

Charter School Renewal Application

Charter Renewal Application #000825

Ben Franklin Academy

Location Code: 0135

Submitted To:

Douglas County Colorado
Choice Programming
Douglas County School District

373 Inverness Parkway Suite 203
Englewood, CO 80112
Phone: 720-433-1265

Submitted By:

Diana Simpson

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GENERAL

A. School Information

School Type: **Elementary / Middle**
 Grade Levels: **[K, 1, 2, 3, 4, 5, 6, 7, 8]**
 School District: **Douglas County, Colorado**
 Neighborhood / Community: **Highlands Ranch**
 Organization Type: **Non-profit Corporation**
 Sponsoring Entity: **Non-profit Organization**
 Address: **2270 Plaza Dr. , Highlands Ranch, CO 80129**
 Phone: **720-383-4519**
 Fax: **303-974-1738**
 Web Site: **<https://www.bfacademy.org>**
 Calendar Type: **Standard - 170 instructional days**
 Educational Service Provider: **Ben Franklin Academy PTO (None)**

B. Primary Contact Person

Name: **Diana Simpson**
 Mailing Address:
 Mobile Phone: **7209373409**
 Alternate Phone: **303-838-4519**
 Email: **dsimpson@bfacademy.org**
 Current Employer: **Ben Franklin Academy**

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	85	92	85	92	85	92	85	92	85	92
1	100	104	100	104	100	104	100	104	100	104
2	104	104	104	104	104	104	104	104	104	104
3	104	104	104	104	104	104	104	104	104	104
4	104	104	104	104	104	104	104	104	104	104
5	104	104	104	104	104	104	104	104	104	104
6	100	104	100	104	100	104	100	104	100	104
7	95	104	95	104	95	104	95	104	95	104
8	90	104	90	104	90	104	90	104	90	104
Total	886	924	886	924	886	924	886	924	886	924

D. Board Members

Name	Title	Contact Information	Current Employer
Bentley, Stephen	Board Director	P: 720-383-4519 M: 7203834519 E: stephenb@bfacademy.org	
Castor, Mette	Board Secretary	P: 720-383-4519 M: 303-378-2938 E: mettec@bfacademy.org	Global Commercial Services for American Express
Lucero, Adam	Board Vice Chairperson	P: 720-383-4519 M: 303-803-6520 E: adaml@bfacademy.org	Kiewit
Maglieri, Haley	Board Chairperson	P: 720-383-4519 M: 7202920774 E: haleym@bfacademy.org	Forbes Bros.
Matthews, Melody	Board Member	P: 720-383-4519 M: 7203834519 E: melodym@bfacademy.org	
Nisbet, Sarah	Board Treasurer	P: 720-383-4519 M: 713-818-6388 E: sarahn@bfacademy.org	Nespresso
Street, Kerri	Board Director	P: 720-383-4519 M: 720-301-4605 E: kerris@bfacademy.org	

Basic School Information & Required Attachments

1. Basic School Information

Ben Franklin Academy

The mission of BFA “is to develop young adults with character like America’s founding Renaissance man, Benjamin Franklin: well-read, scientifically curious, and civically engaged.”

Total Enrollment: 883

and % of Free and Reduced Lunch: 35 or 3.96%

and % of Special Education Students: 33 or 3.73%

and % of ELD Students: 7 or .79%

Attachments

Section 1: Basic School Information

– No Attachments –

2. Required Attachments (may add as link to a Google Drive)

[Attachment One:](#) Mission, Vision, Key Elements

[Attachment Two:](#) UIP

[Attachment Three:](#) (Appendix C) Interim Testing: Lexia CORE5, CoGAT, AR, iReady

[Attachment Four:](#) (Appendix D) State Performance Reports (SPF)

[Attachment Five:](#) (Appendix II) Budget Information

[Attachment Six:](#) (Appendix E) Parent Satisfaction Survey Survey

[Attachment Seven:](#) (Appendix DD) Strategic Plan

Complete Google Drive File with all Appendices and Attachments can be accessed [HERE](#) (all Appendices are also uploaded to their appropriate sections of the application)

Attachments

Section 2: Required Attachments (may add as link to a Google Drive)

– No Attachments –

1. Mission and Key Design Elements

1.1.1 Mission & Key Design Elements

Mission and Vision- The mission of Ben Franklin Academy (BFA) is: “To develop young adults with character like America’s founding Renaissance man, Benjamin Franklin: well-read, scientifically curious, and civically engaged.” This is supported by BFA’s vision, which provides:

Our students will excel academically through a challenging, sequenced curriculum that emphasizes math, science, the arts and literacy. We will be a data-driven institution, focusing on individual students. Our students, teachers, parents, staff, and leaders will be held accountable for the success of our school. Finally, we recognize that an education is incomplete without fostering social emotional development, character, sports, and nature.

Educational Philosophy- BFA is “The STEAM School of Choice” in Douglas County, Colorado. As a K-8 public charter school, BFA combines a challenging, sequenced Core Knowledge (“CK”) curriculum with an emphasis on science, technology, engineering, arts, and mathematics (STEAM) as well as character education. BFA focuses on the success of each individual student through the use of data-driven flexible ability grouping and differentiated instruction.

Key Design Elements- BFA provides a rigorous K-8 academic program that creates a solid educational foundation for the continued success of all students. The proven CK Scope and Sequence (“CK Sequence”) – with an emphasis on math, science, and literacy – combined with programming for music, art, physical education, technology, and a principle-based character education constitute the backbone of BFA’s academic program. BFA’s math program teaches and challenges students in a manner in which students are prepared to understand more complex math concepts at higher grade levels. BFA students are engaged in science through daily instruction and hands-on and real-world applications. In addition to dedicated science teachers in middle school, BFA employs a Science Specialist to teach its K-5 students weekly in an elementary science lab. Further, BFA accentuates literacy through its thorough language arts and literature program as well as through its interdisciplinary approach to the overall curriculum. BFA also uses grade-level field trips to enhance classroom instruction and create exciting hands-on learning opportunities for students. Additionally, BFA has created a dynamic learning environment by integrating technology into its curricula. All BFA students use a variety of age-appropriate technologies in the classroom and in the two technology labs. In middle school, students benefit from receiving a dedicated Chromebook for use during their tenure at BFA, having a STEAM lab rotation, and the availability of a variety of STEAM electives. STEAM lab is a workshop where middle school students gain hands-on experience in a variety of fields using DSLR photography, robotics, graphic design, game design, 3D modeling/printing, and electronics. By providing instruction that is interesting, valuable, authentic, and fulfilling, BFA instills a life-long love of learning in all of its students.

BFA believes in a well-rounded, balanced education. This encompasses the explicit teaching of character, in addition to instruction in arts, sports, and nature. BFA students thus become well-rounded individuals, with the opportunity to excel in a variety of fields, just as Benjamin Franklin did. Specifically, BFA seeks to develop children who reflect the character of America’s founding Renaissance man. To this end, BFA teaches the Thirteen Virtues, with minor modifications, extolled by Benjamin Franklin: temperance; silence; order; resolution; frugality; industry; sincerity; justice; moderation; cleanliness; tranquility; purity; and humility. See Appendix F. Different virtues are taught and practiced every month and integrated into instruction on a daily basis. In addition, all middle school students participate in specials classes where they are taught

various life and social emotional skills. Classes focusing on self discovery, the consumer world, family responsibilities, financial management, and college and career preparation and planning give BFA students the tools they need to succeed at BFA and beyond.

As a data-driven institution, BFA utilizes flexible ability grouping and classroom differentiation to challenge students at individual levels. These data-driven groups may cross grade levels by subject matter. Regular assessments provide meaningful measures to ensure mastery of material and, where necessary, adjust student placement within ability groups and the content taught within each group. Moreover, BFA employs two Gifted and Talented (“GT”) Specialists (One from grades K-4 and one for grades 5-8) for those students who excel beyond ability grouping. See Section 4.3 Gifted and Talented Education and Appendix G infra.

BFA also provides a tuition-based, CK preschool. BFA’s commitment to data-driven high student achievement begins with preschool, which is why its tuition-based preschool program also uses the CK Sequence. Each child has individualized instruction and regular assessments are a priority. The CK Sequence provides a clear outline of what children are expected to learn, and it promotes the inherent desire to continue that learning. BFA preschool graduates enter kindergarten having attained all of the necessary knowledge and skills to be successful. BFA’s preschool meets the community demand for a high quality preschool, guards against potential low enrollment numbers for BFA, and provides a source of revenue for BFA to ensure that BFA remains financially viable.

Attachments

Section 1: 1.1 Mission & Key Design Elements

1.1	Appendix F: Thirteen Virtues	Simpson, Diana, 8/24/23 4:52 PM	PDF / 204.721 KB
1.2	Appendix G: Gifted and Talented	Simpson, Diana, 8/24/23 4:51 PM	PDF / 102.776 KB

2.1.2 Curriculum

BFA’s Core Knowledge Sequence provides students in grades K-8 with a deep knowledge in the core disciplines and a well-rounded education, which places emphasis on science, mathematics, and literacy. As students move through the program, they continue to carry out the school’s mission for students to be well-read, scientifically curious, and civically engaged. Consistent with its mission and vision, BFA’s academic programming also integrates technology, physical education, arts, and character education. All middle school students also participate in a “Specials” rotation of Life Skills, Mindful in Middle (social/emotional development), physical education/health, and STEAM lab. Additionally, BFA’s middle school offers honors classes in every core discipline in order to ensure its students stay continually challenged. A complete description of BFA’s elementary and middle school curriculum can be found in Appendix H.

BFA ensures that all requirements specified in the Douglas County School District (DCSD) and the State of Colorado (“State”) standards are included in the curriculum. Specifically, the materials used for BFA curriculum were selected and purchased because they align with the State and Common Core standards. See Appendix I. Moreover, BFA has reordered some of the CK content to more closely align with the grade-level instruction set forth in DCSD and State standards. Further, BFA added content to its curriculum, such as Colorado History, that are not typically part

of the CK Sequence to ensure that BFA's instruction meets and exceeds all required standards. BFA continues to monitor DCSD and State standards to ensure that its curriculum is in compliance.

Curriculum Evaluation- BFA analyzes the effectiveness of its curriculum on a regular basis through its Curriculum Committee. The nine-member committee consists of two teacher representatives from each level (primary (K-2), elementary (3-5), and middle school (6-8)), two representatives of BFA's governing board of directors ("BFA Board"), and a member of administration. This committee meets three times a year and reviews curriculum based on test scores, State/DCSD standards, teacher feedback, and overall effectiveness. Teacher representatives bring any curriculum concerns that their grade levels have to the meetings. The committee then examines testing data to see if there is quantitative support for the concern, confirms that the curriculum is being implemented with fidelity, researches alternatives, and makes recommendations based on its findings. Recommendations may include, but are not limited to, professional development in a specific area, an updated version of curriculum be purchased, or that a complete curriculum change is warranted. The Curriculum Committee evaluates the effectiveness of its recommendations at its meetings and proposes any additional changes, if necessary. If the recommendations include a curriculum change, the recommendations and budgetary impact, if any, are presented to the BFA Board. The BFA Board then determines if the new curriculum aligns with the school's mission, vision, strategic plan, and other founding documents and votes for (or against) the recommended change.

BFA's curriculum evaluation is a continual process. In 2020-2021, started the process of reviewing alternative math curriculums. In 2022, we implemented Envision math K-8, while still using Pearson math for algebra. In the 2023-2024 school year, the Curriculum Committee will be evaluating how well our current science instruction aligns with the new science standards. The committee will make recommendations to administration and the board about any curriculum changes or realignments that may need to take place.

BFA has adopted Second Step as our social emotional curriculum for grades K-8. Teachers spend at least twenty minutes each week teaching Second Step lessons to grades 1-5. Our school psychologist teaches Second Step to our kindergartners so that he can build relationships with them. In grades 6-8, Second Step is taught in their Mindful in the Middle specials class as well as during advisory time. Along with Second Step, we teach and encourage demonstration of Ben Franklin's thirteen virtues. A complete list of the thirteen virtues can be found in Appendix F.

Attachments

Section 2: 1.2 Curriculum

2.1	Appendix H- Curriculum	Simpson, Diana, 8/31/23 6:42 PM	PDF / 137.933 KB
2.2	Appendix I- BFA Curriculum and Standards Alignment	Simpson, Diana, 8/31/23 6:33 PM	PDF / 92.435 KB
2.3	Appendix F- Thirteen Virtues	Simpson, Diana, 8/24/23 5:02 PM	PDF / 204.721 KB

3.1.3 Assessment

As a data-driven institution, BFA collects qualitative and quantitative information from state assessments, national assessments/third-party standardized tests, curricular assessments, and teacher observations to make decisions about the progress and needs of each student.

Measurement of student performance and growth is accomplished through analysis and triangulation of testing data, report cards, teacher feedback, and the use of outside measurement sources. Multiple indicators are used to measure student achievement including the current Colorado Measures of Academic Success (CMAS), CogAT (Cognitive Abilities Test) (see Section 4 Access and Equity *infra*), AR, Lexia Reading CORE5, and iReady.

State Assessments- Each year Colorado requires a statewide single point in time assessment, aligned with the State model content standards, that covers limited grades and subjects. BFA specifically uses the data from these assessments to identify student academic needs (see Section 4 Access and Equity *infra*) and to improve instructional practices. By analyzing the data to discern any gaps in instruction, BFA identifies professional development and curriculum needs for the following year. For example, in 2019 we noticed a gap in math scores. The Curriculum Committee met and wanted to explore a newer addition of our math curriculum. We learned that our math curriculum was outdated and would not have newer materials available. We then started the two year process of reviewing and exploring other math curriculums and changed to Envision math in the 2022-2023 school year.

Notably, these standardized tests not only assess individual student achievement and growth but also score how BFA's academic program is performing relative to DCSD and State standards as well as other schools' programming. Since our last renewal in the 2018-2019 school year, BFA has earned the highest possible rating under the framework of "Performance Plan," indicating that BFA meets or exceeds statewide attainment on the performance indicators. Historical CMAS scores show that BFA students consistently achieve above DCSD and State levels. Most recently, the 2022-23 CMAS data demonstrates that BFA students again outperformed their peers in DCSD and throughout the State. Moreover, BFA students showed growth in seven out of ten categories from 2022 to 2023. BFA is currently strategizing to address these areas in the 2023-24 school year. Historical State testing data can be found in Appendix J and our State Performance Frameworks can be found in Appendix D. Our overall participation in state testing was low during the 2022-2023 school year, we have plans in place for this school year to improve that participation rate, including early and often communication around why this testing is so important.

Additional Nationally Normed Data Resources- BFA reviews and analyzes additional student test results throughout the school year to make decisions about the progress and needs of each student. BFA uses the data from the iReady assessment three times annually (fall, winter, and spring) as a benchmark assessment for each student in grades K-8. iReady is an integrated blended learning program that connects rich assessment data with personalized learning and teacher led instruction.

Additionally, BFA provides Lexia Reading CORE5 for grades K-5. This program provides explicit individualized systematic reading instruction and progress monitoring for students. Student participation (meeting their usage goals) with fidelity has improved each year.

Curriculum-Embedded Assessments- BFA provides regular assessments of subject matter to ensure mastery of material and aid in instruction and differentiation. BFA teachers use curriculum-embedded assessments, such as those provided by CKLA (K-5), DLI (K-4), Grammar and Writing by Curtis and Hake (5-8), Envision Math (K-8), Pearson Math (Algebra and Geometry), and Pearson Learning Core Knowledge History and Geography (K-6) to guide instruction decisions. Moreover, teachers also create subject-matter specific and CK Sequence-related assessments to monitor student comprehension and progress. Examples of these interim assessments can be found in Appendix C.

As a data-driven institution, BFA consistently uses its data sources to monitor instructional and curriculum effectiveness and student learning. Teachers and curriculum are evaluated in part on

student testing data. See Sections 1.2 Curriculum *supra* and 1.4 Organizational Capacity *infra*. Moreover, data obtained through State testing, iReady, CogAT, and curriculum-embedded and teacher-created assessments is analyzed to guide student placement and growth. Data is used both when placing students in groups and to monitor if students need to be moved between groups. BFA students are expected to grow academically regardless of their achievement levels, and multiple data points are used to identify students who would benefit from acceleration as well as remediation. When necessary, remediation of students is accomplished through MTSS (Multi-tiered System of Supports) where a team of specialists and classroom teachers meet to determine what new and/or additional steps need to take place to help with student growth. See Section 4 Access and Equity *infra*.

Attachments

Section 3: 1.3 Assessment

3.1	Appendix C- Interim Testing Samples	Simpson, Diana, 8/24/23 8:09 PM	PDF / 2.124 MB
3.2	Appendix D- BFA School Performance Frameworks	Simpson, Diana, 8/24/23 5:47 PM	PDF / 11.341 MB
3.3	Appendix J- Historical Testing Data	Simpson, Diana, 8/24/23 5:27 PM	PDF / 770.389 KB

4.1.4 Organizational Capacity

An organizational chart for BFA can be found in Appendix K. As a charter school, the BFA Board is charged with ensuring the long-term success of the school and promoting adherence to the BFA mission and vision. See Section 3 Board Governance *infra*. However, the administration of BFA is the ultimate responsibility of the Principal. Assisting and reporting to the Principal are administrative professionals responsible for overseeing their respective disciplines, including the Assistant Principals and Business Manager. Administrators meet regularly with the teaching staff to ensure the smooth operation of BFA. Certain information concerning the responsibilities of BFA's administration personnel is set forth below. BFA administration bios can be found in Appendix M. In the event that the Principal is unable to serve during the year (for planned or unplanned reasons) or announces their resignation, a succession plan is in place to help make a temporary or permanent transition smoother. See Appendix L.

Principal- Diana Simpson serves as BFA's Principal. Ms. Simpson reports directly to the BFA Board and is responsible for the day-to-day operation and management of BFA, student achievement, and BFA's relations with the community and DCSD. She is responsible for staff recruiting, hiring, and terminations. As the Principal, she is ultimately responsible for staff supervision and evaluations, budgeting, curricula planning and implementation, program evaluation and documentation, testing, purchasing, accounts payable/receivables, personnel scheduling, facility management and operations, and information requests from DCSD. She presides over staff meetings, attends monthly meetings of the BFA Board, and coordinates planning and educational opportunities for staff.

Assistant Principals- As illustrated in the organization chart, BFA employs two Assistant Principals: 1) Aric Gomez, Assistant Principal (Elementary School) who supervises grades K-4.; and 2) Richard Zaccaria, Assistant Principal (Middle School) who supervises 5th grade and Middle School (grades 6-8). The Assistant Principals report directly to the Principal and provide

administrative support and educational leadership for BFA as directed by the Principal. The Assistant Principals' responsibilities include assisting in the work assignments of the staff, evaluating staff, maintaining and enforcing discipline among students, and assisting with the implementation of curriculum. The Assistant Principals also help ensure that classroom instruction is appropriate for all students, including the special needs and GT populations, and monitor compliance with education plans.

Business Manager-BFA's Business Manager, Halsley Hoff, reports directly to the Principal and is responsible for the daily financial activities of the school. This includes, but is not limited to, establishing and maintaining yearly and long-term budgets, adopting and updating financial reports and corporate accounts, and establishing organizational procedures for financial and facility matters. She approves and authorizes all payroll, benefits, and accounts payable transactions as well as the purchases of material resources, equipment, textbooks, and supplies. Ms. Hoff delineates all responsibilities and authority and establishes lines of communication and supervision as they pertain to budgetary and financial matters. She also is a member of the BFA Finance Committee.

BFA also employs a Preschool Director, Lori Hafner. Mrs. Hafner reports to the Principal and is responsible for the day-to-day operation and management of BFA's preschool. She also is responsible for preschool staff supervision and evaluations, budgeting, curricula planning and implementation, and program evaluation and documentation. Additionally, she is responsible for preschool marketing and enrollment.

Process and System for Decision Making- Guided by the school's mission, vision, and strategic goals, the members of BFA's administration make countless decisions daily within their respective areas of responsibility in managing and operating the school. BFA's administration's decision process and system varies based on what type of decision is necessary. In general, BFA's administration follows a seven-step decision-making process: (1) A problem or an opportunity is recognized; (2) Information is gathered. This may include meeting with teachers, parents, students, and BFA Board members as well as other stakeholders; (3) Various solutions are explored. Solutions are tested by confirming that they follow State, DCSD, and BFA Board policies and align with BFA's mission, vision, and strategic goals; (4) Evidence or research is collected to make the decision; (5) A decision is made; (6) A plan for implementation of the decision is created. This includes identifying what resources are required and what stakeholders need to be included and brought on board with the decision. During this step, questions about the decision are answered and any concerns are addressed; and (7) Finally, after the plan has been implemented, the decision is reviewed for effectiveness.

Process and System for Evaluating School Leaders- The BFA Board is solely responsible for hiring and evaluating the school Principal. Other school leaders are evaluated by the Principal.

Evaluation of Principal- At their summer work session, the BFA Board determines and communicates the specific goals for the Principal for the up-coming academic year as well as any changes to the Principal Annual Performance Review ("Principal Review") form. See Appendix N. Although BFA's charter contract waives the requirement that BFA evaluate its Principal with the process identified in the Educator Effectiveness Law, the BFA Board created its Principal Review to align with and be more specific than required for compliance with the law. BFA's Principal Review also is aligned to the school's strategic goals and includes an evaluation of the specific goals previously set for the Principal.

Throughout the year, the BFA Board may enter into an executive session during its regular monthly meeting to provide the Principal with feedback concerning her performance and progress in meeting previously specified goals. At its May meeting, the BFA Board formally evaluates the Principal's performance for the previous academic year. Each BFA Board director completes a

Principal Review. The results of the evaluations are tabulated and the findings are presented to the Principal in an executive session at the May meeting. Prior to the meeting, the Principal may present to the BFA Board information or evidence that she has met the requirements of the Principal Review as well as any specific goals set for the Principal.

Evaluation of Other School Leaders- The Principal evaluates all other members of BFA's administration. The Assistant Principals, Business Manager, and other school leaders receive informal and formal feedback throughout the year based on their unique job responsibilities. The Principal completes a formal written evaluation of, and reviews it with, each respective member of the administrative team in the spring. The formal evaluation is used to review strengths, areas for growth and professional development, and progress on previously identified goals as well as set new goals. Pursuant to BFA's charter contract, BFA is not required to evaluate its administrators with the process identified in the Educator Effectiveness Law. However, BFA's form has been adapted from the State approved year-end evaluation form. See Appendix O. The results of these evaluations determine salary increases for the next year.

Process and System for Evaluating and Coaching Teachers- BFA recognizes that an effective program of supervision and evaluation helps teachers and staff members reach their fullest potential, as strengths are identified and affirmed and weaknesses are targeted for improvement. At BFA, the objective of teacher and staff evaluation is a healthy dialogue in a trusting atmosphere so that a quality educational environment is maintained throughout the school.

The Principal and Assistant Principals ("BFA Administration Team") visit classrooms periodically to observe the teaching/learning environment. Written observations are created, shared with the teacher, and entered into the teacher's file. Each teacher receives a mid-year evaluation and an end-of-year evaluation. Although BFA's charter contract waives the requirement that BFA evaluate its teachers with the process identified in the Educator Effectiveness Law, BFA's year-end evaluation tool was developed from the State teacher evaluation form. As a data-driven institution, BFA annually surveys its staff. In the 22-23 survey, staff indicated that they felt that the evaluation tool being used was too long and had several redundancies. A Evaluation Review Committee was formed over the summer and a new tool was developed. This tool can be used for classroom observations and mid-year/ final evaluation conversations. See Appendix P. Fifty percent of teachers' final evaluations are determined by their student iReady testing data. See Section 1.3 Assessment *supra*.

Teachers who are identified as needing growth in certain areas are assigned a teacher mentor/coach to help them improve. In addition, an improvement plan is designed, implemented, and reviewed. Further, all teachers that are new to BFA are teamed with their team lead for coaching for their first year. BFA also provides teacher mentors to teachers who are in its Induction Program – a two-year program that provides a systematic structure of support for beginning teachers.

Process and System for Staff Professional Development- BFA provides its staff with many opportunities to grow professionally. Each year, BFA has at least eight in-service days, which consist of various professional development topics. Teachers participate in Professional Learning Communities (PLC), training from outside providers as well as training provided by staff members. The content of these in-service days is determined by surveying staff, analyzing data, and needs related to curriculum (including refreshers to ensure fidelity, initial training, etc.). BFA also offers teachers and staff the opportunity to receive training outside of the in-service days. Each staff member may apply to attend local or national conferences or classes. During the summer of 2023, BFA had 27 teachers attend national conferences or complete Orton-Gillingham training. Conferences attended included: Get Your Teach On, International Society for Technology in

Education (ISTE), Innovative School Summit, and the National Charter School Conference. The team leads for each grade level are encouraged to rotate annually ensuring every teacher the opportunity for leadership development.

Attachments

Section 4: 1.4 Organizational Capacity

4.1	Appendix P- Teacher Performance Evaluation	Simpson, Diana, 8/24/23 6:56 PM	PDF / 115.302 KB
4.2	Appendix O- Assistant Principal Performance Evaluation	Simpson, Diana, 8/24/23 6:55 PM	PDF / 2.063 MB
4.3	Appendix N- Principal Performance Evaluation	Simpson, Diana, 8/24/23 6:55 PM	PDF / 422.09 KB
4.4	Appendix M- Administration Biographies	Simpson, Diana, 8/24/23 6:54 PM	PDF / 149.224 KB
4.5	Appendix L- Principal Succession Plan	Simpson, Diana, 8/24/23 6:53 PM	PDF / 158.9 KB
4.6	Appendix K- Organizational Chart	Simpson, Diana, 8/24/23 6:53 PM	PDF / 159.03 KB

2. School Climate & Culture

1.2.1 School Climate & Culture

BFA's Culture of Learning- BFA provides many opportunities to cultivate learning among its students, parents, and educators that are aligned with the school's mission, vision, and strategic plan. Primarily, BFA's CK curriculum, supplemental content, STEAM, and character education that transcends across disciplines is rich with content and inspires BFA students to learn. See Section 1.2 Curriculum supra. In addition, BFA provides grade-level traditions that enhance the culture of learning at BFA. Some examples include: Holidays Around the World (Kindergarten); Flat Stanley's World Travels and Day on the Nile (1st grade); Ellis Island Day and Poetry Night (2nd grade); Colonial Day and Cow Eyeball Dissection (3rd grade); Medieval Times Day and Mother's Day Tea (4th grade); Young Ameritowne and a Civil War Reenactment (5th grade); Mediterranean Fair, Pi Day, and Outdoor Education (6th Grade); Outdoor Education (7th grade); and American civics education in Washington DC/Philadelphia trip, Finance Park and Career Connect Expo (8th grade). BFA students in grades 3 and 5 annually participate in BFA's science fairs, while BFA 4th and 6th grade students participate in an annual social studies enrichment day. BFA also seeks to provide adult learning opportunities for its parent population via parent workshop lectures organized by the BFA Board's Community Events Committee (CEC). Past lecture topics included "The Importance of Letting Your Child Fail" and "Executive Functioning: Selecting and Successfully Monitoring Behaviors that Facilitate the Attainment of Chosen Goals." Finally, BFA's culture of learning is evident through its commitment to continuous education and mentoring of its teachers and staff. See Section 1.4 Organizational Capacity supra.

Student Academic Awards- Critical to the establishment of a culture of learning and high expectations is the recognition of those who exemplify BFA's mission and vision. Each trimester, BFA strives to recognize students for their hard work. BFA students in grades 5-8 are recognized for academic achievement. Students who achieve a grade point average of 3.5-3.74 receive an Honor Roll Award, and students who achieve a grade point average of 3.75 or above earn a High Honor Roll Award. Moreover, BFA's students in grades 1-5 are celebrated when they reach their individualized AR goal during the year. Further, BFA students are recognized regularly for achievements through weekly classroom newsletters and school announcements.

Student Attendance and Discipline- BFA's positive learning environment also is evident in its low discipline and high attendance rates. Less than 7% of BFA students were issued discipline referrals during the 2022-2023 school year. This is tracked through a school-wide system that ensures that all members of administration were aware of any discipline that happened on a given day. Moreover, illustrating that students want to be at school, BFA students attended school 93% of the time on average.

Student Social, Emotional, and Academic Support- BFA recognizes that its students need social and emotional support as well as academic support. BFA employs a full-time school psychologist that teaches Second Step to all kindergarten students, and a bully-proofing class to 4th grade students. We also have a part-time MS Counselor. Students in grades 1-5 receive weekly instruction using the Second Step curriculum. Our middle school students receive instruction in social emotional growth through the Mindful in the Middle specials class. BFA also partners with the Douglas County Sheriff's department to bring the Y.E.S.S. program to 6th-8th graders. Further, BFA middle school students are required to complete a Life Skills class as part of their "Specials" rotation.

Moreover, members of BFA's Student Support Team ("SST") (which includes IEP and 504 support, ALP support, reading support, and behavior plan support) meets monthly with all teachers during the MTSS process to help identify students who might need extra support. See Section 4 Access and Equity *infra*. In an effort to provide additional support for middle school students, BFA has hired a second counselor who will be working with both individuals and groups of students who need more emotional and social support. Administration works closely with the psychologist, the counselor, and the SST to ensure that BFA is supporting students effectively.

Student Leadership, Scholarship and High Expectations. As aligned with BFA's mission and vision as well as its CK curriculum, BFA students are provided with numerous leadership opportunities in middle school and success is recognized across the school.

Student Council- BFA's student-led student council is composed of student officers (president, vice president, treasurer, and secretary) and middle school class representatives, who are each elected by middle school students, as well as a teacher advisor. These student leaders plan school-wide philanthropy opportunities for BFA students each year. To promote school pride and community, student council organizes BFA's annual spirit week in the fall, with pre-K-8th grade themed days and middle school class competitions. Student council also has successfully planned and executed middle school social events such as Skate City nights, charity drives, dances, dodgeball tournaments, and pep rallies.

National Junior Honor Society- Supporting BFA's commitment to academic excellence and civic engagement, the BFA chapter of NJHS is open to 7th and 8th grade students based on individual scholarship, leadership, character, and service. Membership is both an honor and a commitment as through NJHS, students will maintain and extend these qualities. NJHS members are required to complete 10 hours of community service per school year and maintain a grade point average of 3.5. Returning 8th grade students are eligible for officer positions (president and vice president).

National Junior Thespian Society.- In 2018, consistent with BFA's commitment to performing arts, the International Thespian Society granted BFA a charter to recognize students for their work in BFA's theater program. Based on their participation in theater performances and electives, middle school students are eligible to become members or officers of this organization.

Middle School Electives- Notably, BFA student leadership and teamwork opportunities exist in many of BFA's regularly offered middle school electives, including yearbook, adventure education, team sports/sports day, and big group games/field day planning and execution. During BFA's field days, students in all grade levels practice teamwork and sportsmanship. The BFA student survey assists in determining elective offerings for the following year. One of our school-wide goals for the 23-24 school year is to further enhance our electives offerings.

Athletics. Recognizing that education is incomplete without sports, BFA is a member of the Front Range Middle School League, which consists of six charter schools and two private schools. The league's goal is to provide a positive athletic experience for all athletes through the promotion of sportsmanship. The interscholastic program includes boys and girls volleyball, soccer, cross-country, and basketball. BFA participates in each of these sports with at least an A and B team in each sport. We also have a middle school cheer team.

After-School Clubs- BFA also offers a wide range of before-, during-, and after-school clubs and activities for its students of all grade levels and interests including, among others, private voice, acting and piano lessons, choir, musical theater, band, Green Team (a group to promote environmental responsibility), TSA Club, Chemistry Camp, Battle of the Books, chess, Girl and Boy Scouts, Destination Imagination, Tutoring in Math, Reading and Executive functioning, and Landsharks Running Club.

BFA Staff Relations- BFA believes that its teachers and staff are critical to the success of its students and the establishment of a culture of learning, scholarship, and high expectations for students of all grade levels and abilities. In order to provide the variety of services required by law and/or to effectively meet BFA's academic programming goals, BFA currently employs 94 employees (including 14 part-time employees). Twenty-six teachers hold an advanced degree, representing 57% of the teaching staff. Moreover, BFA's teaching staff has substantial hands-on classroom experience as illustrated in Appendix Q.

BFA teachers receive support from many different groups within the school including: Administration, SST, and grade-level instructional assistants. Moreover, teachers are provided with many opportunities to grow professionally and serve as leaders in the school. Each grade level has a "Team Lead" who is the main contact for that grade level. Teachers participate in weekly team meetings, monthly staff meetings, and vertical team meetings during professional development days. Teachers also are encouraged to participate on various BFA committees such as the Curriculum Committee, the STEM Committee, Social Emotional Committee, Staff Social Committee, and the School Accountability Committee ("SAC"). Notably, staff has very high attendance at school events and activities illustrating their support for BFA students and the school community.

Importantly, the faculty, Administration, and BFA Board have a strong and collaborative working relationship. Annual survey results demonstrate that the relationship between teachers, Administration, and the BFA Board to be strong. Teacher retention rates have remained above the district average since BFA opened. For the 2022-23 school year, BFA's teacher retention rate was 89%. Further, staff report experiencing a high level of morale which has been supported by BFA's efforts to provide team-building opportunities as well as increases in staff compensation.

BFA had thirteen out of eighty-six staff members participate in the TLCC survey. However, over 80% of our staff participated in our staff survey referenced above. A summary of the 2022-23 Staff survey results can be found in Appendix R. We used last year's survey results to drive our beginning of the year professional development, which included a staff Emergenetics training. We have also created a "Staff Dropbox" for staff to ask questions or express concerns throughout the year. They have the option to do this anonymously, and Principal Simpson answers the questions in her weekly staff newsletter.

Safety and Security

BFA has adopted building safety measures designed to help students and staff feel both physically and emotionally safe. BFA has partnered with DCSD on many of its safety initiatives and follows Standard Response Protocols followed by the DCSD, including, but not limited to, hold, secure, lockdown, evacuate, and shelter. To keep students, staff, and visitors safe, BFA also has instituted safety measures including limited entry into the school building, silent alarm/panic buttons that signal an alarm directly to the Douglas County Sheriff's Substation in Highlands Ranch, participation in the DCSD Marshall Program (a full-time SRO was hired for the 23-24 school year), and regular safety drills (evacuation and lockdown). We have partnered with district in upgrading our camera system so that district security has access to the camera system. We will also be adding, through bond money, a video intercom at the front entrance to be more inline with other DCSD schools. Further, BFA staff have walkie-talkies so that communication can be continued despite location in or outside of the building and a power or phone system failure, magnet lock covers are on all classroom doors, safety film is installed on the doors that lead to the exterior and atrium, and emergency evacuation maps are posted and emergency notebooks are located in every classroom. Our ECRM plan is complete can be found in Appendix NN. BFA

partners closely with DCSD security and Douglas County Sheriff's office. BFA participates in lock-down drills with law enforcement twice per year. BFA employees complete all required district security and data privacy training.

Attachments

Section 1: 2.1 School Climate & Culture

1.1	Appendix NN ERCM and CERT Assignments	Simpson, Diana, 8/25/23 4:21 PM	PDF / 481.268 KB
1.2	Appendix R Staff Survey Results	Simpson, Diana, 8/25/23 4:21 PM	PDF / 1.227 MB
1.3	Appendix Q Teacher Education and Experience	Simpson, Diana, 8/25/23 4:20 PM	PDF / 83.054 KB

2.2.2 Family & Community Engagement

Civically-Engaged Students- BFA students embody BFA's mission by supporting the local community. BFA 6th grade students annually celebrate Earth Day by participating in the Highlands Ranch Metro District (HRMD) park clean-up program and earn the park rental for the middle school field day. Members of BFA's NJHS have volunteered at the Food Bank of the Rockies, House of Hope, Chatfield Botanic Gardens, and the University of Denver Zero Waste Program as well as for the Highlands Ranch Community Association and other groups. BFA's middle school student council has organized events to support the Boys and Girls Clubs of Denver, RezDog Animal Shelter, Make-A-Wish Foundation, American Cancer Society, Children's Hospital Colorado, and Crawford Elementary School. BFA's CEC organizes an annual One Act of Kindness ("OAK") service project for all BFA students. Past service projects include BFA students creating (1) holiday cards for Wind Crest residents, (2) blankets for Douglas County police officers to give to children when responding to calls, (3) bracelets for the troops overseas, and (4) backpacks filled with overnight supplies for foster children.

Parent Volunteerism and Community Strength- As stated in its vision, BFA believes that the success of its program is critically dependent on the involvement of the parent community; parental support is highly encouraged. Each BFA family is encouraged to volunteer 30 hours (15 hours for single-parent households) annually. In addition to opportunities to volunteer in the classroom and on special projects, BFA offers a number of standing committees which offer unique opportunities for hands-on involvement in a variety of activities to match the skills and interests of its volunteers. See Section 3 Board Governance *infra*. Moreover, BFA's Board and subcommittees are entirely composed of parent volunteers. BFA's rich tradition of volunteerism, with more than 20,000 volunteer hours recorded almost every year, fosters a strong sense of community within the school and the surrounding area.

The Ben Franklin Academy Parent Teacher Organization ("BFA's PTO")- raises funds to help enhance BFA's programming and student experience while building community. It organizes two major fundraisers, the BENefit Bash and a student-pledge activity, which are hosted on alternate years. The first focuses on building parent and community relationships while the second focuses on the students and school spirit. In addition to its fundraising efforts (see <http://www.bfacademy.org/parent-teacher-organization/>), BFA's PTO organizes several events each year to build a sense of community among BFA families and generate a small profit for the PTO, which it in turn spends to enhance BFA programming. PTO events include the Harvest Festival, the Mother/Son Event, and the Father/Daughter Dance. The BFA PTO also organizes

several teacher and volunteer appreciation activities throughout the year. Ben's Brigade, a subcommittee of BFA's PTO, is an organized group of male role models (fathers, stepfathers, grandfathers, uncles, etc.) who reinforce relationships in the BFA community while helping out around the school, volunteering in carpool, and spending time with their children.

Additionally, BFA's CEC (Community Engagement Committee) hosts several community-building events throughout the school year. Specifically, BFA's Back-to-School Picnic, Boohoo/Yahoo, Veterans Day celebration, Mornings with Mom, Daybreak with Dad, Goodies with Grandparents, and the OAK service projects are all organized by the CEC and are intended to strengthen relationships within families as well as the school and surrounding community.

Community Partnerships- Through its volunteer committees, BFA also partners with many community organizations to strengthen school programming. For example, BFA's CEC facilitates numerous outreach activities to further BFA's commitment to character development and civic engagement. The CEC has worked with the Children's Hospital Colorado - South Campus, Operation Gratitude, Honor Flight, Wind Crest Retirement Community, local veterans' associations, and others. BFA's partnership with Wind Crest provides beneficial opportunities for both students and residents throughout the year including BFA's Veteran's Day celebration, May Day baskets delivered by 4th graders, and winter caroling.

Additionally, the STEM Committee works with many organizations to support BFA's commitment to hands-on science and rigorous math programming by hosting BFA's annual school-wide STEAM Expo. Organizations such as Blue Origin, Children's Hospital- South Campus, Clyfford Stills Museum, Colorado Geological Survey, Colorado School of Mines Robotics, Denver Water, EPA Region 8, Kiewit Construction, Lockheed Martin, Main Event Arcade- Highlands Ranch, Music & Arts- Englewood, Society of Petroleum Engineers, South Metro Fire, South Platte Express- Nature Van, Terumo BCT, and University of Denver- Society for Physics Students, participated most recently.

BFA's PTO also has many community partners. These partnerships include: Deep Rock Water, Educational Outfitters, Eileen's Cookies, Follett Corporation, HRMD, Kona Ice, Lexia Reading, Little Nest Photography, Jostens, Mici, MTN Inc., Out of the Blue, Pirates Cove (City of Englewood), Printing Done Quickly (PDQ), Scholastic Books, Skate City, and Walsworth. Further evidence of community support for BFA is the PTO's ability to secure annual school sponsors and countless donors for the biennial auction. These sponsors include Freedom Golf Carts, Path Movement, Rocke Orthodontics, Robeks Fresh Juices and Smoothies, Moody Insurance, Groove Auto, Hinds Financial, Super 3D Printer, Purity Skin Studio, Greer Law, Compass, Destiny Dance Studio, Willardson Team at Madison & Co properties, Mischelle Weaver Executive Coaching, Bravo Initiative, Crete jack, Suburban Girl Boutique, Maglieri Mediation, LLC, EXP Realty, Highlands Ranch Orthodontics, Fairway Mortgage, Gelato and Co., and Urban Village Grill. These partnerships allow BFA's PTO to invest financially in improving the BFA experience for students and families alike.

BFA believes it is important to foster positive relationships throughout the neighborhood and local community. For example, BFA invested, and continues to invest, substantial resources into software and procedures as well as infrastructure to ease the inconvenience of carpool-related traffic to the Highlands Ranch Golf Club and other surrounding communities and businesses. Additionally, BFA supports local youth organizations such as Warriors Sports and Audience of One (Ao1) theater group and local Daughters/Sons of the American Revolution (DAR/SAR) by renting its facilities for a reasonable rate to these groups.

Attachments

Section 2: 2.2 Family & Community Engagement

– No Attachments –

3. Board Governance

1.3.1 Board Capacity

As a governing board, the BFA Board sets policies, monitors academic achievement, and has oversight over financial matters of the school while focusing on its long-term strategic direction.

The decision-making process of the BFA Board will vary depending upon the issues addressed, the parties involved, and the organizational interests, operational procedures, time constraints, and application of the relevant long-term strategic goals of the school. Generally, the decisionmaking process involves the following steps: (1) define the problem; (2) identify limiting factors, including but not limited to, BFA's mission, vision and strategic goals, all applicable laws, and BFA policies, guidelines, and past decisions; (3) seek input from stakeholders, when appropriate; (4) develop potential alternatives; (5) analyze the alternatives; (6) select the best alternative; (7) implement the decision; and (8) establish a control and evaluation system. Each BFA Board decision shall also be made in compliance with the BFA Code of Ethics. See Appendix S. In the past, the BFA Board has been called upon to make decisions concerning the Uniform Policy, changes to class size, and changes to curriculum and activities. In each of these instances, the BFA Board followed its process in compliance with its mission and vision, bylaws, policies, strategic goals, applicable laws, guidelines, and past decisions. To assist with its duties, the BFA Board utilizes a variety of standing and ad hoc committees.

Board Capacity- As set forth in its bylaws, the BFA Board is composed of natural persons who are at least 18 years of age. The number of directors, as set by the BFA Board, is currently seven. Directors receive no compensation for their services but may be reimbursed for any expenses incurred for BFA. Neither directors nor immediate family members of directors may be employees or independent contractors of BFA. See BFA Board Bylaws attached as Appendix T. To date, all directors have been parents of BFA students. A majority of the BFA Board is elected by a school voting group which includes each parent or legal guardian of a student enrolled at BFA as well as BFA's teachers and full-time employees. See BFA's Board Election Policy attached as Appendix U. Directors each serve a staggered three-year term from the regular May BFA Board meeting following their appointment or election in April, or until their successors are seated.

The BFA Board appoints all officers at the May meeting. This promotes continuity and the opportunity for training. Officers serve one-year terms and may be reappointed by the BFA Board from year to year. The terms of the current board members can be found in Appendix V. The BFA Board is comprised of individuals with diverse skills and currently has directors with experience in business, construction, finance, insurance, education, law, and human resources. See Appendix W.

Board Transparency and Communication with Stakeholders. The BFA Board is responsible for adopting, amending, or repealing policies and programming for BFA. All of BFA's policies can be found on BFA's website - bfacademy.org. A third of the BFA policies are reviewed each year on a rotational basis and approved subject to modifications if necessary. Parents and other stakeholders can propose changes or additional policies for consideration by the BFA Board via the Parent Communication Policy. See Appendix X. BFA Board consideration for any new policy or amendment or revision thereto must follow the Meta Policy. See Appendix Y. Specifically, when new policies or programs are proposed or exceptions to an existing school policy are sought, the BFA Board requires a presentation, including budgetary considerations. Consistent with the Meta Policy and Parent Communication Policy, such items may be referred to a committee for further consideration or approved or declined after first and second reading. All decisions of the BFA Board are made at noticed, public meetings after deliberation. BFA also has adopted and follows

its Conflict Resolution Policy for disputes or disagreements between parents and teachers/administration. See Appendix Z.

BFA's Board is committed to operating in an open and streamlined manner. The BFA Board meets at least monthly during the school year and has a working meeting/retreat during the summer. All board meetings occur according to its bylaws, are noticed and open to the public, and are conducted in compliance with the Colorado Open Meeting Requirements. Agendas are made and minutes are taken, including noting which directors are present to ensure and document that the bylaw's quorum requirement has been met. At all meetings, the BFA Board sets its agenda to align with the goals set forth in BFA's strategic plan. This allows the BFA Board to continuously monitor its progress relative to its priorities. Meeting agendas and the corresponding minutes are posted on the BFA website. An example of each can be found in Appendix AA. Occasionally, an executive session is necessary pursuant to Colorado Revised Statute §24-6-402. However, less than 50% of BFA Board meetings have an executive session.

The BFA Board values the opinion of BFA's stakeholders. In addition to posting its agendas, the BFA Board has created and posted to its website an annual meeting calendar which serves as a guideline for agenda items and to improve transparency. See Appendix BB. Further, the BFA Board "broadcasts" its meetings by Zoom and welcomes comments from members of the public in person during the public comment time set aside on the agenda or submitted online before noon the day of the BFA Board meeting. The BFA Board also hosts "town hall" style meetings annually. Further, the SAC annually administers the Parent and Student Satisfaction Surveys and presents the data to the BFA Board and Administration as an additional avenue for stakeholder feedback and input. Finally, a BFA Board member annually administers a staff survey and presents the findings to the Board and the administration.

Committees. Pursuant to its bylaws, the BFA Board may appoint advisory committees as deemed necessary. At least one member of the BFA Board serves as a liaison on each advisory committee. Committees report as directed by the BFA Board and terminate their operations on completion of their charges, as determined by the BFA Board. All committees will post notices of meetings, hold meetings open to the public, and keep and disclose minutes as required for the BFA Board by the Colorado Open Meetings Law.

The standing committees of the BFA Board meet regularly throughout the year. These committees include: the Curriculum Committee, the Finance Committee, the CEC, the Strategic Planning Committee, the BFA Board Nomination Committee and, the STEM Committee. Other committees such as Grant Committee and Uniform Committee can be formed as needed, but are not standing committees. See Appendix CC. The BFA PTO, a separate organization, collaborates with BFA as a volunteer and fundraising resource. Similarly, the SAC is independent and works with the administration to continuously monitor and improve BFA.

BFA Strategic Plan- A subsection of the BFA Board, Administration, and other school community leaders and members prepare and annually evaluate BFA's strategic plan which sets long-term school goals aligned with the school's mission and vision. This committee then presents its report to the BFA Board at its summer retreat. Once approved, the strategic plan is posted on BFA's website and used to guide BFA Board meeting agendas and decisions. See Appendix DD.

Evaluation, Goal Setting, and Training of the Governing Board- The BFA Board begins each school year with a BFA Board Retreat in their summer working session. At this all-day meeting, the Board completes various tasks such as (1) analyzing its self-evaluation and creating a needs-based training plan, (2) evaluating, revising where appropriate, and adopting its strategic plan which is aligned to its mission and vision, (3) appointing certain officers, (4) assigning liaisons

to its various committees, and (5) setting goals for the upcoming school year for the Principal and the school that are in line with BFA's mission, vision, and strategic plan. (See also Section 1.4 Evaluation of Principal *supra*).

BFA has designed its board self-evaluation to provide important information to analyze the composition of the board as well as the process by which the board is making decisions. The BFA Board's self-evaluation holds the BFA Board accountable to itself, the staff, and the community; allows for reflection by directors on their individual and collective behavior and performance; fosters open communication; improves decision making by enhancing a common understanding of philosophies and goals; resolves differences of opinion and challenges assumptions; provides insight into how and why decisions are reached; allows new directors an opportunity to understand BFA Board processes; identifies strengths and weaknesses of individual director performance and that of the BFA Board as a whole; and holds the BFA Board accountable in its role as representative of the public. Furthermore, its self-evaluation provides a starting point for setting the annual needs-based training and professional development schedule as well as effective goal setting and long-range planning. See Appendix EE.

BFA Board Recruitment and Succession Plan- The BFA Board has prepared and implemented a Board Member Succession Plan ("the Succession Plan") as a means to ensure its continued effective performance through leadership continuity. See Appendix FF. BFA's strategic succession planning is not confined to a predetermined period of time but is a recurring, often annual, set of tasks. These tasks include identifying where the organization is, creating or revising job descriptions, recruiting talent, and developing or revising emergency-succession plans. Prior to recruiting new directors, the BFA Board completes a competency matrix to identify what skills and experiences are needed on the BFA Board and which ones, if any, are missing. Then, pursuant to the Succession Plan, the BFA Board Nomination Committee identifies a platform of candidates to be elected or appointed to the BFA Board at regular times of election/appointment. In the event of an unexpected vacancy, the Board Nomination Committee may convene to determine potential candidates for appointment to such vacancy.

Evaluation of Principal- At their summer work session, the BFA Board determines and communicates the specific goals for the Principal for the up-coming academic year as well as any changes to the Principal Annual Performance Review ("Principal Review") form. See Appendix N. Although BFA's charter contract waives the requirement that BFA evaluate its Principal with the process identified in the Educator Effectiveness Law, the BFA Board created its Principal Review to align with and be more specific than required for compliance with the law. BFA's Principal Review also is aligned to the school's strategic goals and includes an evaluation of the specific goals previously set for the Principal.

Throughout the year, the BFA Board may enter into an executive session during its regular monthly meeting to provide the Principal with feedback concerning her performance and progress in meeting previously specified goals. At its May meeting, the BFA Board formally evaluates the Principal's performance for the previous academic year. Each BFA Board director completes a Principal Review. The results of the evaluations are tabulated and the findings are presented to the Principal in an executive session at the May meeting. Prior to the meeting, the Principal may present to the BFA Board information or evidence that she has met the requirements of the Principal Review as well as any specific goals set for the Principal.

Evaluation of Other School Leaders- The Principal evaluates all other members of BFA's administration. The Assistant Principals, Business Manager, and other school leaders receive informal and formal feedback throughout the year based on their unique job responsibilities. The Principal completes a formal written evaluation of, and reviews it with, each respective member of the administrative team in the spring. The formal evaluation is used to review strengths, areas for growth and professional development, and progress on previously identified goals as well as set

new goals. Pursuant to BFA's charter contract, BFA is not required to evaluate its administrators with the process identified in the Educator Effectiveness Law. However, BFA's form has been adapted from the State approved year-end evaluation form. See Appendix O. The results of these evaluations determine salary increases for the next year.

Attachments

Section 1: 3.1 Board Capacity

1.1	Appendix O Assistant Principal Evaluation	Simpson, Diana, 8/30/23 9:20 PM	PDF / 2.063 MB
1.2	Appendix N Principal Performance Evaluation	Simpson, Diana, 8/30/23 9:18 PM	PDF / 422.09 KB
1.3	Appendix BB Board Annual Calendar	Simpson, Diana, 8/28/23 5:49 PM	PDF / 71.388 KB
1.4	Appendix FF Board Succession Plan	Simpson, Diana, 8/27/23 4:25 PM	PDF / 564.303 KB
1.5	Appendix EE Board Evaluation	Simpson, Diana, 8/27/23 4:25 PM	PDF / 163.899 KB
1.6	Appendix DD Strategic Plan	Simpson, Diana, 8/27/23 4:24 PM	PDF / 412.61 KB
1.7	Appendix CC Board Committees Descriptions	Simpson, Diana, 8/27/23 4:24 PM	PDF / 77.889 KB
1.8	Appendix AA. Sample Board Agenda and Minutes	Simpson, Diana, 8/27/23 4:23 PM	PDF / 1.286 MB
1.9	Appendix Z Conflict Resolution Policy	Simpson, Diana, 8/27/23 4:23 PM	PDF / 503.677 KB
1.10	Appendix Y Meta Policy	Simpson, Diana, 8/27/23 4:22 PM	PDF / 317.944 KB
1.11	Appendix X Parent Communication Policy	Simpson, Diana, 8/25/23 11:38 PM	PDF / 704.598 KB
1.12	Appendix W Board Member Biographies	Simpson, Diana, 8/25/23 11:36 PM	PDF / 80.853 KB
1.13	Appendix V Board Terms	Simpson, Diana, 8/25/23 11:36 PM	PDF / 60.854 KB
1.14	Appendix U Board Election Policy	Simpson, Diana, 8/25/23 11:36 PM	PDF / 350.189 KB
1.15	Appendix T Board By-Laws	Simpson, Diana, 8/25/23 11:35 PM	PDF / 2.759 MB
1.16	Appendix S Code of Ethics	Simpson, Diana, 8/25/23 11:34 PM	PDF / 138.403 KB

4. Access & Equity

1.4.1 Special Education

BFA complies with all DCSD policies and State and federal laws and regulations regarding students with disabilities and deficiencies. BFA serves all students on Individual Education Plans (IEPs) that are identified as “mild” to “moderate” needs regardless of their identified disability. BFA also accommodates all students on 504, READ or ALP plans. BFA had a site visit with the Colorado Department of Education to help strengthen our Student Support Department in the fall of 2019. As a result of this site visit and following their recommendations, BFA developed a BFA Student Services Vision, which clearly outlines all aspects of our student support work. See Appendix GG.

BFA identifies students in need of special services through its MTSS process. The MTSS Team (BFA’s MTSS team includes specialists and coordinators to support students with their IEP, 504 plans, Advanced Learning Plans (“ALPs”), reading plans, and behavior plans) meets monthly to discuss student progress. If a student is struggling in class, as documented by a teacher or parent concern, scores on assessment, or achievement on class assignments, then the MTSS Team makes recommendations on accommodations to help that student succeed. The classroom teachers then monitor progress. If the student continues to struggle, other accommodations are put in place until it can be determined if testing is required. At that time, BFA’s Student Support Team (SST) completes all formalized testing that the student requires (e.g., speech/language, IQ, occupational therapy, and academic testing). If after testing it is determined by the SST, the parents, and Administration that the student would benefit from an IEP or a 504 plan, one is created.

All areas of need as identified on a student’s IEP are serviced by certified staff members and supported by classroom teachers. BFA’s SST is able to track student progress by creating a file for each IEP, 504, or ALP student that contains their individualized plan. These plans are shared and explained to students, parents, and classroom teachers when implemented or at the beginning of each school year. BFA’s SST meets with teachers throughout the school year to clarify or adjust accommodations for students in the classroom. The files are updated throughout the year and any changes are communicated with all stakeholders. Almost all students are able to articulate their accommodations.

BFA employs the following Student Support Team members full time- School Psychologist, Speech/Language Pathologist, Occupational Therapist, two moderate needs teachers, Reading Specialist, Math Interventionist, a Gifted and Talented Specialist and a Behavior Interventionist/Instructional Coach/MTSS Coordinator. BFA also employs the following part -time Student Support Team members- Reading Specialist, Middle School Counselor and another Gifted and Talented Specialist. BFA offers its students services for mental health and social-emotional wellness (e.g., one-on-one counseling with the school psychologist or counselor, small groups, and behavioral assessments), occupational therapy, speech-language support both individually and in small groups, and learning support services, including small groups in and out of class support as well as individualized time with the learning specialist. A copy of BFA’s written MTSS procedures is attached as Appendix HH. See also Section 7.4 Accommodations.

Attachments

Section 1: 4.1 Special Education

1.1	Appendix GG Student Services Vision	Simpson, Diana, 8/29/23 4:04 PM	PDF / 2.596 MB
1.2	Appendix HH MTSS Procedures	Simpson, Diana, 8/27/23 5:04 PM	PDF / 558.871 KB

2.4.2 English Language Learners

BFA uses the Colorado Department of Education's process for identifying English Language Learner (ELL) students. This process includes utilizing simple "Home Language Questionnaires" to screen new enrollees for potential limited English proficiency. The BFA Registrar forwards the new student forms to the English Language Development (ELD) Coordinator at the school as necessary. The ELD Coordinator then reviews the student's previous school records to determine if the student received prior ELD services in DCSD. If previous records are not available, or the student is new to United States schools, the WIDA ACCESS Placement Test (W-APT) will be administered. A score below the designated cut score for the child determines eligibility for services.

If the student is eligible for ELD services, an English Language Learning Plan (ELLP) is written specifically for that student which is explained to and signed by the parent, classroom teacher, ELD Coordinator, and administrator. The student's progress is monitored per DCSD guidelines and W-APT is administered yearly (January) until the student meets State exit criteria.

A structured English immersion program is demonstrated to be most appropriate for ELD students at BFA. ELD services are delivered in the "pull-out" model with a myriad of supports through flexible grouping, clustering, and differentiation that takes place within the regular classroom. Students of limited English proficiency receive the same academic content as those students who are native English speakers, and all instruction is in English. However, the level of English used for instruction - both oral and written - is differentiated appropriately for each ELD student. Additionally, all ELD students are offered a Lexia Learning account regardless of grade level that can be used at home and at school. Lexia's curriculum and assessment solutions help ELD students develop fundamental reading skills with their classmates while providing educators with real-time student performance data that pinpoints a student's exact skill gaps to strengthen interventions.

Attachments

Section 2: 4.2 English Language Learners

– No Attachments –

5. Fiscal Performance

1.5.1 Financial Framework

In April 2016, the Colorado Educational and Cultural Authority issued and sold the aggregate principal amount of \$19,140,000 ("Bonds"). The BFA Building Corporation used proceeds from this sale to purchase the then-existing BFA facility and to fund the final phase of construction of BFA's campus pursuant to BFA's Master Plan and related costs.

On June 8, 2017 Standard & Poor's Ratings Services, McGraw Hill Financial ("S&P"), assigned BFA the rating of "BBB-" and the rating of "A," stable outlook, to the Bonds which is reflective of BFA's participation in the Moral Obligation Program. Due to the continued strong financial management and stable enrollment, BFA has received the same "BBB-" rating with a long term rating of "A+" with each annual S&P review.

BFA is proud to report that all four financial ratios "meet" or "exceed" best practices. BFA's financial ratios based on its historical financial reporting can be found in Appendix II. As mentioned in our 2018 charter renewal it was our goal to improve our Debt (including Lease Payments) to Net Worth ratio. Over the past 5 years with our continued sound financial management we were able to improve and we are now under best practice standards with this ratio as well.

Meeting and exceeding best practice standards for these ratios permitted (and permits) BFA to: (1) obtain favorable interest rates on its Bond and Bond ratings, (2) continue to receive BBB-rating from S&P, (3) maintain and repair its facility as it ages, (4) maintain, repair, and replace its technology, furniture and equipment as it ages, (5) increase staff salaries to remain competitive to DCSD salary schedules and to get closer to surrounding district's pay scales, and (6) continually upgrading our safety and security measures to keep students and staff safe.

Attachments

Section 1: 5.1 Financial Framework

1.1 [Appendix II Financials](#)

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2.5.2 Financial Audit

BFA's 2021-2022 Financial Audit with Notes can be found in Appendix II.

Attachments

Section 2: 5.2 Financial Audit

2.1 [Appendix II Financials](#)

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3.5.3 Budget Information

BFA is not requesting an expansion to its previously approved school's enrollment and submits the following five-year budget projection. As requested, this budget projection assumes: (1) no increase in per pupil revenue (PPR); (2) no increase in student enrollment each year (3) a minimal annual increase of 1.5 % in teacher salaries in addition to maintaining benefits at 26.5% of salaries; (4) no increase in its other budget categories; and (5) any additional Funded Pupil Count will only increase BFA's Total Income.

5 Year Budget	2023-24	2024-25	2025-26	2026-27	2027-28
Funded Pupil Count	887	887	887	887	887
Per Pupil Revenue	\$10,004.30	\$10,004.30	\$10,004.30	\$10,004.30	\$10,004.30
PPR Income	\$8,873,840.10	\$8,873,840.10	\$8,873,840.10	\$8,873,840.10	\$8,873,840.10
Other Income	\$2,289,067.90	\$2,289,067.90	\$2,289,067.90	\$2,289,067.90	\$2,289,067.90
Total Income	\$11,162,882.00	\$11,162,882.00	\$11,162,882.00	\$11,162,882.00	\$11,162,882.00
Salaries (1.5% incr./yr.)	\$5,804,869	\$ 5,891,942.04	\$ 5,980,321.17	\$ 6,070,025.98	\$ 6,161,076.37
Benefits (26.5% of salary)	\$ 1,538,290.29	\$ 1,561,364.64	\$ 1,584,785.11	\$ 1,608,556.89	\$ 1,632,685.24
Purchased Services	\$ 129,085.00	\$ 129,085.00	\$ 129,085.00	\$ 129,085.00	\$ 129,085.00

Purchased Property Services	\$ 1,798,341.00	\$ 1,798,341.00	\$ 1,798,341.00	\$ 1,798,341.00	\$ 1,798,341.00
Other Purchased Services	\$ 1,041,495.00	\$ 1,041,495.00	\$ 1,041,495.00	\$ 1,041,495.00	\$ 1,041,495.00
Supplies	\$ 497,961.00	\$ 497,961.00	\$ 497,961.00	\$ 497,961.00	\$ 497,961.00
Property	\$ 242,000.00	\$ 242,000.00	\$ 242,000.00	\$ 242,000.00	\$ 242,000.00
Other Expenses	\$ 80,905.00	\$ 80,905.00	\$ 80,905.00	\$ 80,905.00	\$ 80,905.00
Total Expenses	\$ 11,132,946.29	\$ 11,243,093.67	\$ 11,354,893.27	\$ 11,468,369.87	\$ 11,583,548.61
Net Income	\$ 29,935.71	\$ -80,211.67	\$ -192,011.27	\$ -305,487.87	\$ -420,666.61

Budget Narrative- BFA uses its mission, vision, and strategic planning to prepare and execute its budget to provide the best learning environment for its community. As indicated above, BFA anticipates no additional growth in enrollment, remaining at 887 students. BFA chooses to conservatively budget for fewer students, thus less PPR, to ensure financial viability.

BFA completed its build-out and has no plans to expand its grades or to have another bubble class. Over the next five years, BFA has budgeted to maintain its current facility as it ages, both interior and exterior, with possible facility upgrades (landscape, turf maintenance, additional play area, HVAC repair/replacement, roof repair/maintenance, parking lots resurfacing, lighting, painting, technology infrastructure repair and replacement, etc.). See Appendix II. BFA also has budgeted to purchase curriculum and technology annually. See Section 6.3 Five-Year Planning infra. Thus, there are no budget line items that have significant changes from year to year. We have recently begun talking about investigating the cost and feasibility of adding square footage to our existing building through an upper addition or closing in an area that is currently between existing buildings. These plans are in the extremely preliminary stages (began in July 2023) and therefore have not been included in the numbers/budgets presented here because we do not yet have enough information.

BFA's five-year budget scenario includes: (1) PPR is the majority of BFA's school revenue; (2) Mill

Levy Income, State Funded Capital Construction, and Student BASE/Summer/Fall Camps comprise the majority of Other Income; (3) Purchased Services including the BFA Bond and BFA Ground Lease comprise the majority of its expense and will remain constant over the term of the Bonds; (4) Other Purchased Services include, but to a much lesser extent, Bank and Payroll Fees, Legal Fees, Consulting, Professional Development, Building Cleaning, and General Repair; (5) Purchased Services from DCSD includes Special Education – Tier 1, a District Liaison, and other District Billing; (6) Other Purchased Services include Field Trips, General Liability – Risk Management Insurance, Worker’s Compensation, and Online/Internet Services expenses; (7) Supplies expense is comprised of Classroom Supplies & Bulk Supplies; (8) Building Property Maintenance accounts for funds necessary for major building maintenance and repair items (See Appendix II; and (9) Property consists primarily of Land & Improvements, Furniture & Fixtures, and Technology Equipment. Importantly, BFA’s budget permits increases to teacher salaries and supplies, and improves its Debt (including Lease Payments) to Net Worth ratio.

Statement of Cash Flow for First Renewal School Year 2024-2025. BFA’s statement of cash flow for its first renewal school year (2024-2025) can be found in Appendix II.

Attachments

Section 3: 5.3 Budget Information

3.1 [Appendix II Financials](#)

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6. Five Year Planning

1.6.1 Enrollment

Although BFA primarily serves northwestern Douglas County — specifically the greater Highlands Ranch area — enrollment in BFA is open to all residents of DCSD, and to out of DCSD students, subject to compliance with applicable State laws and regulations and DCSD and BFA policies. As set forth in the Enrollment Policy (Appendix JJ) and Non-Discrimination Policy (Appendix KK) adopted by the BFA Board, BFA will not enroll any student on the basis of ability (academic, language, physical or otherwise), gender, race, or socioeconomic status. BFA uses the district's open enrollment system, therefore we do not have a waitlist that carries over from year to year as we did previously. We continue to have strong interest. Our waitlist had 139 students on it before August 1, 2023 when open enrollment closed.

Based on its historical enrollment BFA has made the following enrollment projections:

	2023-2024	2024-2025	2025-2206	2026-2027	2027-2028
K	92	92	92	92	92
1	100	100	100	100	100
2	104	104	104	104	104
3	104	104	104	104	104
4	104	104	104	104	104
5	104	104	104	104	104
6	100	100	100	100	100
7	95	95	95	95	95

8	90	90	90	90	90
Total	893	893	893	893	893

Please note that these projections do include 28 half day kindergardeners. BFA still offers two sections of half- day (one in the am and one in the PM). BFA is not requesting an increase in enrollment in the next five years.

Attachments

Section 1: 6.1 Enrollment

1.1	Appendix KK Non-Discrimination Policy	Simpson, Diana, 8/27/23 7:15 PM	PDF / 239.553 KB
1.2	Appendix JJ Enrollment Policy	Simpson, Diana, 8/27/23 7:15 PM	PDF / 366.021 KB

2.6.2 Facility

In 2017 BFA completed its Master Plan with the construction of its \$5 million STEAM expansion. The final expansion contains a second, larger, full-sized gym for PE and middle school sports; two state-of-the-art technology labs, including one with a dedicated robotics space; new science rooms; a new, larger art room with natural light and a kiln; and a bigger music room with plenty of space for creative expression and instruments. The addition also features a large performance area, complete with sound system and performance-quality lighting.

BFA's campus has three separate playgrounds for students, including a turfed soccer field. The playground areas received a major renovation in the summer of 2022, where the wood chip ground covering was replaced by a rubberized play surface. BFA also has a second, smaller turfed space used for outdoor games and recreation. Additionally, BFA has three parking areas and two dedicated carpool zones, all of which were designed to pull BFA traffic off of the surrounding streets and onto the school property.

BFA will be exploring options for adding additional space to our existing building, however this research hasn't begun at the time of this report. BFA will continue to budget for maintenance projects that will be necessary as BFA's facility ages. See 5.3 Budget Information supra. BFA's teaching materials are in excellent condition. Teacher desks, student desks, and chairs also are all in overall excellent shape, as we have replaced furniture as needed. Curriculum materials are also in very good shape. As textbooks become worn, they are replaced on an individual basis. Teaching resources that are considered consumable are replaced yearly as students use them. Technology equipment is monitored continuously to make sure it is working at maximum efficiency and older models of computers, Chromebooks, and tablets are replaced as necessary.

Our 5 year Building Maintenance and Repair budget can be found in Appendix II.

Attachments

Section 2: 6.2 Facility

2.1 [Appendix II Financials](#)

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3.6.3 Five Year Planning

As a data driven institution, BFA consistently reviews and analyzes its assessment results and student performance outcomes to determine how it can change and improve. See Section 1.3 Assessments infra. In the next five years, BFA will continue to monitor its results and student performance to determine how it can more effectively and efficiently educate its students to be well-read, scientifically curious and civically engaged. Most recently, we used our data to drive a change in math curriculum. Our next project is investigating our science curriculum to make sure we are aligned with the changed science standards throughout the building.

Currently, BFA plans to implement the following improvements within the next five years: (1) Add a Dean of Students to help support the Administration team with student discipline and other administrative tasks; (2) Improve/repair or small turfed play area; (3) Increase arts programming integration in classroom instruction; (4) Expand access of and upgrade iPads in grades K-2; (5) Expand professional development for all teachers and staff by bringing in more outside speakers and trainers, creating more team and department planning time and granting more access to outside conferences; (6) Improve MS elective opportunities to more reflect our STEAM focus; (7) Add flexible seating options in classrooms; (9) Establish a foreign language instruction program for our middle school students during electives; and (10) Continue efforts to enhance common areas of the school building.

BFA does not plan to make any significant changes to the school's charter or governance structure during the next charter term.

Attachments

Section 3: 6.3 Five Year Planning

– No Attachments –

Optional: Supplementary Information

1. Supplemental Body of Evidence

Attachments

Section 1: Supplemental Body of Evidence

– No Attachments –

2. COVID Response

In March of 2020, BFA closed due to the stay at home orders issued. Initially, we sent two weeks worth of work home with students before they left for spring break. After it became apparent that we would be closed for more than two weeks, we immediately began professional development around zoom and remote learning strategies including google classroom. We scheduled a day for any families who needed devices to come and check out a school-owned device to borrow. We arranged a day in May for students to return and pick up any personal items left in the building. We arranged a "drive-in" 8th grade graduation ceremony in June and were able to have a safe and fun celebration for the class of 2020.

Over the summer of 2020, we held numerous Zoom Town Hall meetings, meetings with staff and board meetings. We also provided intensive google classroom training for all of our teachers. It was decided that we would offer a remote learning option for families that chose to do that. In order to support remote learners, we designated Wednesdays as remote learning days. Everyone learned from home on Wednesdays throughout the 2020-2021 school year.

We started off with a hybrid model with half of our students coming on Mondays and Tuesdays and half coming on Thursdays and Fridays. We were able to transition to full classes by the beginning of October. From October- May, we were in school four days a week and remote on Wednesdays. The Wednesdays provided teachers time to directly support remote learners as well as give our building maintenance crew time to thoroughly clean the building.

We followed all health department and district protocols and did have multiple times during that year when various grade levels would be fully-remote due to cases or outbreaks.

The following school year, 2021-2022, we returned back to everyone being in school five days a week. We did not offer a remote learning option. Using some of the COVID relief money, we started a tutoring program that is free to families. Tutoring is offered in math, reading and executive functioning skills. These sessions are facilitated by BFA staff both before and after school. The teachers receive a stipend for tutoring. Students are identified for the tutoring program based on assessment data and/or parent/teacher concerns. We continued this program during the 2022-2023 school year, and plan to continue it for the next several years. We are currently paying for this program out of our regular budget since COVID relief payments have ended.

No one ever wants schools to have to shut-down again. However, if we needed to, we have the training, technology and experience to be able to support learners both inside and outside of

school.

Attachments

Section 2: COVID Response

– No Attachments –