. Carletta Stewart, has developed a running list of parents, students and staff who are supportive of STEM's replication efforts within the Douglas County Community. These members are actively involved in the creation of promotional materials, that include fliers and video content, that are then shared across multiple platforms. These members are also actively assisting with community recruitment efforts to help answer questions asked by families about their experiences at our flagship campus.

Our Strategic Plan for the school clearly defines short and long term goals aligned to the mission. STEM School Highlands Ranch Strategic Plan

The following areas are key areas of focus:

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Each of these areas of focus have identified specific goals and data sets that will continuously be utilized to guide the focus on the school. A data dashboard of key performance indicators has been developed and guides the overall progress of the school.

Replication of our current model is evident in the Big Hairy Audacious Goal (BHAG) for STEM School Highlands Ranch. This goal is to provide the KOSON instructional method for all. This includes not only the immediate STEM School Highlands Ranch community, but also with respect to all students and families across Douglas County and globally.

The Board conducts a yearly review of the Executive Director based on the key performance indicators of the Strategic Plan. They provide feedback and areas for growth for the Executive Director following that evaluation and for preparation for the new school year. While the Board has not had to conduct a hiring processes in the last 10 years, were the Executive Director to leave, the Board has a plan in place which would include identifying an interim Executive Director until a permanent candidate can be named.

As STEM moved forward with plans for replication, the Board has identified the need for a CEO for the KOSON Network of School. The current Executive Director will move into the CEO role to focus on replication of the STEM brand within Douglas County, and a new Executive Director for the flagship campus will be hired through our standard hiring process. This restructure shows evidence that STEM School Highlands Ranch is living their mission of Never Stop Innovating!

Attachments
Section 1: Conditions for Replication Readiness

– No Attachments –

Replication Plan

1.Evidence of Support

STEM School Highlands Ranch submits this document as evidence that we have excelled as a Douglas County Charter School and have an excellent track record of performance in all areas in which to successfully replicate. STEM School Highlands Ranch has been operational since 2010, opening with grades 6-9. We have successfully expanded programming to include students from kindergarten through grade 12, as well as serving students in grades 13 and 14 through the Pathways in Technology and Early College High School (P-TECH).

STEM School Highlands Ranch is a high performing charter school in Douglas County. The elementary school is over capacity with an extensive waitlist. The first replication school will begin with grades K-3 growing to K-12.

Over the past ten years we have earned Colorado's highest academic award, the John Irwin Award, every year it has been awarded. STEM School Highlands Ranch is ranked seventh in Colorado for the state-required SAT and our 2021 scores were the highest in Douglas County demonstrating the efficacy of our educational program.

Financially, we closely align our limited resources to our educational goals and have accrued over 247 days in reserve (June audit, 2021) to position the school for favorable debt restructure as we complete our campus master plan. We look forward to our continued partnership with Douglas County School District and replicating to an additional K-14 campus.

STEM School Highlands Ranch achieved community support through the demonstration of community meetings, virtual information sessions, multimedia efforts, and the circulation of fliers throughout the community. The intent to enroll provides an adequate number of interested families with prospective students disaggregated by existing school of attendance. In addition, the evidence of support includes letters of support from interested parents and industry professionals. The efforts of STEM School Highlands Ranch leaders brought awareness to the community of the proposed charter school, developed trusted community relationships, and addressed concerns from the community.

STEM Sterling Ranch has collected a significant number of Intent to Enroll forms. The school will open to grades K-3 to start and grow as demand increases. Eventually STEM Sterling Ranch will grow to K-12 similar to STEM Highlands Ranch. Grades K-3 are close to filled with the Intent to Enroll forms and parents from STEM Highlands Ranch who live in Sterling Ranch and Roxborough who plan to migrate to the closer school.

STEM Sterling Ranch will work with DCSD and the developer of Sterling Ranch to determine priorities for enrollment. Currently, STEM Highlands Ranch gives priority to Founding families, staff and board children and siblings. It is anticipated that STEM Sterling Ranch would add zip code priorities to give students living closer to the school access for enrollment.

Additional evidence of support is outlined in the Conditions for Replication Readiness. A summary of each, in addition to documentation regarding Letters of Support is attached.

Student Outcomes

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achievement and performance across all K-12 classrooms and in all content areas. The following School Performance Frameworks indicate the past few years of exceptional performance:

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The STEM Business Office represents the highest standards of procedures and is validated each year through an independent audit. STEM Highlands Ranch currently uses Hinkle and Associates to perform the annual audit.

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Governance and Leadership

STEM School Highlands Ranch's [nine-member all-volunteer Board of Directors](#) dedicates enormous time and talent to our school. The Board is thoughtful, talented and reflective of internal and external metrics to measure successful governance and oversight of the school.

Our strategic plan for the school clearly defines short and long term goals aligned to the mission. The strategic plan has five pillars: Teacher care, parent partnership, fundraising, goal alignment, and distributed leadership to staff and students.

STEM moved forward with replication, the Board has identified the need for a CEO for the KOSON Network of School. The current Executive Director will move into the CEO role to focus on replication of the STEM brand within Douglas County, and a new Executive Director for the flagship campus will be hired through our standard hiring process.

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Attachments
Section 1: Evidence of Support

1.1	Intent to Enroll	Martinez, Roy, 3/16/22 4:47 AM	DOCX / 45.386 KB
1.2	UCCS LOS	Martinez, Roy, 3/16/22 3:08 AM	PDF / 217.059 KB
1.3	Eric Wilson LOS	Martinez, Roy, 3/16/22 3:07 AM	PDF / 62.756 KB
1.4	Google Cloud LOS	Martinez, Roy, 3/16/22 3:06 AM	PDF / 99.255 KB
1.5	CO-Labs LOS	Martinez, Roy, 3/16/22 3:06 AM	PDF / 100.333 KB
1.6	STEM Sterling Ranch LOS	Martinez, Roy, 3/16/22 3:03 AM	PDF / 6.474 KB
1.7	GE Renewable Energy LOS	Martinez, Roy, 3/16/22 3:03 AM	PDF / 237.879 KB
1.8	CoorsTek LOS	Martinez, Roy, 3/16/22 3:03 AM	PDF / 75.991 KB
1.9	Advent Health University LOS	Martinez, Roy, 3/16/22 3:03 AM	PDF / 40.584 KB

2.Financial Plan

STEM School Highlands Ranch has an excellent financial rating and is in prime position to fiscally support a new school. The existing campus has been tracking its enrollment data for many years and we have identified a need at the elementary level. The elementary waitlist surpasses the number of students that we can enroll at the current campus. The interest in starting a K-12 campus is there as evidenced by our intent to enroll data, and our finances support the opening of a new school began several years ago. This evidence supports the opening of a new school and does not disadvantage the existing campus.

STEM Highlands Ranch has an independent audit each year. The approved policies regarding internal controls specific to systems for handling of cash, payables, receivables, payroll, benefits and capital assets are reviewed and endorsed in the audit. These policies are reviewed annually to ensure that policies are applicable and consistent with industry norms and STEM's changing needs.

The STEM Board Finance Committee is responsible for oversight of all aspects of the financial health and compliance for STEM. STEM maintains an investment grade with Moody's as our independent rating company. Compliance for STEM's three bonds include multiple levels of reporting including the Securities & Exchange Commission (SEC). The bond holders require specific reserves to protect their investment which is also included in the annual reporting.

STEM reports all expenditures to DCSD where reports are combined and then sent to CDE. STEM strictly adheres to Colorado and DCSD financial health guidelines for charter schools. The guidelines are part of the STEM board dashboard for financial health monitoring.

STEM is one of the few charter schools in DCSD with consistent all-green metrics for what is measured as an indicator of financial health and strength.

STEM's CFO is an experienced auditor and CPA. The annual independent audit consistently reports best in class for financial practices, procedures and strength of reserves.

The 5 Year attached budget is based on FRL at 12% and SPED services provided to 10% of enrollment. PPR Revenue is estimated at a 2.5% increase year over year ,the mill levy is based on a 2% decrease year over year. Salary detail provides teacher, admininistration, SPED, custodial and front office support.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Student Count	0	100	225	475	550	600
			STEM School Sterling Ranch			
	Projected Budget Year 0 Year 22-	Projected Budget Year 1 Year 23-	Projected Budget Year 2 Year 24-	Projected Budget Year 3 Year 25-	Projected Budget Year 4 Year 26-	Projected Budget Year 5 Year 27-
Balance on Hand July 1	$ -	$ 4,588	$ 4,588	$ 196,109	$ 454,259	$ 805,087
Revenue:						
Per Pupil Revenue	$ -	$ 306,170	$ 2,083,855	$ 4,522,213	$ 5,367,153	$ 6,001,453
Mill Levy/Override	-	116,400	257,850	536,185	611,533	657,120
Tuition	-	28,600	64,350	135,850	157,300	171,600
Transportation Fees	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-
Food Services	-	-	-	-	-	-
Pupil Activities	-	-	-	-	-	-
Community Service Activities	-	-	-	-	-	-
Other Local Revenue	-	-	-	-	-	-
Rental/Lease	-	-	-	-	-	-
Contributions/Donations	55,000	400,000	150,000	-	-	-
Miscellaneous Revenue	-	-	-	-	-	-
Categorical Revenue	-	-	-	-	-	-
Other State Revenue	-	29,500	65,250	137,750	159,500	174,000
Grants Federal	-	-	-	-	-	-
Fund Transfer	-	-	-	-	-	-
Other Sources	-	-	-	-	-	-
Cap Reserve Bond Revenue	-	-	-	-	-	-
Grants Local	-	-	-	-	-	-
Total Revenue	$ 55,000	$ 1,480,670	$ 2,627,305	$ 5,331,998	$ 6,295,486	$ 7,004,173
Total Sources	$ 55,000	$ 1,485,258	$ 2,631,892	$ 5,528,107	$ 6,749,744	$ 7,809,260
Expenditures:						
Salaries	$ 28,050	$ 644,400	$ 1,092,830	$ 2,136,548	$ 2,603,142	$ 2,824,822
Benefits	5,862	237,340	406,904	787,427	944,571	1,017,500
Purchased Professional and Technical Ser	5,000	70,500	163,463	355,659	424,486	477,384
Purchased Property Services	-	223,180	417,652	855,365	1,005,708	1,113,501
Other Purchased Services	500	12,500	28,125	58,500	67,500	73,500
Supplies	-	37,500	78,250	133,750	146,500	155,000
Property	7,500	131,000	187,250	562,250	600,250	669,000
Other Expenses	3,500	55,000	61,250	123,750	152,500	180,000
Other Uses of Funds	-	-	-	-	-	-
Redemption of Principal	-	-	-	-	-	-
Principal on Leases	-	-	-	-	-	-
Grant Expense	-	-	-	-	-	-
Cap Reserve Expense	-	-	-	-	-	-
Total Expenditures	$ 50,412	$ 1,412,020	$ 2,435,783	$ 5,073,849	$ 5,944,657	$ 6,510,707
Balance on Hand June 30	$ 4,588	$ 73,237	$ 196,109	$ 454,259	$ 805,087	$ 1,298,553
Fund Balance as a % of Revenue	0%	5%	7%	9%	13%	19%

Budget Based on 75-85% Student Enrollment

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Student Count	0	75	200	400	450	500

STEM School Sterling Ranch

	Projected Budget Year 0 Year 22-	Projected Budget Year 1 Year 23-	Projected Budget Year 2 Year 24-	Projected Budget Year 3 Year 25-	Projected Budget Year 4 Year 26-	Projected Budget Year 5 Year 27-
Balance on Hand July 1	$ -	$ 4,588	$ 4,588	$ 62,557	$ 171,163	$ 174,212
Revenue:						
Per Pupil Revenue	$ -	$ 679,628	$ 1,857,649	$ 3,808,179	$ 4,331,307	$ 5,001,211
Mill Levy/Override	-	87,300	229,200	451,524	500,345	547,600
Tuition	-	21,450	57,200	114,400	128,700	143,000
Transportation Fees	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-
Food Services	-	-	-	-	-	-
Pupil Activities	-	-	-	-	-	-
Community Service Activities	-	-	-	-	-	-
Other Local Revenue	-	-	-	-	-	-
Rental/Lease	-	-	-	-	-	-
Contributions/Donations	55,000	400,000	150,000	-	-	-
Miscellaneous Revenue	-	-	-	-	-	-
Categorical Revenue	-	-	-	-	-	-
Other State Revenue	-	22,125	58,000	116,000	130,500	145,000
Grants Federal	-	-	-	-	-	-
Fund Transfer	-	-	-	-	-	-
Other Sources	-	-	-	-	-	-
Cap Reserve Bond Revenue	-	-	-	-	-	-
Grants Local	-	-	-	-	-	-
Total Revenue	$ 55,000	$ 1,210,503	$ 2,352,049	$ 4,490,103	$ 5,150,852	$ 5,836,810
Total Sources	$ 55,000	$ 1,215,090	$ 2,356,636	$ 4,552,660	$ 5,322,015	$ 6,011,023
Expenditures:						
Salaries	$ 28,050	$ 519,050	$ 1,038,500	$ 1,933,580	$ 2,336,823	$ 2,553,231
Benefits	5,862	130,979	388,783	691,103	853,316	925,304
Purchased Professional and Technical Ser	5,000	52,875	145,300	299,502	347,306	397,820
Purchased Property Services	-	179,385	373,246	720,812	822,852	927,917
Other Purchased Services	500	9,375	25,000	49,500	55,500	61,500
Supplies	-	28,125	75,000	131,000	145,750	160,500
Property	7,500	102,750	188,250	486,000	513,750	591,500
Other Expenses	3,500	53,750	60,000	70,000	72,500	175,000
Other Uses of Funds	-	-	-	-	-	-
Redemption of Principal	-	-	-	-	-	-
Principal on Leases	-	-	-	-	-	-
Grant Expense	-	-	-	-	-	-
Cap Reserve Expense	-	-	-	-	-	-
Total Expenditures	$ 50,412	$ 1,136,289	$ 2,294,079	$ 4,381,497	$ 5,147,803	$ 5,792,832
Balance on Hand June 30	$ 4,588	$ 78,801	$ 62,557	$ 171,163	$ 174,212	$ 218,191
Fund Balance as a % of Revenue	0%	7%	3%	4%	3%	4%

Attachments
Section 2: Financial Plan

2.1	[DCSD Budget 100% Sterling Ranch](#)	Martinez, Roy, 3/16/22 1:45 AM	XLSX / 12.721 KB
2.2	[DCSD Budget 85% Sterling Ranch](#)	Martinez, Roy, 3/16/22 1:45 AM	XLSX / 12.701 KB

3.Educational Plan

At STEM School Highlands Ranch we put innovation in the center of learning to unleash the potential of all students and prepare them for an exponentially changing world.

Our goal is not only to prepare students to thrive in the constant world of reinvention, but to lead it.

STEM School Highlands Ranch was founded in 2011 and serves 1850 students K-12. STEM School of Highlands Ranch wholeheartedly embodies the following practices in pursuit of preparing students for their stewardship responsibilities within their community:

- **We are more than a school.** We are a think tank, a learning lab and a catalyst for creativity. We are a haven for continual innovation, creative exploration, and rigorous discovery. We defy definition and break with convention – because that's what innovators do.

- **We see school differently.** Although our curriculum has a college preparatory focus with emphasis on developing core liberal arts skills in reading, writing, mathematics and science, we use creativity, problem-solving and innovation to inspire and challenge our students.

- **We are more than just STEM.** We infuse STEM into all classrooms. We challenge students with STEM-based, real-world problem solving which is fueled by constant exploration, inquiry and discovery.

- **We foster innovation.** We equip every student, every day in every classroom with the knowledge, skills, confidence and character to thrive in a constantly changing world. By using continuous inquiry, constant discovery and trial and error as critical pathways to new discoveries, we create a culture of safe failure and fearless innovation.

- **We empower students.** We put students in the driver's seat of their learning, and engaging. We empower them to push their own unique boundaries of innovative learning, thinking and doing.

- **We see teachers as catalysts.** At STEM, teachers are role models and innovation coaches who provide the framework for learning. Our teachers are experts in teaching appropriate use of technology, collaboration, and teamwork that sparks interest in STEM and learning at an early age.

- **We innovate and learn together.** Here at STEM, we leverage the power of collaboration, teamwork and group think to build, design and create solutions to real world problems.

- **We're fostering tomorrow's innovators, creators and change agents.** We work tirelessly to nurture and develop integrity, respect, responsibility and honesty within our students and take pride in encouraging well-rounded student development.

- **Through a rigorous, STEM-based problem-solving curriculum, we foster innovation.** We teach concepts, not facts; tapping students, not chalkboards; keeping learning real, personal and hands-on while weaving STEM principles into every subject. We start innovation early, cultivate innovation constantly, innovate together, innovate ethically and put students in the driver's seat of their own unlimited potential.

- **We foster fearless risk-taking, safe failure and out-of-the-box thinking in every aspect of learning.** Our students are artists, scientists, builders, designers and the creators of tomorrow.

Curriculum

At STEM School Highlands Ranch, we focus on providing a rigorous and relevant core education

that integrates essential STEM skills and concepts within all content areas including literacy, mathematics, social studies and science. Problem Based Learning and 21st Century Skills are embedded through the use of technology, critical thinking, and collaboration that engages students in authentic and real world issues. Additional content areas such as computer science, art, music, health, economics, psychology, financial literacy, physical education, engineering, and World Language provide students with learning opportunities that enhance the Colorado Academic Standards (CDE, 2020) through the application of skills and content in core and elective classes.

All curricular decisions begin with the alignment to the Colorado Academic Standards (CDE, 2020) and 21st Century Skills (P21, 2007). Technology is infused throughout each unit as a tool for the development and promotion of student engagement and learning. Students also have the opportunity to take AP and Concurrent Enrollment (CE) courses. The most advanced students engage in these courses early in their Middle School career but many students participate in these programs and graduate from STEM with college credits.

Literacy

Reading, writing, speaking and listening are essential components of an effective literacy program (Calkins, L., 2014; Routman, R., 2003). Curriculum aligns with the Colorado Academic Standards (CDE, 2020). The STEM School provides a literacy approach that incorporates the following key principles:

- Reading and writing instruction are closely connected. A workshop model is at the heart of literacy programming and includes phonemic awareness, phonics, vocabulary, comprehension, and fluency.

- Components of literacy include classroom instruction related to word study, interactive read aloud, shared reading and shared writing, independent reading and writing, and interactive editing. This model is essential for elementary student success.

- To optimize literacy instruction and student learning, time in content can be infused with modeled and shared reading and writing.

- The application and transfer of skills, strategies, and processes of reading and writing occurs across the day and throughout contents.

- Skills are connected and maximized in all content areas (math, science, social studies, engineering, art, music, physical education, world language).

- Non-fiction text is relevant and integrated which provides a forum for problem solving, collaboration with others, and critical thinking within real world relevant issues.

Per the CDE guidelines, all K-3 teachers will have completed the literacy training requirements related to the READ Act. In addition, core programming will include Benchmark Literacy Workshop, an approved program. In addition, iReady online instruction is utilized as an intervention for students on READ plans.

Mathematics

Our Mathematics curriculum is developed utilizing the Colorado Academic Standards (CDE, 2020) which include skills, content and mathematical practices. The following Common Core Standards of Mathematical Practice (Common Core State Standards Initiative, 2016), drive instruction at all levels. Students taught at STEM will be able to do the following::

- Make sense of problems and persevere in solving them.

- Reason abstractly and quantitatively.

- Construct viable arguments and critique the reasoning of others.

- Model with mathematics.

- Use appropriate tools strategically.

- Attend to precision.

- Look for and make use of structure.

- Look for and express regularity in repeated reasoning.

Mathematics instruction is active and student-centered. Authentic, problem based learning experiences incorporate real world and relevant opportunities for students to apply mathematical skills and concepts.

Science and Engineering

Science and engineering curriculum focuses on incorporating real world and relevant experiences through a 5 E Inquiry Model of Instruction (BSCS, 2006). Curricular decisions are based on the Colorado Academic Standards (CDE, 2020), and the Next Generation Science Standards (NGSS Lead States, 2013). Science curriculum also provides opportunities to do the work of scientists and engineers by applying science and engineering practices within appropriate content. The following science and engineering practices are embedded throughout the curriculum:

- Asking Questions

- Developing and Using Models

- Planning and Carrying Out Investigations

- Analyzing and Interpreting Data

- Using Mathematics and Computational Thinking

- Constructing Explanations

- Engaging in Argument

- Obtaining, Evaluating, and Communicating Information

Science and engineering curriculum is also enhanced through partnerships within the community that enrich students with the real world work of scientists and engineers. Students experience authentic science and engineering through field excursions, webinars and collection of scientific data that contributes to the scientific community (GLOBE, Bud Burst, Journey North, GO3, Roots and Shoots). Students present their solutions to scientific problems to adult audiences for feedback.

Engineering is implemented as an integration of literacy, science and math content. Within the elementary classroom, students develop an understanding of engineering careers through

Engineering Is Elementary curriculum (Boston Museum of Science). Literacy is embedded within each unit through a problem solving approach. At the secondary level, students explore engineering principles that involve solving real world problems and evaluating their solutions.

All students are provided opportunities to learn the Engineering Design Process (Tufts University, 2002) through coding and early programming using Lego curriculum. Students solve problems through designing their own solutions, creating their own stories, and testing their design ideas. Story Starters, WeDo robotics kits and EV3 Mindstorms robotics kits are resources used to teach these skills.

Social Studies

Social Studies curriculum aligns with the Colorado Academic Standards (CDE, 2020). These standards are essential as a guide in developing the knowledge and skills to help students make sound judgments, understand historical and contemporary experiences/events, analyze interpersonal and global tensions, and actively participate in the complex world in which they live.

Problem Based Learning

Problem based learning (PBL) is a major instructional focus for every grade level and content area at STEM. Students take ownership of their learning, collaborate with others, solve real world problems using data, research and analyze findings, create new and innovative solutions and communicate and share ideas with real world audiences. PBL experiences require our students to not only have a strong foundation of knowledge but to apply the learning, using technology, for creative and novel solutions to relevant problems.

Even our youngest students have opportunities to solve real world problems through this approach. Colorado Academic Standards are addressed in multiple areas and the final presentation of their solutions and design ideas are presented to an expert panel of adults.

Although problem based learning experiences will vary from grade to grade and year to year, all students participate in the process of determining real world and relevant problems. They understand essential content related to the problem at hand, design and test solutions to the problem, and then present to an authentic audience.

Culture

At STEM School Highlands Ranch, it is critical that students and staff enjoy a climate of kindness and innovation. This culture is built on STEM's Formula for Character and its passion for innovation within the classroom. Our Formula for Character focus includes the belief that through honesty, integrity, respect, responsibility and empathy, people learn to take care of themselves and others. Based on these values, we offer a wide variety of opportunities for students to embrace our Formula for Character advocacy and academic activities.

STEM School promotes a climate of innovation where students and teachers are encouraged and expected to try new things and take risks. Through Problem Based Learning, students are engaged in collaboration, critical thinking, communication and real world problem solving. Teachers act as facilitators, directing student learning based on student need and interest. Support for teachers and the development of the teacher culture is described in the professional growth and development portion of this document and monitored through quarterly staff surveys and regular opportunities for feedback and clear communication. Finally, celebrating large and small successes using planned and spontaneous methods helps to foster our positive culture.

Our student culture is based on strong connections between students and teachers, mentors and

administration. Student voice and choice is critical to our student culture. We encourage students to attend monthly open student forums hosted by the Student Advisory Committee and the STEM administration in order to regularly communicate about the school's culture and share ideas about how to continually improve. There is also student representation on hiring committees, community service requirements for graduation, and many opportunities for student scholarship and recognition.

Culture building for students at STEM often appears in the form of clubs and service organizations. Students are welcomed to join one of our existing opportunities or work with a mentor to develop a new club or organization. The current opportunities for involvement include the following:

- Student opportunities for participation in sports/activities such as soccer, cross country, volleyball, baseball, lacrosse, fencing, yoga, ballet, basketball, cheerleading, Allies in Diversity, chess club, Mindcraft club, Lego club, craft club, multiple honor societies, FBLA, DECA, literary magazine, broadcast club, Sources of Strength, Cyber Patriots, Girls' Persist @ STEM, Technology Student Association, art club, National History Club and Thespian troupe.

- Student-led organizations include Elementary, Middle School and High School Student Government, Student Advisory Council, Technology Student Association, BEST Robotics and First Robotics.

- Student recognition and praise occurs through multiple pathways that include Spartan of the Month, Director's Honor Roll, Honor Roll, website and social media recognition, STEM character shout outs, membership ceremonies for honor societies and opportunities to speak at industry conferences. Graduating student successes are recognized through the STEM Scholar Diploma, Outstanding Character Award, Department Achievement Awards, Academic Letter Awards, sports awards, speciality graduation cords and graduation sashes.

STEM School Highlands Ranch values and supports the social and emotional health of our students by offering, teaching and embedding programs such as the ones listed below:

- Sources of Strength - A DCSD endorsed program utilizing student and mentor empowerment and evidence-based prevention methods to address issues such as suicide, violence, bullying and substance abuse.

- MTSS (Multi-Tiered System of Supports)

- Implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.

- Restorative Practices - A strategy that seeks to repair relationships that have been damaged.

- Second Step - A K-5 curriculum that integrates social-emotional learning (SEL) in classrooms and schoolwide in order to decrease problem behaviors, promote school success, self-regulation, and a sense of safety and support for students.

The opportunity for innovation and growth of all staff is a top priority in maintaining a healthy climate and culture. We invest in our staff with purposeful current best practice and data driven professional development. We continually encourage, expect, and support our teachers in taking

risks and being innovative which enables them to deliver the highest quality, rigorous classroom opportunities for all students. In order to build a feeling of community and teamwork in our building, we offer teachers the following opportunities and tools:

- Weekly grade level or department professional learning community meetings

- High quality induction process

- Teacher mentor program

- Quarterly staff culture surveys

- Social and team building events

STEM incorporates quarterly surveys to staff in order to gather data regarding staff climate and culture. This feedback is used by administration to guide staff professional development throughout the year. The STEM School also utilizes data from the TLCC survey to guide the decision making process. In addition, feedback is provided at the end of each day-long professional development session throughout the year.

In the fall and spring of each year, STEM families receive a Parent Survey to solicit feedback regarding overall academic and operations of the school. This survey is developed by the SAC team and administration. Results are presented to the STEM Board of Directors, and SAC. Recommendations from these stakeholders are reviewed yearly.

Professional Development

In order for the teachers at STEM School Highlands Ranch to provide a powerful learning environment for our students, careful consideration must be given to the professional development of our staff.

As is our teaching, our professional development is differentiated for the needs of our teachers. Each year teachers are surveyed on their professional needs. Using that information, the Director of Professional Development constructs a year long professional development plan that aligns school goals and teacher goals.

1. We have approximately 10 days of the school year that are solely dedicated to professional development. This past year teachers were given time, guidance and administrative oversight to work in PLC's that were dedicated to data informed instruction and our Standards Based Learning Initiative. Professional Development was a mix of whole group and small group differentiated learning opportunities for teachers to grow in their Standards Based Learning knowledge. All PD's are eligible for earning renewal hours based upon demonstration of Teacher/SSP standards.

2. All new teachers participate in teacher onboarding professional development that provides support during the first few days and weeks of employment.

3. Weekly staff meetings and training sessions are used to address topics such as: Student Success (MTSS, 504, GT, IEP), Curriculum, Culture building and Data driven instruction.

4. Teacher mentor program.

- All new teachers are assigned a mentor teacher.

- Mentor teachers meet with their mentee at least once a month, along with mutual observations once a month.

- Mentors are provided with timely talking points each month from the Director of Professional Development.

- Mentors receive monthly training and check-ins from the Director of Professional Development.

1. Teacher Support Team

- Each teacher is assigned a Support Team Member that assists them with establishing professional goals, collecting data, and providing needed resources.

- The Teacher Support Team also establishes PLC's for their team as needed.

- The Teacher Support team works with teachers to develop units that align with Colorado State Standards, as well as meets the needs of the students based on data collected.

1. Departments/Grade Level Teams

- Team leaders are trained to develop and support healthy teams.

- Each team identifies their goal and purpose, and collaborates to achieve success, using Data Informed Instruction and student achievement data.

- Support is provided by the leadership team.

Assessment/Data

STEM School Highlands Ranch uses a comprehensive and thorough assessment suite to remain in compliance, inform instructional practice and to partner with our STEM families. As a K-12 school, assessment is an integrated part of our school year.

STEM follows all compliance and regulatory assessment practices to adhere to state and district mandated testing. Students in grades 3-8 are administered the Colorado Measure of Academic Success (CMAS) each spring in the areas of English Language Arts and Mathematics. All students in grades 5, 8, & 11 are administered the CMAS in science each spring, and 4th, 7th, & 11th grade students are administered the social studies exam every three years. This assessment data is used to evaluate the effectiveness of the school as demonstrated in the Unified Improvement Plan, and to guide instructional programming for the following year to ensure achievement and growth for all students. Classroom teachers use data consistently, through grade level, pod, and department meetings to analyze and improve instruction for all students.

All 7th, 8th, and 9th grade students take the PSAT 8/9. The PSAT 8/9 is the "practice" SAT test for 7th and 8th graders. This helps students and teachers predict performance on the SAT exam, and tailor instruction to the individual needs of students. Freshmen are required to take the PSAT 8/9 as part of the state mandated testing process. All 10th grade students take the PSAT 10. Scores from this exam also predict performance on the SAT, and are used by parents, students, and teachers to inform preparation for the SAT. The SAT is a college admission assessment. Colorado uses the SAT for state mandated testing for Juniors in the spring.

STEM uses iReady in order to progress monitor reading and math skills for all grade levels (K-12). All students are given iReady assessments at least three times a year to ensure that progress is

being made. Students in grades 3-8 are also given the MAP (NWEA) test two times a year to monitor their progress in science levels. Teachers use the immediate data from iReady and MAP assessments to drive their instruction and differentiate to individual student needs. The data from these assessments enable teachers to target weak areas and help students improve and reach benchmark levels across the board.

Kindergarten students are administered the Teaching Strategies Gold in order to determine readiness related to kindergarten student learning and achievement. This data is used by classroom teachers to inform instructional needs of their students.

K-12 Identified English Learners (NEP, LEP) take the ACCESS exam each January. This assessment allows educators, students, and families to monitor students' progress (progress monitor) in acquiring academic English in the domains of speaking, listening, reading, and writing. The assessment will be aligned with WIDA English Language Development (ELD) Standards.

The Cognitive Abilities Test (CogAT) appraises the cognitive development of students and measures students' learned reasoning abilities. It is used as a universal screener in grades 2 and 5, and via referral testing in grades K, 1, 3, & 4 to help determine a need for early intervention and programming needs. This assessment is one piece of a body of evidence in the identification process for Gifted and Talented programming.

Advanced Placement test results are used to evaluate the effectiveness of the AP program. Each year, we track the data to ensure that scores are improving in every content and to ensure that we are scoring well compared to the district and state. Since 2015, STEM has outperformed the state and the world in percentage of students scoring a 3 or higher on AP exams.

STEM School recognizes that our focus on student achievement and growth never ends. A major improvement strategy in the Unified Improvement Plan is the Use of Data to Inform Instruction. STEM School consistently uses data, both qualitative and quantitative, to evaluate the effectiveness of academic programs. STEM uses data from state-mandated testing to ensure that the academic program is successful. Our students consistently outperform the district and state on the CMAS, PSAT, and SAT measures. This data, along with the School Performance Framework compiled by CDE, is used to evaluate the effectiveness of the program with regards to achievement, growth, and overall academic success of all students. Data is shared with classroom teachers, staff, and parents in order to align goals of the Unified Improvement Plan. The School Accountability Committee (SAC) provides feedback and input to administration regarding data results and the UIP.

Furthermore, STEM has received many awards and accolades that demonstrate the effectiveness of the school. STEM was one of just 30 schools in the world and one of two schools in the Denver Metro region named a 2017 World-Leading Learners School. STEM has also been recognized for our Career Discovery Program, and our students have been featured on Fox31 Denver, CBS Channel 4, and MHI Solutions industry trade publication.

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Attachments
Section 3: Educational Plan

– No Attachments –

4.Target Population

STEM Highlands Ranch best serves students with unique learning needs not easily met in neighborhood schools. Happy children tend to remain in neighborhood schools. When needs are not met, parents seek a best-fit for their unique child.

STEM Highlands Ranch currently has 124 students on an IEP. An additional 125 students are on 504. About 25% of students are identified as G/T. A significant number of students are twice exceptional testing both gifted and special education. STEM Highlands Ranch is known to attract the quirky intense learners. Many students are general education and prefer the problem based learning that requires active participation. STEM Sterling Ranch will attract similar students opening in grades K-3

STEM Sterling Ranch will give priority to staff and Board children, siblings and those who live in the neighborhood. STEM will work with DCSD and the Developer of Sterling Ranch to determine the priorities for enrollment. Students who currently live in Sterling Ranch and Roxborough Park have expressed interest in migrating from STEM Highlands Ranch to Sterling Ranch for proximity. This migration will create capacity classrooms and require a waitlist starting 2023.

STEM Highlands Ranch adheres to the timeline set by DCSD for enrolling students for the following school year. Once completed, students are enrolled as they are added to the waitlist. Students move up in priority if they meet the priority criteria such as children of staff members or board members, siblings, and residents of DCSD over out of district residents.

All students are accepted first and then asked to indicate if the student is currently on an IEP for special education services. If so, the sending support team meets with the receiving support team to determine if FAPE (Free Access to Public Education) can be met within the broad definition of mild/moderate needs.

STEM Highlands Ranch is one of the most inclusive charter schools in Colorado for a large range of special needs and unique learning styles. Students are treated with dignity and respect. It is a welcoming home for many who might feel marginalized in traditional schools.

The new STEM School will serve students in grades K-12. As required by the Colorado Charter Schools Act, C.R.S. § 22-30.5-104(3), School enrollment procedures shall be conducted by the School in a nondiscriminatory manner. The School shall implement a recruitment and enrollment plan that ensures that it is open to any child who resides in the District. The School is committed to the goal of enrolling and retaining a student population that will be reasonably representative of the percentage of students that are eligible for free or reduced lunch, English language learners, and special education programs within the District average, taking into account the demographics of other public schools within a reasonable proximity to the School. The School's good faith effort to enroll and retain said representative populations, may not, in and of itself, ensure achievement of this goal, and that as a public school, the School cannot turn away students that meet its enrollment procedures as described (DCSD Enrollment Process).

The School's total enrollment shall not exceed the capacity of the School's facility site. Further, the School agrees to the following stipulations:

• Total enrollment shall be limited to assure that the School can facilitate the academic success of the students enrolled at the School; and

• Total enrollment shall be limited to ensure that the School can facilitate the School's ability to achieve all objectives in the charter contract.

Open Enrollment Process and Timeline

We are actively recruiting students from the Sterling Ranch neighborhoods and the surrounding communities. Additionally, we are recruiting along the Western front range of Douglas County, as well as recruiting from Sedalia, Castle Rock and Castle Pines. We will also recruit across the Douglas County School District. So as to not pull from our existing flagship campus, we will do our best to limit active recruiting from Highlands Ranch, Littleton, Lone Tree and Parker, as those have been identified as areas of the district where the majority of our flagship campus students come from.

Demographics of Enrollment (Mild/Moderate): As stated and agreed upon in the current DCSD Charter Contract with STEM School Highlands Ranch, the following expectations will be followed with regards to enrollment of students eligible to receive special education and related services including twice exceptional students. STEM School will continue to follow all policies and procedures to ensure all students have equal access to enrollment within the school.

A. The School shall conduct its admission process, including any lottery or similar process, without inquiry into the disability status of students.

B. Following receipt of an application for enrollment and, if applicable, success in any lottery or similar process, the School shall determine whether a student has been identified as a child with disabilities eligible for special education and related services pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1401 et seq. ("IDEA") or an individual with a disability under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and/or the Americans with Disabilities Act ("ADA"). If so, the School shall obtain a copy of the student's individualized education program ("IEP") or Section 504 plan

C. The School recognizes and agrees that it is solely and exclusively responsible for providing services and accommodations to students who have a disability within the meaning of Section 504 and the ADA, but are not eligible for special education and related services under the IDEA, and that nothing in this Contract shall be construed to require the District to provide services or accommodations to such students.

D. After receipt by School of the student's IEP, the School's multidisciplinary IEP Team shall review the IEP to determine whether the student can be appropriately served at the School.

   i. School agrees that it should be able to serve the student and the student should be enrolled at the School if the student's placement as identified in the IEP under review is "moderate needs" or comparable.

   ii. If the student's placement as identified in the IEP under review is a "center-based" program or a separate school, the identification of the School as an appropriate placement is a determination made by the   multidisciplinary IEP team that the student can receive a free appropriate public education in the least restrictive environment at the School. In the event such a determination is made, the student shall attend   the School.

   iii. If the determination of the multidisciplinary IEP team is that a free appropriate public education cannot be provided at the School, the student's attendance shall be denied and the District shall be responsible to place the student in another public school to enable the student to receive a free appropriate public education in the least restrictive environment.

E. Admission of applicants with an IEP or Section 504 Plan shall be in compliance with District requirements and procedures concerning the education of students with disabilities. Every student who is admitted with an IEP or Section 504 Plan from his/her previous school shall be

placed directly in a program that meets the requirements of such IEP or Section 504 Plan, unless and until a review staffing by the IEP team or Plan review meeting is held and the IEP or Section 504 Plan is changed.

F. An application for attendance at School may be denied for a student with disabilities in the same manner and for the same reasons as such application may be denied for a student without disabilities.

Attachments
Section 4: Target Population

– No Attachments –

5.Human Resources

The attached chart details staffing needs as new hires with intent not to disrupt current STEM School Highlands Ranch staffing needs. STEM School Sterling Ranch will fund 1 full time licensed teacher for every 25 students enrolled. In addition, STEM School Sterling Ranch will fund a full time Instructional Assistant for each kindergarten classroom and 1 full time Instructional Assistant per grade level, to be shared between grade level classrooms in grades 1 through 5. In addition, STEM School Sterling Ranch will fund support staff that meets or exceeds the district guidelines. Support staff include special education staff, learning support services, psychologist or counselor, and English Language Learner support. With regards to additional support staff, an office manager, custodian, receptionist, technology specialist, school nurse/health services will be provided.

STEM Highlands Ranch will limit each grade level to one teacher leaving for STEM Sterling Ranch per grade level. This ensures STEM STerling Ranch will have the right talent to start the new school while protecting STEM Highlands Ranch from a talent migration that would impact opportunity for students in the flagship campus.

Student count		100.00	225	475	550	600		
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
Position		FTE Eligible for Benefits	FTE Eligible for Benefits	FTE Eligible for Benefits	FTE Eligible for Benefits	FTE Eligible for Benefits		
Instructional Staff								
Kindergarten		1.00	2.00	4.00	4.00	4.00		
1st		1.00	2.00	4.00	4.00	4.00		
2nd		1.00	2.00	4.00	4.00	4.00		
3nd		1.00	2.00	4.00	4.00	4.00		
4th			1.00	2.00	4.00	4.00		
5th				1.00	2.00	4.00		
Ex. Para/Classroom Support		3.00	7.00	10.00	12.00	13.00		
Ex. Para/Classroom Support		-						
Ex. Specials Teacher		2.00	3.00	4.00	4.00	4.00		
SPED		1.00	1.00	2.00	3.00	3.00	10% of total student count 30:1 Ratio	
School Phycologist				1.00	1.00	1.00		
Instructional Staff Totals	-	10.00	20.00	36.00	42.00	45.00		
Admin Staff								
Principal		1.00	1.00	1.00	1.00	1.00		
Ex. Office Manager		1.00	1.00	1.00	1.00	1.00		
Ex. Custodian		1.00	1.00	2.00	3.00	3.00		
Admin Assist Replication Officer	0.33							
Assist principal				1.00	1.00	1.00		
Dean					1.00	1.00		
Receptionist			1.00	1.00	1.00	1.00		
Facilities Manager				1.00	1.00	1.00		
Technology		1.00	1.00	2.00	2.00	3.00		
Admin Assistant				1.00	1.00	1.00		
Nurse /Health Asst		1.00	1.00	1.00	1.00	1.00		
Health Asst				1.00	1.00	1.00		
Admin Only Totals	0.33	5.00	6.00	12.00	14.00	15.00		
Combined Totals		15.00	26.00	48.00	56.00	60.00		

Attachments
Section 5: Human Resources

5.1	100% Staffing Summary	Martinez, Roy, 3/15/22 11:35 PM	XLSX / 13.543 KB