Section 1 – Intent to Apply Form

Intent to Apply to Become a District Charter School

Instructions: All district charter school applicants must file this intent to apply form with the district at least 30 days before submitting an application to the Board of Education. The intent to apply form may be returned by fax to 303-853-3334 or e-mail to Sandy Mutchler, sdmutchler@adams14.org. The form should also be the first document included in the district charter school application.

Date: June 12, 2018

Name of proposed district charter school: KIPP Commerce City Academy

Name of educational service provider, if applicable: __________________________

Contact person: Kimberlee Sia

Mailing address: KIPP Colorado Schools, 1390 Lawrence Street, Suite 200

City: Denver State: CO Zip: 80204

Daytime phone: 303.934.3245 Fax: _________________________

E-mail: ksia@kippcolorado.org

Please respond to the following:

1. Applicant(s) has/will file an application to charter this school or a substantially similar school with other authorizers: [ ] Yes [X] No

   If yes, please list the other authorizer(s):

2. Applicant(s) submitting this form: (Check appropriate statement)
   [X] is incorporated in Colorado as a nonprofit
   [ ] has filed application to become a Colorado nonprofit
   [ ] (state type of entity, if other than above): ________________________________

3. The proposed district charter school will be located within the boundaries of the school district in which this intent to apply form is submitted:
   [X] Yes [ ] No

   No, the proposed district charter school will be located in ________________.

Adopted: 10/26/10

ACSD 14, Colorado
**Section 2 – Executive Summary**

Provide an executive summary that outlines the elements of the application and provides an overview of the proposed charter school.

<table>
<thead>
<tr>
<th>Name of Proposed School</th>
<th>KIPP Commerce City Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Configuration (Year-1)</td>
<td>ECE-3, ECE-4, Kindergarten, 1st grade, 5th grade</td>
</tr>
<tr>
<td>Grade Configuration (Full Build)</td>
<td>ECE-12th grade</td>
</tr>
<tr>
<td>Model/Focus</td>
<td>College Prep/Biliteracy/Personalized Learning</td>
</tr>
<tr>
<td>Primary Contact (name, email, mobile phone)</td>
<td>Kimberlee Sia; <a href="mailto:ksia@kippcolorado.org">ksia@kippcolorado.org</a>; (303) 934-3245</td>
</tr>
</tbody>
</table>

**Vision and Mission**

In building lifelong learners, confident leaders, and innovative problem solvers, the vision of KIPP Commerce City Academy (KCCA) is to teach a culturally relevant curriculum focused on valuing students’ culture and facilitating activism through service learning work. Our focus on critical thinking will give students opportunities to analyze situations and problems that matter to their lives and their community and ultimately will create solutions for those challenges. As rising ninth graders, KCCA students will enter high school on or above grade level with a deep understanding of who they are, their community history and context, and with a sense of equity that will challenge them to change the world every day.

KIPP Commerce City Academy’s mission is to provide ECE-12th grade students with a challenging standards-based, culturally responsive curriculum that equally values academic achievement and personal, character, and cultural growth through civic engagement in order to be successful in college and the world beyond. Our students will graduate KCCA as lifelong learners with the passion, skills, and desire to change the world and be leaders in their community.

**Culture, Educational Philosophy, and Key Programmatic Features**

KCCA is committed to supporting our students with a rigorous college preparatory education. Our goal is to help students develop the knowledge, skills, and character strengths they need to succeed throughout their education and in the competitive world beyond. We have a 15-year track record of academic excellence and post-secondary success with students from Southwest and Far Northeast Denver. Data shows the longer students are in KIPP’s program, the higher they achieve academically.

At KIPP, teachers, students, and families are all united around the same goal: college and a choice-filled life. We believe an excellent college-preparatory education will set students up for success in whatever life path they choose. Through collective hard work and commitment, KIPP students complete college at a rate above the national average for all students and four times higher than that of students from similar economic backgrounds. Our success is driven by:

- **High Expectations**: We set clearly defined and measurable high expectations for academic achievement and conduct in order to create and reinforce a culture of achievement and support. We know that every student is different and we personalize learning based on a student’s needs, skills, and interests.
- **Strength of Character**: Success in life depends on both academics and character. We help students foster character strengths that are essential for their own success and well-being. And we empower them to express their voice with power and to improve the world around them.
• **Highly Effective Teachers and Leaders**: Great schools require great teachers and school leaders. We empower our educators to lead school teams, and we invest in training to help them grow as professionals.

• **Safe, Structured, and Nurturing Environments**: Students need physical and emotional safety in order to take risks and learn from their successes and their mistakes. Our schools provide a safe, structured, and nurturing environment with minimal distractions and more time for both academics and extracurricular activities, so our students love school and maximize their learning.

• **KIPP Through College**: Our counselors and advisors support students as they prepare for and select the right college and career for their needs and interests. After high school, we help KIPP alumni navigate the social, academic, and financial challenges they might encounter while in college.

Driven by the factors listed above, our education program will include the following:

• **Blended Environment**. We believe all students achieve their potential in different ways. Instruction cannot be one-size fits all. Our instructional systems will include an all-school guided reading block and blended learning model to ensure differentiation is at the very core of our work. Daily lesson plans will include language objectives, plans for remediation and extension, and the necessary scaffolds for students to demonstrate mastery. Our instructional approach will balance whole group, small group, and individual learning environments.

• **Culturally Relevant and Responsive**. We believe our scholars come to our school with incredible cultural, linguistic, and character assets. Our role is to facilitate an education that will develop our students’ academics and character while also maintaining a pride in their home culture. A culturally relevant and responsive approach is essential to building an academic program that pursues excellence and equity. Through building our students’ cultural competence and pride, we will facilitate our students’ sense of responsibility to positively impact and lead their community. Cultural and community history will be embedded across content areas, in values lessons and will drive our social studies and arts curriculum. As a culturally responsive school, we deeply value our students’ native language and culture. Bilingualism is known to accelerate academic achievement and language acquisition due to students’ strong foundation in their first language. Given our expected student population, we anticipate that a majority of our English language learners will be Spanish speakers. Because of this, we will use Spanish instruction as a resource in the language acquisition process with all students. When possible, teachers and students will be able to use students’ first language (L1) as a resource in learning English (L2).

• **High-Quality Early Childhood Education (ECE) Program**. We will offer an ECE program that prepares students with the necessary academic skills, socio-emotional development, and appropriate physical skills to start them on their climb up the mountain to and through college.

• **Standards-Based**. Our curriculum will begin with the Colorado State Standards. With the Understanding by Design framework, teachers will create unit plans, lesson plans and daily objectives. We know that by instructing with the standards in the forefront, we are preparing our kids to ultimately excel at the college level.

• **Data –Driven**. All instructional decisions are driven by student data. Teachers begin the year with diagnostic and beginning of year assessment data to adjust pacing guides and differentiate instruction to meet the needs of each student. In planning daily lessons, teachers will assess students informally through checks for understanding and anecdotal notes and formally with exit tickets and rubrics. At the end of each unit, teachers will assess students with summative
unit assessments. At the end of each six-week cycle, we will have a professional development data day where teachers have the opportunity to analyze unit assessment day and collaboratively plan ways to reteach students to mastery.

Community Need and Target Population
KIPP Colorado Schools led a 12-month listening tour of parents and community members from the Adams County School District 14 to hear about their experience in the public education system and what they want in a great school for their children. We heard from families the need for a high-quality ECE through 12th grade option that includes full-day early childhood and free kindergarten, bilingual education, safe and nurturing environments, family and community partnerships, differentiated instruction to meet students where they are, and targeted resources and supports to navigate and succeed in post-secondary education. Additionally, we held three Community Design Meetings for direct input from parents and community members on key elements of school design, including academic programs and partnerships; school culture, values, and inclusivity; and community and parent engagement and partnerships. We aim to build on these meetings throughout the school’s planning year to ensure we include family voice in all aspects of the school’s design and continue to build on the wants and needs of the community.

As a public charter school, KCCA will be open to all students. There are no requirements for students to enroll in KCAA. We will have enrollment priorities for students in Commerce City and specifically those who reside in Adams County School District 14. We will hold a randomized lottery should applications exceed the number of available seats.

Governance and Leadership
The charter applicant for KCCA is KIPP Colorado Schools, a non-profit organization registered in the State of Colorado. The KIPP Colorado Schools Board of Directors (Board) is accountable to the State of Colorado and Adams County School District 14 for the creation and implementation of KCCA. The Board’s role is to ensure KCCA adheres to the proven success of the KIPP model and to this charter. KIPP Colorado Schools is part of the national network of KIPP schools, which includes 224 schools across the country that will share best practices with KCCA.

A twelve-member Board of Directors governs KIPP Colorado Schools. The Board’s six key responsibilities include: 1) ensuring the organization has a reasonable and current strategic plan for achieving a long-term vision and that implementation decisions are driven by the organization’s mission; 2) proactively protecting the organization from financial, legal, and organizational risk; 3) engaging in performance management and professional development of the Chief Executive Officer; 4) ensuring the organization has the financial and functional resources it needs; 5) proactively removing roadblocks for the organization via ambassadorship and advocacy; and 6) sustaining itself through self-management and accountability, continuous improvement, and proactive evolution. These responsibilities translate into specific roles related to school governance, academic oversight and fiscal oversight, and include, but are not limited to, the following:
- Serving as a thought partner for creating multi-year strategic and financial plans;
- Approving school and regional annual plans;
- Developing financial and legal oversight policies and procedures;
- Reviewing budgets and actual expenditures to ensure money is spent as planned and in accordance with policies and mission;
- Ensuring organizational compliance with charter laws and authorizer policies;
• Developing a crisis management plan;
• Hiring the Chief Executive Officer;
• Holding the Chief Executive Officer accountable for executing the region’s strategic plan and for meeting annual fiscal and academic goals associated with this plan;
• Building relationships with key community stakeholders;
• Identifying, cultivating, recruiting, and nominating new board members;
• Ensuring continuing education for existing board members;
• Performing annual Board self-assessments; and
• Reviewing, evaluating and adjusting Board policies, composition, and structure as needed to ensure continued adherence to governance and oversight responsibilities.

KIPP Colorado Schools’ Executive Leadership Team consists of a Chief Executive Officer, a Chief Schools Officer, and a Chief Operating Officer. The Executive Leadership Team is responsible for developing and executing multi-year strategic and financial plans, approving school and regional annual plans, reviewing the performance of school leaders and directors, and ensuring our schools and region are in compliance with all state and federal laws and have the necessary resources to meet academic, programmatic, and financial goals.

The KCCA school leaders are responsible for the overall success of the school. The ideal school leaders will possess the qualifications outlined in the KIPP Leadership Competency Model (LCM). This model describes the competencies and key behaviors needed to succeed as a leader at any level at KIPP. This heavily research-based model draws upon both the practical experiences of high-performing KIPP leaders at all levels and significant studies in the organizational, business, and education domains indicating which competencies and behaviors are most tied to effective leadership, management, and student achievement. Though all five competencies of the LCM are important, we look most closely at the ability to “Prove the Possible” (having high expectations and keeping students’ best interests at the forefront, keeping commitments, and establishing strong relationships based on respect) and to “Drive Results” (having an achievement orientation, focusing on results, engaging in continuous learning, exhibiting critical thinking and problem solving, decision-making, effectively planning and executing).

The essential duties and responsibilities of the school leader role include experience in instructional leadership, business operations, providing for the safety of students and staff, and engagement of families and the community. The school leader ensures students are academically successful in going to and through college. To reach these goals, the school leader oversees the implementation and the overall effectiveness of the school’s curriculum for all subjects; implements assessments and tracks student performance to inform interventions and professional development opportunities teachers need; designs and implements a school-wide and age appropriate discipline and character program; works to give students a balance of core academic knowledge and extracurricular opportunities; and ensures families and community members are active participants at KCCA.
Section 3 – Vision and Mission

Provide a copy of the vision and mission statements of the district charter school and a description of the process used to develop the statements.

In building lifelong learners, confident leaders, and innovative problem solvers, the vision of KIPP Commerce City Academy (KCCA) is to teach a culturally relevant curriculum focused on valuing students’ culture and facilitating activism through service learning work. Our focus on critical thinking will give students opportunities to analyze situations and problems that matter to their lives and their community and ultimately will create solutions for those challenges. As rising ninth graders, KCCA students will enter high school on or above grade level with a deep understanding of who they are, their community history and context, and with a sense of equity that will challenge them to change the world every day.

Our vision is grounded in the following KCCA core beliefs:

- We believe achievement opens doors. It is our job to hold high expectations and provide ongoing support in order to meet our achievement goals.
- We believe in finding strength in one Team and Family. Relationships matter, starting with ourselves. We know relationships with our students, our families, our community, and each other are the foundation for greatness.
- We will be data-driven in all that we do. We measure what matters. We do not operate on hunches. Data drives our decisions and priorities.

**KIPP Commerce City Academy’s mission** is to provide ECE-12th grade students with a challenging standards-based, culturally responsive curriculum that equally values academic achievement and personal, character, and cultural growth through civic engagement in order to be successful in college and the world beyond. Our students will graduate KCCA lifelong learners with the passion, skills, and desire to change the world and be leaders in their community.

The KCCA vision and mission serve as the foundational drivers for our school’s systems, structures, and practices and are supported by the following areas of focus:

- **High Expectations:** We set clearly defined and measurable high expectations for academic achievement and conduct in order to create and reinforce a culture of achievement and support. We know that every student is different and we personalize learning based on a student’s needs, skills, and interests.
- **Strength of Character:** Success in life depends on both academics and character. We help students foster character strengths that are essential for their own success and well-being. And we empower them to express their voice with power and to improve the world around them.
- **Highly Effective Teachers and Leaders:** Great schools require great teachers and school leaders. We empower our educators to lead school teams, and we invest in training to help them grow as professionals.
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- **KIPP Through College:** Our counselors and advisors support students as they prepare for and select the right college and career for their needs and interests. After high school, we help
KIPP alumni navigate the social, academic, and financial challenges they might encounter while in college.

As an organization, KIPP Colorado Schools’s mission is to equip our students with the academic skills and character strengths necessary to succeed in college and the competitive world beyond. We support students with rigorous academic instruction, explicit character development, and KIPP Through College support for college access and graduation. At KIPP Colorado’s existing schools, we serve 96% students of color with 89% students receiving free or reduced lunch. Our existing schools were recognized during the 2017-18 school year for their achievements. KIPP North Denver Leadership Academy earned the highest median growth percentile (MGP) in English Language Arts for any school in the entire state of Colorado, KIPP Sunshine Peak Academy eighth graders advanced to the national competition for National History Day, U.S. News and World Report named KIPP Denver Collegiate High School the #1 high school in Denver and the #2 high school in Colorado, and KIPP Northeast Elementary’s early childhood education program earned a Level 4 rating from Colorado Shines in its first year.

KIPP Colorado believes in creating schools with the community. For over a year, KIPP Colorado staff has been meeting with families and community members in Commerce City and Thornton to learn more about their vision for a school. Information gathered at these meetings was paired with more focused discussions at school design meetings held prior to the completion of this charter application in order to craft the vision and mission for KCCA.
Section 4 – Goals, Objectives, and Student Performance Standards

State the proposed four-year goals for the district charter school including timelines. Describe the process used to identify the goals. The goals shall address accreditation performance indicators and applicable goals and standards in federal law.

KIPP Commerce City Academy’s (KCCA’s) academic goals target the key performance indicators of student academic progress as defined by the state. Our goals identify measures of learning in math, literacy, English language acquisition, and early-childhood social-emotional learning. Through the process of analyzing performance at our existing KIPP Colorado schools, we identified the following targets that are ambitious and attainable via a high-quality academic program. We believe these targets represent measures of a positive, healthy school culture that supports a high level of student academic and social-emotional learning. Further, we believe these targets represent the necessary progress toward readiness for high school and college.

In our first four years in operation, we will measure performance as follows:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECE</strong></td>
<td>• 85% of students achieve their STEP benchmark</td>
<td>• 85% of students achieve their STEP benchmark</td>
<td>• 85% of students achieve their STEP benchmark</td>
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<tr>
<td></td>
<td>• 85% of students meet Widely-Held Expectations for social-emotional learning, language, math and literacy on the TS Gold assessment</td>
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<td>• 85% of students meet Widely-Held Expectations for social-emotional learning, language, math and literacy on the TS Gold assessment</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>• 75% of students achieve their STEP benchmark</td>
<td>• 80% of students achieve their STEP benchmark</td>
<td>• 85% of students achieve their STEP benchmark</td>
</tr>
<tr>
<td></td>
<td>• English language learners achieve an ACCESS Median Growth Percentile of 65 or higher and more than 15% are redesignated</td>
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</tr>
<tr>
<td><strong>1st Grade</strong></td>
<td>• 65% of students achieve their STEP benchmark</td>
<td>• 70% of students achieve their STEP benchmark</td>
<td>• 75% of students achieve their STEP benchmark</td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>2nd Grade</strong></td>
<td>• 45% of students achieve their STEP benchmark</td>
<td>• 65% of students achieve their STEP benchmark</td>
<td>• 75% of students achieve their STEP benchmark</td>
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<tr>
<td><strong>3rd Grade</strong></td>
<td></td>
<td>• 65% of students achieve their STEP benchmark</td>
<td>• 75% of students achieve their STEP benchmark</td>
</tr>
</tbody>
</table>

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1 Student academic progress indicators as defined by the state can be found at [http://www.cde.state.co.us/assessment](http://www.cde.state.co.us/assessment).
<table>
<thead>
<tr>
<th>4&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>65% of students receive a Level 4 or Level 5 rating on CMAS for both ELA and Math</td>
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<tr>
<td>CMAS proficiency rates for English-language learners (ELLs) are at parity with non-ELLs</td>
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<tr>
<td>Students with disabilities (SWD) Median Growth Percentile is at parity with students without disabilities</td>
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<td>English language learners achieve an ACCESS Median Growth Percentile of 65 or higher and more than 15% are redesignated</td>
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<table>
<thead>
<tr>
<th>5&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% of students in each CMAS proficiency band increase at least one proficiency band</td>
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<tr>
<td>90% of students already at a Level 5 stay at a Level 5 on CMAS</td>
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<tr>
<td>CMAS Median Growth Percentile (MGP) is 65 or higher</td>
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<td>Year 1</td>
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<td>Year 3</td>
<td>Year 4</td>
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<tr>
<td>- CMAS proficiency rates for English-language learners (ELLs) are at parity with non-ELLs</td>
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<table>
<thead>
<tr>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 50% of students in each CMAS proficiency band increase at least one proficiency band</td>
</tr>
<tr>
<td>- 90% of students already at a Level 5 stay at a Level 5 on CMAS</td>
</tr>
<tr>
<td>- CMAS Median Growth Percentile (MGP) is 65 or higher</td>
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<tr>
<td>- CMAS proficiency rates for English-language learners (ELLs) are at parity with non-ELLs</td>
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<td>- Students with disabilities (SWD) Median Growth Percentile is at parity with students without disabilities</td>
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<td>- English language learners achieve an ACCESS Median Growth Percentile of 65 or higher and more than 15% are redesignated</td>
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<table>
<thead>
<tr>
<th>7th Grade</th>
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</thead>
<tbody>
<tr>
<td>- 50% of students in each CMAS proficiency band increase at least one proficiency band</td>
</tr>
<tr>
<td>- 90% of students already at a Level 5 stay at a Level 5 on CMAS</td>
</tr>
<tr>
<td>- CMAS Median Growth Percentile (MGP) is 65 or higher</td>
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<tr>
<td>- CMAS proficiency rates for English-language learners (ELLs) are at parity with non-ELLs</td>
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<td>- Students with disabilities (SWD) Median Growth Percentile is at parity with students without disabilities</td>
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</tbody>
</table>
## 8th Grade

- Students with disabilities (SWD) Median Growth Percentile is at parity with students without disabilities
- English language learners achieve an ACCESS Median Growth Percentile of 65 or higher and more than 15% are redesignated

### Schoolwide Goals

- 80% of students achieve a 95% attendance rate
- Fewer than 5% of students are suspended
- Fewer than 10% of students exit the school from October to October
- 85% or more families respond positively on the annual family satisfaction survey
- 90% or more students respond positively on the annual student satisfaction survey
- 85% of students achieve a 95% attendance rate
- Fewer than 5% of students are suspended
- Fewer than 8% of students exit the school in a calendar year, October to October
- 85% or more families respond positively on the annual family satisfaction survey
- 90% or more students respond positively on the annual student satisfaction survey
- 80% of students achieve a 95% attendance rate
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- Fewer than 8% of students exit the school in a calendar year, October to October
- 90% or more families respond positively on the annual family satisfaction survey
- 90% or more students respond positively on the annual student satisfaction survey

The high school grades of KCCA will not open until the school's fifth year. In our first four years in operation at the high school level, we will measure performance as follows:
<table>
<thead>
<tr>
<th>Year</th>
<th>9th Grade</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70% of students score a 17 or above on the ACT or an 860 or above on the PSAT</td>
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</tr>
<tr>
<td></td>
<td>Average student growth from the ACT pre-test to the ACT post-test is 3 points</td>
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</tr>
<tr>
<td></td>
<td>85% of students have a 2.5 or greater cumulative GPA</td>
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</tr>
<tr>
<td></td>
<td>65% of students have a 3.0 or greater cumulative GPA</td>
<td>65% of students have a 3.0 or greater cumulative GPA</td>
<td>65% of students have a 3.0 or greater cumulative GPA</td>
<td>65% of students have a 3.0 or greater cumulative GPA</td>
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<tr>
<td></td>
<td>35% of students have a 3.5 or greater cumulative GPA</td>
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<td>35% of students have a 3.5 or greater cumulative GPA</td>
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</tr>
<tr>
<td></td>
<td>English language learners achieve an ACCESS Median Growth Percentile of 65 or higher and more than 15% are redesignated</td>
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<td>English language learners achieve an ACCESS Median Growth Percentile of 65 or higher and more than 15% are redesignated</td>
</tr>
<tr>
<td></td>
<td>100% of students take AP World History</td>
<td>100% of students take AP World History</td>
<td>100% of students take AP World History</td>
<td>100% of students take AP World History</td>
</tr>
<tr>
<td></td>
<td>25% of students in each AP course passes the AP exam with a 3 or higher</td>
<td>30% of students in each AP course passes the AP exam with a 3 or higher</td>
<td>50% of students in each AP course passes the AP exam with a 3 or higher</td>
<td>35% of students in each AP course passes the AP exam with a 3 or higher</td>
</tr>
<tr>
<td></td>
<td>15% of students in each AP course passes the AP exam with a 4 or higher</td>
<td>20% of students in each AP course passes the AP exam with a 4 or higher</td>
<td>25% of students in each AP course passes the AP exam with a 4 or higher</td>
<td>25% of students in each AP course passes the AP exam with a 4 or higher</td>
</tr>
<tr>
<td></td>
<td>70% of students score a 19 or above on the ACT or a 910 on the PSAT</td>
<td>70% of students score a 19 or above on the ACT or a 910 on the PSAT</td>
<td>70% of students score a 19 or above on the ACT or a 910 on the PSAT</td>
<td>70% of students score a 19 or above on the ACT or a 910 on the PSAT</td>
</tr>
<tr>
<td></td>
<td>Average student growth from the ACT pre-test to the ACT post-test is 2 points</td>
<td>Average student growth from the ACT pre-test to the ACT post-test is 2 points</td>
<td>Average student growth from the ACT pre-test to the ACT post-test is 2 points</td>
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<tr>
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</tr>
<tr>
<td></td>
<td>English language learners achieve an ACCESS Median Growth Percentile of 65 or higher and more than 15% are redesignated</td>
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<td>English language learners achieve an ACCESS Median Growth Percentile of 65 or higher and more than 15% are redesignated</td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>10th Grade</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>30% of students in each AP course passes the AP exam with a 3 or higher</td>
<td>35% of students in each AP course passes the AP exam with a 3 or higher</td>
<td></td>
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<tr>
<td></td>
<td>35% of students in each AP course passes the AP exam with a 3 or higher</td>
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</tr>
<tr>
<td></td>
<td>25% of students in each AP course passes the AP exam with a 4 or higher</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>70% of students score a 19 or above on the ACT or a 910 on the PSAT</td>
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<tr>
<td></td>
<td>Average student growth from the ACT pre-test to the ACT post-test is 2 points</td>
<td></td>
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<tr>
<td></td>
<td>85% of students have a 2.5 or greater cumulative GPA</td>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>English language learners achieve an ACCESS Median Growth Percentile of 65 or higher and more than 15% are redesignated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>11th Grade</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30% of students in each AP course passes the AP exam with a 3 or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>35% of students in each AP course passes the AP exam with a 3 or higher</td>
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<tr>
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<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
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<tr>
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<td>70% of students score a 19 or above on the ACT or a 910 on the PSAT</td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>English language learners achieve an ACCESS Median Growth Percentile of 65 or higher and more than 15% are redesignated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>20% of students in each AP course passes the AP exam with a 4 or higher</td>
<td>25% of students in each AP course passes the AP exam with a 4 or higher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70% of students score a 21 or above on the ACT or a 1100 on the SAT</td>
<td>70% of students score a 21 or above on the ACT or a 1100 on the SAT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Average student growth from the ACT pre-test to the ACT post-test is 2 points</td>
<td>Average student growth from the ACT pre-test to the ACT post-test is 2 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85% of students have a 2.5 or greater cumulative GPA</td>
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<tr>
<td></td>
<td></td>
<td>65% of students have a 3.0 or greater cumulative GPA</td>
<td>65% of students have a 3.0 or greater cumulative GPA</td>
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<tr>
<td></td>
<td></td>
<td>35% of students have a 3.5 or greater cumulative GPA</td>
<td>35% of students have a 3.5 or greater cumulative GPA</td>
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<tr>
<td></td>
<td></td>
<td>English language learners achieve an ACCESS Median Growth Percentile of 65 or higher and more than 15% are redesignated</td>
<td>English language learners achieve an ACCESS Median Growth Percentile of 65 or higher and more than 15% are redesignated</td>
</tr>
</tbody>
</table>

12th Grade

- 90% of students take four or more AP courses, of which 100% include AP English Language and Composition, AP World History or AP US History, AP Biology, and AP Calculus AB or AP Statistics
- 35% of students are AP scholars having passed 3 AP exams
- 45% of students in each AP course passes the AP exam with a 3 or higher
- 30% of students in each AP course passes the AP exam with a 4 or higher
- 85% of students have a 2.5 or greater cumulative GPA
- 65% of students have a 3.0 or greater cumulative GPA
- 35% of students have a 3.5 or greater cumulative GPA
- English language learners achieve an ACCESS Median Growth Percentile
<table>
<thead>
<tr>
<th>Schoolwide Goals</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- 80% of students achieve a 95% attendance rate</td>
<td>- 80% of students achieve a 95% attendance rate</td>
<td>- 83% of students achieve a 95% attendance rate</td>
<td>- 85% of students achieve a 95% attendance rate</td>
</tr>
<tr>
<td></td>
<td>- Fewer than 5% of students are suspended</td>
<td>- Fewer than 5% of students are suspended</td>
<td>- Fewer than 5% of students are suspended</td>
<td>- Fewer than 5% of students are suspended</td>
</tr>
<tr>
<td></td>
<td>- Fewer than 10% of students exit the school from October to October</td>
<td>- Fewer than 10% of students exit the school in a calendar year, October to October</td>
<td>- Fewer than 10% of students exit the school in a calendar year, October to October</td>
<td>- Fewer than 10% of students exit the school in a calendar year, October to October</td>
</tr>
<tr>
<td></td>
<td>- 90% or more families respond positively on the annual family satisfaction survey</td>
<td>- 90% or more families respond positively on the annual family satisfaction survey</td>
<td>- 90% or more families respond positively on the annual family satisfaction survey</td>
<td>- 90% or more families respond positively on the annual family satisfaction survey</td>
</tr>
<tr>
<td></td>
<td>- 85% or more students respond positively on the annual student satisfaction survey</td>
<td>- 85% or more students respond positively on the annual student satisfaction survey</td>
<td>- 85% or more students respond positively on the annual student satisfaction survey</td>
<td>- 85% or more students respond positively on the annual student satisfaction survey</td>
</tr>
<tr>
<td></td>
<td>of 65 or higher and more than 15% are redesignated</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 5 – Purpose and Evidence of Support

State the purpose for the district charter school and a geographic description of the area of intended service.

At KIPP Colorado Schools, one of our core values is Team and Family, and we believe our Team and Family encompasses not only students, teachers, and school staff but also our families and community members. Our approach to community engagement is through building parent leadership and being committed members of our communities. It is with this approach that we began the exploration process to apply for our ECE-12th grade charter school to open in Adams County School District 14.

The prospect of opening schools in Adams County School District 14 began with current KIPP families who travel back and forth nearly four hours every day from Commerce City and Thornton to Far Northeast Denver to send their children to public schools they feel meet their needs. These parent leaders began conversations in their communities in July 2017 on the state of public education and their experiences with the public education system.

These conversations grew and launched an effort to host nearly a dozen house meetings led by parents in their communities on the types of schools they want for their children and the characteristics they feel make for a high-quality education. These meetings ranged in attendance from a small group of 5-7 parents to larger, full room groups of 25-30 parents. These meetings sparked rich conversation amongst parents and provided KIPP leadership powerful insight into the need, demand, and purpose for a KIPP charter school.

The common themes we heard from parents on what they want in a public school during these meetings, include: strong academics and school culture, partnerships with families and community organizations, biliterate programming and supports for emerging bilingual students, a safe and welcoming environment where all cultures are celebrated, post-secondary supports for students and families, and a new public school option in their neighborhood. The geographic area of intended service will be within the boundary of Adams County School District 14. More information regarding the location of the school can be found in Section 10 – Financial Data, Facilities, and Transportation.

Provide evidence that an adequate number of parents/guardians and students support the formation of the district charter school. Where possible, this evidence shall be shown in aggregate (by grade level and school), without disclosing personally identifiable student information.

Data from the Colorado Department of Education (CDE) show that many parents in the Adams County School District 14 are exercising school choice. 3,155 students who live within the Adams County School District 14 boundaries attend schools in districts outside of Adams County School District 14 or schools authorized by the Charter School Institute. Our data confirmed these parents are not alone in wanting another school option in their neighborhood. In the 2017-18 school year, 10 percent of our over 2,000 students traveled from outside of Denver to attend KIPP schools.

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2 2017-18 Non-Resident Students District of Attendance by Parent's District, State, or Country of Residence (XLSX) can be found at [http://www.cde.state.co.us/cdereval/pupilcurrent](http://www.cde.state.co.us/cdereval/pupilcurrent).
To continue to gain insight from families, KIPP Colorado staff and parent leaders embarked on an effort to reach more parents where they are through canvassing efforts, holding additional conversations on education and building support for a KIPP school. We had conversations in parks, daycares, and right on neighbors’ porches and in their living rooms. Through these efforts, we collected 411 petition signatures, in support of KIPP’s ECE-12th grade school model. (Redacted copies of the petition signatures can be found in Appendix A – Petition Signatures.) The distribution of these signatures include families who listed multiple children and their grade levels with one signature. The below totals include a breakdown of children by grade, and because some parents listed more than one child’s grade, the breakdown of numbers by grade are higher than the total number of signatures. The breakdown is as follows:

<table>
<thead>
<tr>
<th>Zip Codes</th>
<th>Student Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>80022</strong></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td># of interested students</td>
</tr>
<tr>
<td>ECE</td>
<td>9</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>4</td>
</tr>
<tr>
<td>1st grade</td>
<td>13</td>
</tr>
<tr>
<td>2nd grade</td>
<td>12</td>
</tr>
<tr>
<td>3rd grade</td>
<td>18</td>
</tr>
<tr>
<td>4th grade</td>
<td>14</td>
</tr>
<tr>
<td>5th grade</td>
<td>12</td>
</tr>
<tr>
<td>6th grade</td>
<td>28</td>
</tr>
<tr>
<td>7th grade</td>
<td>18</td>
</tr>
<tr>
<td>8th grade</td>
<td>15</td>
</tr>
<tr>
<td>9th grade</td>
<td>7</td>
</tr>
<tr>
<td>10th grade</td>
<td>20</td>
</tr>
<tr>
<td>11th grade</td>
<td>9</td>
</tr>
<tr>
<td>12th grade</td>
<td>8</td>
</tr>
<tr>
<td>Grade not listed</td>
<td>279</td>
</tr>
<tr>
<td><strong>80022 Total:</strong></td>
<td>466</td>
</tr>
</tbody>
</table>

| **80229** |                     |
| Grade     | # of interested students |
| ECE       | 1                    |
| Kindergarten | 4                  |
| 1st grade  | 6                    |
| 2nd grade  | 14                   |
| 3rd grade  | 17                   |
| 4th grade  | 7                    |
| 5th grade  | 10                   |
| 6th grade  | 9                    |
| 7th grade  | 9                    |
| 8th grade  | 14                   |
| 9th grade  | 6                    |
| 10th grade | 6                    |
| 11th grade | 6                    |
| 12th grade | 20                   |
| Grade not listed | 126               |
| **80229 Total:** | 255              |
KIPP Colorado believes public schools should be a part of our communities and designed with community input. We launched a Community Design Committee and hosted three meetings led by KIPP Colorado’s Chief Executive Officer and Chief Schools Officer to seek input on aspects of the charter application, including academic programs and partnerships; school culture, values, and inclusivity; and community and parent engagement and partnerships. The attendees at these meetings included parents and community members.

We aim to build on these meetings throughout the school’s planning year to ensure family voice is included in all aspects of the school’s design and continue to build on the wants and needs of the community.

Finally, KIPP Colorado sought to get a holistic picture of public education and how we could potentially be an option not only from parents’ perspectives but also from the broader community’s perspective. We held meetings with nonprofit organizations, elected officials, and other community leaders. We also met with some of our current partners in Denver to gain perspective from them on what makes our partnership work. We are sharing six letters of support for this application. These letters can be found in Appendix B – Letters of Support.
Section 6 – Student Achievement and Curriculum

Describe the district charter school’s educational program, student performance standards, and curriculum that shall provide students with the educational experiences necessary to achieve the standards.

Detail the plan for academic accountability, including a description of measurable annual targets for the measures used to determine the levels of attainment of the accreditation performance indicators.

Ultimately, everything we do at KIPP Commerce City Academy (KCCA) is about results for student learning and development. The following measurable annual targets reflect how we will determine the levels of attainment of the accreditation performance indicators on an annual basis.

### Annual Performance Targets – Elementary

<table>
<thead>
<tr>
<th>ACCESS</th>
<th>ECE</th>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language learners achieve an ACCESS Median Growth Percentile of 65 or higher and more than 15% are redesignated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CMAS</th>
<th>85%</th>
<th>85%</th>
<th>75%</th>
<th>75%</th>
<th>65%</th>
<th>65%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS Median Growth Percentile of 65 or higher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>50% of students in each CMAS proficiency band increase at least one proficiency band.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>90% of students already at a Level 5 stay at a Level 5 on CMAS.</td>
<td></td>
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<tr>
<td>CMAS Median Growth Percentile (MGP) is 65 or higher.</td>
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<tr>
<td>CMAS proficiency rates for English-language learners (ELLs) are at parity with non-ELLs.</td>
<td></td>
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<tr>
<td>Students with disabilities (SWD) Median Growth Percentile is at parity with students without disabilities.</td>
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<table>
<thead>
<tr>
<th>NWEA MAP</th>
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<th>85%</th>
<th>75%</th>
<th>75%</th>
<th>65%</th>
<th>65%</th>
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</thead>
<tbody>
<tr>
<td>50% of students make typical growth from Spring to Spring MAP scores.</td>
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<td></td>
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<tr>
<td>50% of bottom quartile students make tiered growth goals.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>STEP Literacy Assessment</th>
<th>85%</th>
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<th>75%</th>
<th>65%</th>
<th>65%</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEP Pre+</td>
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<tr>
<td>STEP 3</td>
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<td>STEP 6</td>
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<td>STEP 9</td>
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<td>STEP 12+</td>
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<tr>
<td>STEP 15+</td>
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</tbody>
</table>
### Annual Performance Targets – Elementary

<table>
<thead>
<tr>
<th></th>
<th>ECE</th>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TS Gold</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>85% of students meet Widely Held Expectations for social-emotional learning, language, math, and literacy on the TS Gold assessment.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Annual Performance Targets – Middle School

<table>
<thead>
<tr>
<th></th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCESS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English language learners achieve an ACCESS Median Growth Percentile of 65 or higher and more than 15% are redesignated.</td>
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<tr>
<td><strong>CMAS</strong></td>
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<tr>
<td>▪ 50% of students in each CMAS proficiency band increase at least one proficiency band</td>
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<tr>
<td>▪ 90% of students already at a Level 5 stay at a Level 5 on CMAS</td>
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<tr>
<td>▪ CMAS Median Growth Percentile (MGP) is 65 or higher</td>
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<tr>
<td>▪ CMAS proficiency rates for English-language learners (ELLs) are at parity with non-ELLs</td>
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<tr>
<td>▪ Students with disabilities (SWD) Median Growth Percentile is at parity with students without disabilities</td>
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<tr>
<td><strong>NWEA MAP</strong></td>
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<tr>
<td>▪ 50% of students make typical growth from Spring to Spring MAP scores</td>
<td></td>
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<tr>
<td>▪ 50% of bottom quartile students make tiered growth goals</td>
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</tbody>
</table>

### Annual Performance Targets – High School

<table>
<thead>
<tr>
<th></th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCESS</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>English language learners achieve an ACCESS Median Growth Percentile of 65 or higher and more than 15% are redesignated.</td>
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<tr>
<td><strong>ACT</strong></td>
<td></td>
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</tr>
<tr>
<td>▪ 70% of students score a 17 or above on the ACT</td>
<td>▪ 70% of students score a 19 or above on the ACT</td>
<td>▪ 70% of students score a 21 or above on the ACT</td>
<td>▪ 70% of students score a 23 or above on the ACT</td>
<td>▪ 35% of students are AP scholars having passed 3 AP exams</td>
</tr>
<tr>
<td>▪ Average student growth from the ACT pre-test to the ACT post-test is 3 points</td>
<td>▪ Average student growth from the ACT pre-test to the ACT post-test is 2 points</td>
<td>▪ Average student growth from the ACT pre-test to the ACT post-test is 2 points</td>
<td></td>
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</tr>
<tr>
<td>▪ 40% of students in each AP course passes the AP exam with a 3 or higher</td>
<td>▪ 45% of students in each AP course passes the AP exam with a 3 or higher</td>
<td>▪ 35% of students in each AP course passes the AP exam with a 4 or higher</td>
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</tr>
<tr>
<td>▪ 25% of students in each AP course passes the AP exam with a 4 or higher</td>
<td>▪ 30% of students in each AP course passes the AP exam with a 4 or higher</td>
<td></td>
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</tr>
<tr>
<td><strong>AP</strong></td>
<td></td>
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</tr>
<tr>
<td>▪ 70% of students score an 860 or above</td>
<td>▪ 70% of students score a 910 or above</td>
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<tr>
<td><strong>PSAT</strong></td>
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<tr>
<td>70% of students score a 1100 or above</td>
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<tr>
<td><strong>SAT</strong></td>
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<td></td>
</tr>
<tr>
<td>70% of students score a 1100 or above</td>
<td></td>
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</tbody>
</table>

In order to achieve our annual performance targets, we will engage in frequent, ongoing assessments that allow us to accurately understand what our students know and what they need to know in order to meet our rigorous academic expectations. At the beginning of the year, teachers internalize interim
assessments, aligned to the Colorado Academic Standards, through rigorous protocols. Planning with the end in mind, teachers use these interim assessments as their guide for unit planning.

In order to ensure that students are mastering content on a bi-weekly level, teachers also create Friday Skills Assessments (ECE-4 through 4th grade) and Bi-Weekly Quizzes (5th-12th grades) that align with the content and rigor of the interim assessments. Each Friday, students will be assessed with the FSA/bi-weekly quiz that covers objectives taught during the week. Teachers will use the FSA/bi-weekly quiz data to differentiate small groups, homework, and practice time for students during the following week.

On a daily basis, teachers will utilize anecdotal notes, rubrics for writing, and exit tickets to have an understanding of what students know and gaps in their learning. The data collected from both the daily and weekly assessments is used to inform planning for reteaching as well as small group interventions that are used flexibly in all content areas to ensure we are constantly adjusting to refine and improve instruction and increase student achievement.

KIPP Colorado schools participate in a regional data analysis professional development day, called Data Day, every six to ten weeks depending on the grade level.3 During Data Day, teachers analyze interim assessment data with the support of instructional coaches and their grade level team. After engaging in a deep-level analysis of student achievement data, teachers create a re-teaching and extending instruction plan for the following week. KCCA teachers will also use Data Days to flexibly group students for small group reading and math instruction.

KCCA is focused on holding a high bar for students and teachers with our standards-based approach and rigorous academic goals. We will use data, differentiation, and culturally responsive teaching to ensure every child in our building is successful. We will use our robust and comprehensive assessment systems to progress monitor our students’ learning from daily exit slips and running records, to weekly assessments, and summative assessments every six weeks. On the daily level, teachers will support student learning by using small group and one-on-one support based on the previous day’s exit slip data. On a weekly basis, grade levels will systematically reteach objectives based on the weekly quiz data. Teachers will group students based on levels of support and share students across the grade level to differentiate instruction based on their needs. Every six to ten weeks, teachers will use summative data to flexibly group students for guided reading and math centers.

As a school, we will use this data to determine push-in support lead by our teaching fellows and intervention teachers. The table below outlines the key components of our data analysis structures:

<table>
<thead>
<tr>
<th>Structure</th>
<th>Schedule</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level/Content Team Weekly Data Meetings</td>
<td>45 minutes (weekly)</td>
<td>Data Used:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>§ FSAs or Bi-Weekly Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>§ Focused Writing Tasks (FWTs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>§ Exit Tickets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>§ Mid-Module, End of Module (Math, Reading)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>§ Interims</td>
</tr>
</tbody>
</table>

Sample Weekly Data Meeting Agenda:
1. See the past success, See the exemplar, and analyze the gap
2. State the Error and Conceptual Misunderstanding
3. Plan the Reteach Lesson
4. Practice the Reteach Lesson

Sample Data Day Agenda:
1. Whole School Overview
2. Analysis (Grade Levels: ECE-4 through 12th grade; Content Teams: 5th-12th grade)
3. Plan Re-teach (Grade Levels: ECE-4 through 12th grade; Content Teams: 5th-12th grade)
4. Plan for upcoming Guided Reading Groups aligned to STEP bottom lines (Individually – ECE-4 through 4th grade)
5. Whole School PD (ECE-4 through 12th grade)

To monitor progress toward our annual goals, we will utilize a comprehensive set of assessments. The tables below outline the assessments we administer and how we will use the results.

### Daily Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Analysis and Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math Exit Tickets</strong> (K-12th grade)</td>
<td>Exit slips are 1-2 questions at the end of the problem set to measure student mastery of the daily objective.</td>
<td>Every day, teachers will engage in a Daily Date Dive in which they will analyze the exit slip data based on who mastered/ did not master the day’s content as well as what part of the standard was mastered/were not mastered. The teacher will use this data to inform do nows and small group instruction for the following day for lead teacher and the teaching fellow (as applicable).</td>
</tr>
<tr>
<td><strong>English Language Arts Exit Tickets</strong> (K-12th grade)</td>
<td>Exit slips are 1-2 questions at the end of the Reading Lesson to measure student mastery of the daily objective.</td>
<td>Every day, teachers will engage in a Daily Date Dive in which they will analyze the exit slip data based on who mastered/ did not master the day’s content as well as what part of the standard was mastered/were not mastered. Teachers will use this data to inform do nows, small group instruction for the following day or when the standard is taught again in the module.</td>
</tr>
<tr>
<td><strong>Small Group Literacy and Guided Reading Group Anecdotal Reading Records</strong> (ECE-4 through 8th grade)</td>
<td>Teachers will take notes on students’ progress towards STEP bottom lines (ECE-4 through 4th grade) and focused skills/standards (5th-8th grade).</td>
<td>Teachers will analyze errors and progress to STEP bottom lines (ECE-4 through 4th grade) and focused skills/standards (5th-8th grade) and use this information to inform their instructional/coaching focus for future guided reading lessons for the group.</td>
</tr>
</tbody>
</table>
### Bi-Weekly Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Analysis and Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math FSAs (ECE-4 through 4&lt;sup&gt;th&lt;/sup&gt; grade)</strong></td>
<td>A bi-weekly quiz based on the previous two weeks' objectives. The quiz aligns with daily exit tickets and module assessments. We align the FSAs to the module assessments which require students to take a conceptual leap from daily exit tickets.</td>
<td>Teachers will analyze the data during weekly grade level data meetings. Teachers will use this data to inform reteach lessons, small group instruction, and intervention to prepare students for the upcoming FSAs and module assessments.</td>
</tr>
<tr>
<td><strong>Phonics/Word Study FSAs (K-2&lt;sup&gt;nd&lt;/sup&gt; grade)</strong></td>
<td>A bi-weekly quiz based on the previous two week's objectives. The quiz aligns with daily lesson objectives and the Interim Assessments.</td>
<td>Teachers will analyze the data during weekly grade level data meetings. Teachers will use this data to inform reteach lessons, small group instruction, and intervention to prepare students for the upcoming FSAs and Interim assessments. Teachers will also use this data to inform reteach embedded in the phonics block and objectives to re-assess in the following FSAs.</td>
</tr>
<tr>
<td><strong>Math, English Language Arts, Science, and Social Studies Bi-Weekly Quizzes (3&lt;sup&gt;rd&lt;/sup&gt;-12&lt;sup&gt;th&lt;/sup&gt; grade)</strong></td>
<td>A bi-weekly quiz based on the previous two weeks' objectives. The quiz aligns with daily exit tickets and module assessments. We align the bi-weekly quizzes to the unit assessments which require students to take a conceptual leap from daily exit tickets.</td>
<td>Teachers will analyze the data during weekly grade level data meetings. Teachers will use this data to inform reteach lessons, small group instruction, and intervention to prepare students for the upcoming assessments.</td>
</tr>
</tbody>
</table>

### Monthly Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Analysis and Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sight Word Assessments (K-1&lt;sup&gt;st&lt;/sup&gt; grade, 2&lt;sup&gt;nd&lt;/sup&gt;-4&lt;sup&gt;th&lt;/sup&gt; graders that have not reached the sight word goal of 400)</strong></td>
<td>Students will be assessed on one sight word list at a time. When they master the list at 100%, they will be assessed on the next list.</td>
<td>Teachers will visually track the sight words assessments in the classroom and report students’ progress to families. Teachers will send home the number of sight words they student knows and their goal for next month.</td>
</tr>
</tbody>
</table>

### Module/Unit and Interim Assessments (every 5-6 weeks)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Analysis and Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACT Interim Assessment (9&lt;sup&gt;th&lt;/sup&gt;-11&lt;sup&gt;th&lt;/sup&gt; grade)</strong></td>
<td>Interim Assessments assess cumulative standards and skills aligned to the CCRS standards.</td>
<td>Teachers will use this data to inform reteach, small group instruction, and intervention for the upcoming cycle.</td>
</tr>
<tr>
<td><strong>Focused Writing Tasks (K-4&lt;sup&gt;th&lt;/sup&gt;)</strong></td>
<td>Focused writing tasks are writing tasks aligned to the focus writing standard(s) in each writing module.</td>
<td>Teachers will analyze the focused writing task/PBA in grade level (K-4&lt;sup&gt;th&lt;/sup&gt; grade) or content teams (5&lt;sup&gt;th&lt;/sup&gt;-12&lt;sup&gt;th&lt;/sup&gt; grade). Teachers</td>
</tr>
<tr>
<td>Assessment</td>
<td>Description</td>
<td>Analysis and Action</td>
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</tr>
<tr>
<td>PBAs (5th-12th grade) and PBAs (Process-Based Assessments)</td>
<td>Assess students process-based argumentative writing development. They are measured using a holistic writing rubric aligned from 5th through 12th grade.</td>
<td>Will use this data to inform reteach lessons and spiraled review for the upcoming module/unit.</td>
</tr>
<tr>
<td>Interim Assessments (2nd-8th grade)</td>
<td>Interim assessments assess cumulative standards and skills taught in English language arts and math three times a year.</td>
<td>Teachers will analyze the data during interim analysis with their grade level team. Teachers will use this data to inform reteach, small group instruction, and intervention for the upcoming cycle.</td>
</tr>
<tr>
<td>Math Mid-Module Assessment (K-4th grade)</td>
<td>The mid-module assessment is designed to assess student command of concepts taught from the beginning to the middle of the module. Inclusive of performance tasks and multi-step word problems, the mid-module assessment is a rigorous measure of student understanding.</td>
<td>Teachers will analyze the data during weekly grade level data meetings. Teachers will use this data to inform reteach, weekly small group instruction and intervention to prepare students for the upcoming FSAs and end of module assessments.</td>
</tr>
<tr>
<td>Math End-of-Module/End-of-Unit Assessment (K-12th grade)</td>
<td>The end-of-module assessment is designed to assess student command of concepts taught from the middle to the end of the module. Inclusive of performance tasks and multi-step word problems, the mid-module assessment is a rigorous measure of student understanding.</td>
<td>Teachers will analyze the data during a math data dive with their grade level team. Teachers will use this data to inform reteach lessons, ability groupings, spiraled review, and intervention for the upcoming module.</td>
</tr>
<tr>
<td>Phonics Interim Assessments (ECE-4 through 2nd grade)</td>
<td>Phonics interim assessments assess standards and skills taught in the 5-6 week instructional cycle.</td>
<td>Teachers will analyze the data during a phonics data dive with their grade level team. Teachers will use this data to inform reteach, small group instruction, and intervention for the upcoming cycle.</td>
</tr>
<tr>
<td>Reading Checkpoint Assessments (K-8th grade)</td>
<td>The checkpoint assessment is designed to assess student command of standards taught in the reading curriculum module. Each module has two checkpoint assessments.</td>
<td>Teachers will analyze the data during weekly data or content meetings. Teachers will use this data to inform reteach lessons to prepare students for the upcoming end of module assessment.</td>
</tr>
<tr>
<td>Reading End-of-Module/End-of-Unit Assessments (K-12th grade)</td>
<td>The end-of-module/end-of-unit assessment is designed to assess student command of standards in the module/unit.</td>
<td>Teachers will analyze the data during weekly data or content meetings. Teachers will use this data to inform reteach lessons and spiraled review for the upcoming module/unit.</td>
</tr>
</tbody>
</table>
NWEA MAP Assessments (Fall, Winter, Spring)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Timeline</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAP for Primary Grades (K-2nd grade)</td>
<td>Fall, Winter, Spring</td>
<td>The NWEA MAP assessment is a nationally normed assessment used to measure students’ growth over the course of the year and their achievement in relation to other students in their grade level across the country. The MAP assessment measures student growth in reading, language, and math.</td>
</tr>
<tr>
<td>MAP (3rd-8th grade)</td>
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</table>

English Language Acquisition (ELA) Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Timeline</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>W-APT</td>
<td>First 3 weeks of school</td>
<td>CH-ISA team (comprised of learning support members) will use this individually administered assessment to determine ELA designations</td>
</tr>
<tr>
<td>ACCESS</td>
<td>January</td>
<td>Students who are ELL’s will be given an individually administered assessment to determine if they should continue to be tracked and supported as ELLs</td>
</tr>
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</table>

READ Act Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Timeline</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAR (ECE-4 through 4th grade)</td>
<td>Beginning, middle, and end of year</td>
<td>Students will be assessed to see if they should be placed on a READ Plan, exit an existing plan, or revise interventions in a previous plan</td>
</tr>
<tr>
<td>Scholastic Reading Inventory (SRI) (5th-12th grade)</td>
<td>Beginning, middle, and end of year</td>
<td>Students will be assessed to see if they should be placed on a READ Plan, exit an existing plan, or revise interventions in a previous plan</td>
</tr>
</tbody>
</table>

At the elementary level, we will also use two assessments specifically chosen for our youngest learners. The Teaching Strategies Gold (TS Gold) assessment will be used to meet state requirements for ECE data collection as well as to guide instruction and planning on an individual student basis. Data is collected on individual developmental objectives within nine domains: social emotional, language, cognitive, physical motor, literacy, math, science and technology, and the arts. The data collected from TS Gold should be used to design instruction and supports for all ECE students throughout the school day.

TS Gold data will be collected during three assessment windows and formalized for submission three times during the year on the dates listed below. During the assessment windows, teachers will upload at least two pieces of evidence (student photos, anecdotes, work samples, videos) per objective in seven out of nine domains (science and art do not require evidence). This data will support teachers in determining a final performance rating on a color rating scale for each student at each finalization checkpoint. Students in 4-year-old programming should end the year within the blue color band on the rating scale.
TS Gold Assessment (ECE Only)

<table>
<thead>
<tr>
<th>TS Gold Round</th>
<th>Assessment Window</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS Gold Round 1</td>
<td>August - October</td>
<td>Staff will monitor student progress and document in TS Gold prior to finalization date. During the assessment window, teachers will take anecdotal records, upload photos/videos, and student work in order to determine a final performance level on each developmental objective. Progress will be shared with families at conferences and used to inform instruction.</td>
</tr>
<tr>
<td>TS Gold Round 2</td>
<td>October - February</td>
<td>Staff will monitor student progress and document in TS Gold prior to finalization date. During the assessment window, teachers will take anecdotal records, upload photos/videos, and student work in order to determine a final performance level on each developmental objective. Progress will be shared with families and data will be used to inform instruction and design intervention as needed.</td>
</tr>
<tr>
<td>TS Gold Round 3</td>
<td>February - May</td>
<td>Staff will monitor student progress and document in TS Gold prior to finalization date. During the assessment window, teachers will take anecdotal records, upload photos/videos, and student work in order to determine a final performance level on each developmental objective. Progress will be shared with families. Data will be used to guide any intervention needed prior to the end of the year. Results will also be shared with incoming Kindergarten teachers.</td>
</tr>
</tbody>
</table>

We will use the **STEP Assessment** as our primary literacy assessment in ECE-4 through 4th grade, which provides us data about how our students process information and read texts. The data obtained from STEP, will be the starting point to guide the planning process for teachers’ guided reading lessons and other literacy instruction.

**STEP Assessment**

<table>
<thead>
<tr>
<th>STEP Round</th>
<th>Timeline</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEP Round 1</td>
<td>September</td>
<td>Assess student reading levels at the beginning of the year</td>
</tr>
<tr>
<td>STEP Round 2</td>
<td>November</td>
<td>Progress monitor student reading levels to grade level benchmarks</td>
</tr>
<tr>
<td>STEP Round 3</td>
<td>January</td>
<td>Progress monitor student reading levels to grade level benchmarks. We will use this STEP round to inform At Risk for Retention conversations with families</td>
</tr>
<tr>
<td>STEP Round 4</td>
<td>March</td>
<td>Progress monitor student reading levels to grade level benchmarks. We will use this STEP round to inform At Risk for Retention conversations with families</td>
</tr>
<tr>
<td><strong>Final STEP</strong></td>
<td>May</td>
<td>Final assessment of student reading growth from Fall to Spring. This STEP round will inform intervention and retention decisions for the following school year.</td>
</tr>
<tr>
<td><strong>Round 5</strong></td>
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</tbody>
</table>
If **student performance falls below our goals**, our school leadership team, including the school leader, grade level chairs, content team chairs, and special education teachers will step in to provide support as needed. The school's leadership team will use student performance data to guide weekly coaching actions and professional development both for the whole school and individual grade levels. Additionally, individual teachers will receive coaching support as needed to ensure student performance goals are met and individual students will receive intervention supports in one-on-one or small group settings as needed to ensure they are meeting their goals. Finally, KIPP Colorado’s Regional Instructional Leadership Team will support the school instructional leaders in warehousing and interpreting data, observing and coaching teachers, and providing other supports and resources as needed.

Taken together, our academic goals and assessments are comprehensive, frequent, and reliable. With our data-driven approach to curriculum and instruction, student achievement data is used ongoing for remediation and intervention both at home and at school. Each of our interim assessments will be **disaggregated by sub-groups** (race groups, students with IEPs and students with no IEP, English-language learners and non-English-language learners, gender, etc.) and this disaggregation will inform our remediation and intervention planning. Using practices already in place at our existing schools, we will implement additional resources for students in the form of programming as needed when there are gaps. Additionally, we use our student achievement data to coach and evaluate our teachers. If we see that gaps exist in a particular teacher’s classroom, we will provide additional support for that teacher to ensure that he/she has the skills necessary to address learning gaps for students and that he/she is monitoring more frequently to identify and address gaps between sub-groups.

Our regional Director of Analytics and Progress Monitoring is able to download this data at the school, grade, teacher, and student level and integrate it into Illuminate Education⁴ to use the information to create a variety of reports and utilize the information to create flexible student groups with progress monitoring forms aligned to our progress reports that parents are also able to access through the Illuminate Student Portal. This allows all teachers to have access to student progress and keeps parents informed between assessments on daily and weekly progress being made by students. We also use Illuminate to administer our content-based interim assessment. Using Illuminate for these assessments allows for us to utilize it for teacher, grade, and school level reports. It also links our literacy and math module, unit, and interim assessments to the KIPP Foundation’s national database. Sharing our data in this way allows for us to compare our results to KIPP schools across the country and provides additional resources in terms of connections with schools that may be outperforming us. We can share best practices and learn from one another through this system. Finally, our staff also has access to the STEP online portal where data, reports, and resources related to our STEP assessments are kept. This data system provides a way for staff at the school and regional level to monitor student progress, identify gaps by sub-groups and by grade level, and access resources as needed to meet individual student needs.

**Assessment data and progress towards school goals are communicated** through multiple channels. In ECE through fourth grade, families will receive daily logs from teachers reporting on their child’s day. In this report, there is a place to share successes and challenges with both academics and social interactions. Families at all grade levels will have access to the Illuminate Student Portal where they can view students’ grades, tests, and attendance. Teachers will also reach out to families

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⁴ [https://www.illuminateed.com/](https://www.illuminateed.com/)
directly to speak by phone or at in-person meetings about concerns regarding student progress. These can be scheduled as needed.

Formal progress reports are sent home monthly for elementary students and bi-weekly for middle and high school students. These progress reports help parents and students stay informed on the academic progress students are making as well as planning for any interventions that might be needed, including credit recovery courses at the high school level.

There will also be formal student-family-teacher conferences two times during the year where progress will be discussed in-depth and report cards will be shared. In terms of school-wide progress, this information will be shared with families at the school’s monthly Family Nights and quarterly at the region-wide Town Hall meetings led by KIPP Colorado’s Chief Executive Officer. At these school and regional meetings, overall performance on the district and state school performance frameworks is shared in addition to information on assessments that are used across the region and/or by the entire KIPP national network.

Describe the curriculum to be used in the district charter school, including a list of the objectives and means of measuring student performance for each subject and each grade level.

KIPP Commerce City Academy’s mission is to provide ECE-12th grade students with a challenging standards-based, culturally responsive curriculum that equally values academic achievement and personal, character, and cultural growth through civic engagement in order to be successful in college and the world beyond.

Our mission is driven by our educational philosophy that serves as the foundation for the work we do at KIPP Commerce City Academy (KCCA) and across the entire KIPP Colorado Schools network. KCCA is committed to supporting our students with a rigorous college preparatory education. Our goal is to help students develop the knowledge, skills, and character strengths they need to succeed throughout their education and in the competitive world beyond. In order to do this, we believe we need to build students’ school foundation early and will offer full-day ECE3 and ECE4 classes, full-day kindergarten that is tuition-free, blended learning opportunities that expose students to a variety of ways to use technology while at the same time meeting each students’ personalized learning needs, and a biliteracy program that meets the language needs of the students and families of Adams County School District 14 that we expect to enroll at our school. Through the development of this foundational program, students will have the opportunity to join the KIPP Colorado Team and Family in Adams County School District 14 even earlier and stay with us through middle school, high school, and college.

With college success and community leadership as our goals, we know excellent teaching and rigorous student learning is our road map. With these goals in mind, we define high quality instruction as:

- *Standards-Based* – Our curriculum will begin with the Colorado Academic Standards (inclusive of the Common Core State Standards). During summer professional development, teachers will develop a deep understanding of the standards and use this understanding to create yearlong pacing guides and interim assessments. With the Understanding
by Design framework, teachers will create unit plans, lesson plans, and daily objectives.\textsuperscript{5} We know by instructing with the standards in the forefront, we are preparing our kids to ultimately excel at the college level.

- **Data-Driven** – All instructional decisions are driven by student data. Teachers start the year with diagnostic and beginning-of-year assessment data to adjust pacing guides and differentiate instruction to meet the needs of each student. In planning daily lessons, teachers will assess students informally through checks for understanding and anecdotal notes and formally with exit tickets and rubrics. At the end of each unit, teachers will assess students with summative interim assessments. At the end of each six-week cycle, we will have a professional development data day where teachers have the opportunity to analyze unit assessment day and collaboratively plan ways to reteach students to mastery.\textsuperscript{6}

- **Blended and Personalized** – We believe all students achieve their potential in different ways and instruction cannot be a “one-size fits all” approach. Our instructional systems will ensure personalization is at the very core of our work. While instructing, teachers will utilize a variety of strategies to reach all students. Teachers will use flexible grouping to meet students at their learning level and to support achievement. Daily lesson plans will include language objectives, plans for remediation and extension, and the necessary scaffolds for students to demonstrate mastery. Our instructional approach will balance whole group, small group, and individual learning environments. Our blended learning model will partially use online resources to deliver content and instruction. The blended learning model allows students to control time, place, path and pace of their learning. Our teacher-led instruction will be supplemented with research-based computer-mediated activities. The online component to our personalized approach will support student engagement and student-directed learning. The blended learning approach also allows to collect real-time data on student mastery and to customize instruction and assessment for each student.

- **Culturally Responsive** – We believe our students come to our school with incredible cultural, linguistic, and character assets and our role is to facilitate an education that will develop our students’ academics and character while also maintaining a pride in their home culture. Our culturally relevant and responsive approach is essential to building an academic program that pursues excellence and equity.\textsuperscript{7} Through building our students’ cultural competence and pride, we will facilitate our students’ sense of responsibility to positively impact and lead their community. Cultural and community history will be embedded across content areas. We will also be culturally responsive to our linguistically diverse students by whenever possible embedding their language, history, and traditions in our core curriculum.

**Elementary and Middle School Literacy**

KCCA will use the balanced literacy approach to support our students in a comprehensive and research-based way. Our literacy program is focused on the goal of making our students lifelong, proficient readers. A balanced approach to literacy instruction includes close reading, independent reading, language study, and writing every single day. Both research and experience show that effective literacy programs build students’ word and world knowledge, effectively integrate reading and writing

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\textsuperscript{5} Wiggins, G. and McTighe, J. “Understanding by Design: A brief introduction.” Center for Technology & School Change at Teachers College, Columbia University.


\textsuperscript{7} Our culturally responsive approach is guided by the works of Rethinking Schools, Jeffrey Duncan-Andrade, bell hooks, Lisa Delpit, Tamara Lucas, Ana Maria Villegas, Pedro Noguera, and Gloria Ladson Billings.
instruction so they are mutually reinforcing, align with college-ready standards, and most importantly, are centered on authentic, high-quality texts. At least 100 minutes of eyes-on-text is our daily standard.

KCCA will use KIPP Wheatley for our literacy block. This curriculum is aligned to the Common Core. We chose KIPP Wheatley based on its rigor and its alignment to the curriculum we are using in our other classrooms. The curriculum was created specifically for the KIPP Foundation alongside Great Minds. The components of the KIPP Wheatley curriculum can be found in the table below.

<table>
<thead>
<tr>
<th>KIPP WHEATLEY COMPONENTS</th>
<th>FEATURES</th>
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</thead>
<tbody>
<tr>
<td>Texts and Topics</td>
<td>Important, interesting, and diverse topics and themes. Essential questions and enduring understandings to promote deep inquiry and knowledge of the world.</td>
</tr>
<tr>
<td>Anchor and Supporting Texts</td>
<td>High-quality, grade-level, complex texts in the range of genres recommended by the CCSS. Fiction, informational text, poetry, books, short stories, articles, videos, and images that include diverse peoples and perspectives.</td>
</tr>
<tr>
<td>Close and Shared Reading</td>
<td>Shared, grade-level texts to engage all students. Focus on close reading to promote deep understanding of complex texts over multiple reads.</td>
</tr>
<tr>
<td>Writing</td>
<td>Process-based, text-based writing in a variety of genres covered by the CCSS. Writing activities guide students towards deep content knowledge and support mastery of diverse writing formats and skills.</td>
</tr>
<tr>
<td>Vocabulary and Grammar</td>
<td>Vocabulary and grammar lessons to help students integrate skills needed for effective reading, speaking, and writing.</td>
</tr>
<tr>
<td>Consistent Instructional Routines</td>
<td>Consistent routines that support student automaticity, build strong reading habits, and streamline teacher planning. Annotation and note-taking routines for reading, graphic organizers and schematics for writing, and discussion-based routines, such as Socratic Seminars.</td>
</tr>
</tbody>
</table>
| Assessments | The following assessment strategies are embedded in KIPP Wheatley:  
  ▪ Daily checks for understanding to assess mastery of learning goals.  
  ▪ Process-based writing tasks (three to six per module).  
  ▪ Process-based writing tasks (four to five per module).  
  ▪ “Fresh text assessments” that evaluate students’ ability to closely read new texts on the same topic and demonstrate writing skills on demand.  
  ▪ End-of-module assessments aligned to PARCC and Smarter Balanced exams. |

In addition to KIPP Wheatley, we will use Independent Reading Level Assessment Framework (IRLA) Foundational Skills Kits in ECE-4 through 3rd grade to provide for the development of foundational skills, which are critical in learning to read and to provide a systematic approach to phonics for students as they are learning to read. Students will build letter knowledge and phonemic awareness in ECE-4 and kindergarten and learn letter sounds and spellings in first grade. At the same time, students will begin to build reading fluency through the use of decodable books, setting the foundation for building reading comprehension as students shift from learning to read to reading to learn. Finally, students in third grade will shift from phonics instruction to word analysis and expand their knowledge of creating new words through the study of base words, roots, and affixes.

An overview of the KIPP Wheatley curriculum components and research base can be found at http://greatminds.net/maps/about.
In addition to KIPP Wheatley and IRLA Foundational Skills Kits, KCCA will use the Lexia online reading programs in kindergarten through 4th grade as the blended learning component of our comprehensive literacy instruction. Lexia provides personalized opportunities for students to build and expand their reading skills. The program is directly aligned to the Common Core standards. Students will practice with this program daily during our literacy block.

For our biliteracy program, we will use the Spanish version of the IRLA Foundational Skills Kits in addition to Lexia during our 180 minutes of literacy instruction. In addition to ensuring these programs and their scope and sequences to the Colorado Academic Standards and Common Core standards, we will also monitor their alignment to the WIDA English Language Development standards.

The scope and sequence of the Colorado Academic Standards will guide our literacy program. We will use KIPP Wheatley and IRLA Foundational Skills Kits scope and sequences for reader’s and writer’s workshop and phonics, respectively. During summer professional development, teachers will use the scope and sequence and KIPP Wheatley assessments to begin internalizing their literacy units for the year. Each unit plan will include standards covered, daily objectives, interim assessments, and weekly quizzes. The teachers will then take the unit plans and create daily lesson internalization plans each week. Our summer professional development will also focus on instructional planning aligned to the STEP assessment. Teachers will analyze the end-of-year expectation for students’ reading based on the STEP assessment and use this information to inform weekly guided reading plans once students are assessed at the beginning of the year.

Additionally, texts used through KIPP Wheatley will be culturally relevant literature to engage our students deeply as lifelong readers. Selected texts use culturally relevant literature that reflects the images and experience of our scholars culturally and linguistically. Culturally relevant literature will be used in shared reading and close reading across content areas and specifically present in reading, writing, science, and social studies work. Culturally relevant literature will include works by Ezra Jack Keats, bell hooks, Maya Angelou, Sandra Cisneros and nonfiction works about Latino and African American history and influential people.

**Elementary and Middle School Math**

Our math curriculum is designed with the intent to give our scholars the rigor, focus, and coherence so they may be problem solvers, critical thinkers and mathematicians. KCCA will use the Colorado Academic Standards (inclusive of the Common Core standards and 21st Century Skills) as the base of our math instruction. Our core instructional materials will be Eureka Math (ECE-4 through 4th grade), open-source Achievement First (5th-8th grades) and Cognitively Guided Instruction (K-4th grade). Components of these programs are available in both English and Spanish and will be used as part of our biliteracy program as well. Daily math instruction includes a sixty-minute math block with fluency practice, whole group concept development, and small group and individualized practice time. Eureka Math and Achievement First are aligned curricula built since its inception for the Common Core standards and meaningfully embody the instructional shifts of rigor, focus, and coherence in all aspects of the program. Each math block will contain the key components of the Eureka Math and Achievement First model: fluency, spiraled application, new concept development, student debrief, and assessments.

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9 A full scope and sequence of KIPP Wheatley can be found at [https://greatminds.org/store/products/group/the-wheatley-portfolio](https://greatminds.org/store/products/group/the-wheatley-portfolio) and the full scope and sequence of Open Court Reading Foundation Skills Kits can be found at [http://www.mheducation.com/prek-12/program/microsites/MKTSP-THA14M0/foundational-skills-kit.html](http://www.mheducation.com/prek-12/program/microsites/MKTSP-THA14M0/foundational-skills-kit.html).
### Math Curriculum Component

<table>
<thead>
<tr>
<th>Math Curriculum Component</th>
<th>Purpose for Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fluency</strong></td>
<td>Students practice fluency each day on concepts that are already mastered. The purpose is to build mastery and automaticity of fact fluency.</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Students apply concepts previously learned in order to practice previously taught skills in a rigorous way.</td>
</tr>
<tr>
<td><strong>Concept Development</strong></td>
<td>Portion of the lesson where students are learning new material through hands on learning and teacher modeling and feedback ultimately to build students understanding. Students have the opportunity during concept development to practice independently or with teacher support given the students’ needs.</td>
</tr>
<tr>
<td><strong>Student Debrief</strong></td>
<td>After students apply the new conceptual learning, the class gathers to discuss their work, the essential understandings and key points of the lesson.</td>
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<tr>
<td><strong>Assessments</strong></td>
<td>Students are assessed in many ways in Eureka Math. After each debrief, students take an exit ticket for teachers to assess daily understanding and mastery. In the middle and end of each unit, teachers will use formative and summative assessments to drive future instruction.</td>
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</table>

Additionally, our K-4th grade students will engage in thirty-minute math problem solving using the Cognitively Guided Instruction (CGI) approach three to four times a week. Cognitively Guided Instruction (CGI) is an approach to math instruction that listens to children’s mathematical thinking and uses it as a basis for classroom instruction. Foundational to CGI is the idea there is no singular approach and teachers’ professional judgment is central to making decisions about how to use information about children’s thinking. This concept is designed to build upon students’ reasoning skills to find solutions in the domains of addition and subtraction, multiplication and division, base-ten concepts, multi-digit operations, algebra, geometry and fractions. In Kindergarten, with the use of manipulatives, students solve problems such as: “Jose had six marbles at school. On the way home from school his friend A’kera gave him some more marbles. Now Jose has eleven marbles. How many marbles did A’kera give to Jose?” CGI lessons contain three components:

### Component of CGI

<table>
<thead>
<tr>
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<th>Purpose for Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Launch</strong></td>
<td>Teacher has the problem written down on the board. The teacher will read aloud the problem and then have the students recall the problem to the class. The purpose of the launch is to familiarize students with the problem and help them begin to think about ways to solve the word problem.</td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td>With the help of manipulatives, students work independently on solving the word problems. Students will use direct modeling, counting, and invented algorithm strategies. The teacher confers with students to have students retell their strategy and push their thinking. Students are strategically seated based on weekly CGI data.</td>
</tr>
<tr>
<td><strong>Student debrief/Share</strong></td>
<td>The teacher selects two students to share their work. The students share with the whole group their strategy and the rest of the class retell the strategy, share reflections, and ask questions.</td>
</tr>
</tbody>
</table>

Both Eureka Math, Achievement First, and CGI were selected by KCCA because of their evidence-based practices and alignment to the rigor, focus, and coherence of the Common Core standards.
Eureka Math is grounded in research that promotes focus, essential understandings, and conceptual depth. CGI is designed as "a professional development program based on an integrated program of research on (a) the development of students' mathematical thinking; (b) instruction that influences that development; (c) teachers' knowledge and beliefs that influence their instructional practice; and (d) the way that teachers' knowledge, beliefs, and practices are influenced by their understanding of students' mathematical thinking."

The research demonstrates that children are able to solve problems without direct instruction by drawing upon informal knowledge of everyday situations. For example, a study of kindergarten children showed that young children could solve problems involving what are normally considered advanced mathematics such as multiplication, division, and multistep problems.

In addition to Eureka Math and CGI, KCCA will use the ST Math online math programs (K-4th grade) and Imagine Math (5th-8th grade) as the blended learning and intervention component of our comprehensive math instruction. ST Math is a visually-based math program that engages all students in the strategic and creative thinking that guides the Common Core standards. Students work their way through visual and kinesthetic online manipulative games organized into mastery-based objectives. Students are able to engage with all of the conceptual areas covered by the Common Core standards while at the same time addressing the Standards for Mathematical Practice at their grade level, allowing them to develop long-term problem-solving skills and a deep conceptual understanding of math. Because ST Math uses interactive, graphically-rich animations to visually represent mathematical concepts and is adaptable to students' individual learning levels, it can be used by all students daily during their math block.

In 5th-12th grade, students will also utilize Imagine Math. Imagine Math is a standards-based, adaptive curriculum supplement that supports a blended-learning approach to math intervention. KCCA will pair small group instruction with the personalized learning pathways structured through the Imagine Math program to ensure that each student engages in at least 45 minutes of personalized math instruction at least four days per week.

KCCA will create culturally responsive math instruction by ensuring the contexts of our math problems are relevant and meaningful for the kids and their community. We will use core content knowledge to pose real world problems and solutions. An example of this would be to solve a math world problem: “Christian has 26 cookies and India has 39 cookies. How many more cookies does India have than Christian?” After solving the word problem, teachers will ask students, “Is this fair? How can we make this fair?” With this problem-posing approach to math application, students can evaluate real world situations and think about equity as they practice their math skills.

Our scope and sequence will directly align with Common Core/Colorado Academic Standards. We will use the Eureka Math ECE-4 through 4th grade and Achievement First 5th through 8th grade scope and sequences to build vertical alignment from a student’s first to final year of math instruction at KCCA. During summer professional development, the teachers will use the scope and sequence and

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14 A full math scope and sequence can be found at https://greatminds.org/math.
Eureka assessments to begin internalizing their mathematics units for the year. Each unit plan will include standards covered, daily objectives, interim assessments, and weekly quizzes. The teachers will then take the unit plans and create daily lesson plans each week.

**Elementary and Middle School Science**

Our science curriculum approach will be hands-on, inquiry-based learning, problem solving, and have high levels of literacy. Our science instruction will prepare our students for the CMAS Science assessment in 5th and 8th grade as well as develop their nonfiction reading and writing skills. KCCA will use the Colorado Academic Standards as the foundation and guide to our science instruction.

In Kindergarten through 8th grade, students will receive rigorous, exploratory science instruction. In kindergarten through 4th grade, we will utilize the Full Option Science Systems (FOSS) Next Generation as a foundational program in our science curriculum. In 5th through 8th grade, we will utilize the Amplify curriculum. FOSS Next Generation and Amplify are inquiry-based curricula that include active learning experiences, alignment to the Next Generation Science Standards performance expectations, an integration of reading and literacy strategies aligned to the Common Core standards, and utilization of technology to enhance learning experiences. After students engage in learning investigations, they read nonfiction texts about the topic in order to make connections between what they concretely experienced and the conceptual ideas that explain their observations. Both curricula build on students’ nonfiction reading and writing skills with nonfiction reading and science notebook writing. We will integrate our blended learning model into our science instruction with the online resources from FOSS Next Generation.

As we plan and execute our science instruction, we will adapt the FOSS and Amplify curricula to be culturally responsive to our students. We will utilize Sheltered Instruction Observation Protocol (SIOP) model strategies for our English-language learners and access students’ funds of knowledge to help build their conceptual understanding of science content. Additionally, FOSS Next Generation has a Spanish component that provides texts and online resources for our students that we will use as part of our biliteracy model. Finally, KCCA will intentionally help our students see themselves as scientists by consistently highlighting the works of scientists, doctors, and inventors of color.

Our science scope and sequence will directly align with the Colorado Academic Standards. We will use the FOSS Next Generation kindergarten through 4th grade and Amplify 5th through 8th grade scopes and sequences to build vertical alignment from a student’s first year to their final year of science instruction at KCCA. During summer professional development, teachers will use the scope and sequence and FOSS assessments to begin internalizing their science units for the year. Each unit plan will include standards, daily objectives, interim assessments, and weekly quizzes. Teachers will then take the unit plans and create daily lesson internalization plans each week.

**Elementary and Middle School Social Studies**

Our students will be the future leaders of their community and in order to prepare them, we need to provide students with the context of history, the knowledge of change makers that came before them, and the desire to pursue equity and justice. Our social studies program is designed to provide our

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15 The regional Director of Early Childhood Education will adapt the FOSS Kindergarten scope and sequence to our ECE classes.
students with historical content, critical thinking and analysis skills, and opportunities to apply their knowledge to solve problems they see in their lives. Our social studies instruction will prepare our students for the CMAS in 4th grade and 7th grade as well as develop their nonfiction reading and writing skills. KCCA will use the Colorado Academic Standards as the foundation and guide to our social studies instruction.

Beginning in ECE, students will receive rigorous, social justice driven, project-based social studies instruction. In kindergarten through 5th grade, we will utilize Great Mind’s Alexandria Plan, a highly rigorous social studies curriculum that reinforces key literacy skills. The curriculum covers both lower and upper elementary and consists of historical information, learning expectations for students, suggested anchor texts, rigorous test studies, and assessments with exemplar performance tasks. Within each unit, students will create a social justice project using the knowledge they learned in the Alexandria Plan. KCCA has chosen Great Mind’s Alexandria Plan due to its alignment to the Colorado Academic Standards and to our KIPP Wheatley literacy curriculum. In 6th-8th grade, in preparation for Advanced Placement coursework in high school, teachers will develop curriculum aligned to Common Core literacy standards and social studies standards. Curricula will emphasize non-fiction text studies and the core historical thinking skills as adopted by the College Board Advanced Placement program: Historical Causation, Patterns of Continuity and Change Over Time, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, andSynthesis.

Our scope and sequence will directly align with the Common Core literacy standards and the Colorado Academic Standards.17 In kindergarten through 5th grade, we will use the Alexandria Plan’s scope and sequence to build vertical alignment for students’ first to final years of social studies instruction at KCCA. In 6th-8th grade, teachers will create their own scope and sequence, aligned to the standards. During summer professional development, the teachers will use the scope and sequence and Alexandria Plan, unit, and interim assessments to internalize units and projects for the year. Each unit plan will include standards covered, daily objectives, unit assessments, and weekly quizzes. The teacher will then take the unit plans create daily lesson internalizations each week.

Our teachers will adapt curriculum to be culturally relevant for our students by giving our students time to analyze their content knowledge through their own circles of influence. During their time at KCCA, scholars will seek the answers to the following essential questions “Who am I?” and “How will I change the world?” Students will explore the essential questions through character lessons, historical content, and social studies topics, and service learning projects.

As a capstone project at KCCA, fourth grade students will present their answers to those essential questions and explain how their findings will help them achieve their goals to reach college and beyond. At all times our teachers will seek to use culturally relevant texts to teach social studies. In eighth grade, students will participate in a similar capstone process through their participation in the National History Day contest.

**Other Elementary and Middle School Course Offerings**

At KIPP Colorado, we educate the whole child so our students are prepared to excel academically, socially, emotionally, and physically. In addition to explicit character and social-emotional

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17 A full social studies scope and sequence can be found at [http://commoncore.org/maps/history/map/us](http://commoncore.org/maps/history/map/us).
development, we support the whole child with instruction in art, music, technology, and physical education.

When the school has added all grade levels in ECE-8th grade, KCCA will offer instruction in art and music at each grade level to develop the whole child and build upon our students’ innate talents. In each of these areas, the instructor will develop lessons based upon the Colorado Academic Standards for art and music for each grade level. In art and music, the instruction will be organized to target the strands of: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. Art and music will also be used to learn about local cultural and community history.

Physical education classes will develop the students’ motor skills while promoting good health and wellness habits to increase students’ overall well-being. In addition, students will develop sportsmanship and teamwork skills. Physical education instructors will develop lessons based upon the Colorado Academic Standards for physical education for each grade level. As our enrollment grows, we will also offer the opportunity for students to practice what they learn in physical education classes through participation in after-school sports.

Additional course offerings will be added based on recommendations from the KIPP Colorado Regional Health and Wellness Council as well as staff and student interest.

**High School Curriculum**

If we are truly preparing all of our students for college, then our course of studies, curriculum, assessments and academic policies must truly reflect this intention. As part of the KIPP network of high schools, the high school at KCCA will anchor curriculum and instruction to two key “north star” assessments common across the KIPP network of high schools: ACT and Advanced Placement (AP). Recognizing our students will also take the PSAT and SAT as required state assessments, we have found through performance in our existing Colorado high schools that a curriculum closely aligned to the College and Career Readiness Standards (CCRS) prepares students for success not only on the ACT, but also on the PSAT and SAT. Therefore, high school courses will explicitly integrate CCRS into both long-term and daily plans.

Our high school will place a premium on student access to AP courses that research suggests are most predictive of college persistence. Course curricula will be designed using the KIPP AP for All Curriculum, developed through a national network of high-performing AP teachers demonstrating excellent results in preparing students for success in AP coursework and exams. The KIPP AP for All Curriculum provides a pre-AP through AP alignment of scopes and sequences, course assessments, and recommended texts and supplementary materials for courses in Math, English, Science, and Social Studies. Courses in Spanish and AP Capstone will utilize developed curriculum at KIPP Northeast Denver Leadership Academy and KIPP Denver Collegiate High School.

The school’s core course of studies will include four years of Math, four years of English, four years of Science, 4 years of Social Studies, two AP Capstone courses, a minimum of two years of Spanish, and two years of Physical Education. Core courses will be aligned to the following sequence:

- **Math:** Algebra I (9th grade), Geometry (9th or 10th grade), Algebra II and Pre-Calculus (10th or 11th grade), AP Statistics and/or AP Calculus (11th or 12th grade).
English: Literature I (9th grade), Composition I (9th grade), Literature II (10th grade), Composition II (10th grade), Pre-AP English (11th grade), AP English Language and Composition (11th grade or 12th grade) and AP English Literature (12th grade, for students who complete AP English Language and Composition in 11th grade).

Science: Physics (9th grade), Chemistry (10th grade), Biology (11th grade), AP Chemistry or AP Biology (12th grade)

Social Studies: Pre-AP World History (9th grade), AP World History (10th grade), AP U.S. History (11th grade), AP U.S. Government and Politics (12th grade)

AP Capstone: AP Seminar (11th grade), AP Research (12th grade)

Spanish - Heritage Speakers: AP Spanish (10th or 11th grade), AP Spanish Language and Culture (11th or 1th grade), AP Spanish Literature (12th grade)

Spanish - Non-heritage Speakers: Spanish I (10th or 11th grade), Spanish II (11th or 12th grade), Spanish III (12th grade)

In addition, the high school will offer electives in physical education (necessary to fulfill 2-year graduation requirement), art, music, social justice, and other courses based on student/teacher interest. Students will also participate in a daily advisory period. Advisories are small, grade-level groups focused on creating a connection between the students and parents in a more intimate way. Advisors will meet with parents twice a year for academic conferences and serve as the main point of contact with the school regarding any concerns about a student’s performance. Advisories at the start of each day for a short period of time and then again one time per week for a longer class period focused on each advisory selecting and participating in a service learning opportunity to give back to our community. The time spent in the morning will be dedicated to the pursuit of college awareness (each grade level spends time doing a college “tour” of a different part of the country) and also character development.

Our high school students also receive the support of our KIPP Through College (KTC) program. KIPP is part of the broader KIPP program for students and their families to have the knowledge, resources, and support to climb the mountain to and through college. KTC currently offers programs like career readiness workshops, job shadow days, networking events with professionals, resume building support, career roundtables, internship application support, and individual counseling to current students and alumni.

Examples of KTC programming for all high school students include:

- **Summer College** – Summer College is a two-day, introductory trip for our incoming freshmen and transfer students. Students participate in various team building activities, explore Colorado State University’s campus and attend various sessions hosted by their ninth grade teachers. This trip provides our students an opportunity to picture themselves where they can be in four years - on a college campus.

- **Expansion of KTC HS Curriculum** – The Freshman and Sophomore College and Career Exploration class will provide all freshman sophomores with the opportunity to explore and identify career options that align with their strengths and interests. Students will also begin to develop their understanding of the college search process, learn the necessary skills to be successful in college, and gain awareness of the importance of financial literacy. Through class discussion, journaling, presentations and guest speakers, students will be given opportunities to explore their interests, needs, values, and strengths. This class will also be the place where
students create and monitor their Individual Career Academic Plan (ICAP). The ICAP will follow students through all KTC work over their time in high school.

- **Junior Seminar** – The Junior Seminar course exists to build knowledge and understanding of post-secondary options. It provides a structured framework for students to be able to move into the final year of high school with a clear concept of how to skillfully select and apply to post-secondary institutions. Through research, we have learned that when students choose the right college, they are more likely to successfully complete a Bachelor’s degree in four years. This course utilizes lectures, small group discussions and practicums to engage students in project-based learning.

- **Senior Seminar** – The Senior Seminar exists to address gaps in students’ knowledge of the college application and acceptance process, to provide a practicum for submitting financial aid and scholarship applications, and to introduce other skills that will be valuable to the post-secondary student. This course utilizes instruction regarding best practices and procedures for college admissions, scholarships, and financial aid. The course is designed as half seminar style learning and half practicum with weekly check-ins with the college advisor.

- **College Visits** – We provide students the opportunity to visit college campuses through organized trips to colleges and universities in Colorado. Beyond touring campuses, students participate in programs like CESDA, CU-Boulder Diversity Day, and the Keeping the Dream Alive Conference.

- **Summer College Programs** – Working closely with students, we find summer academic programs that enhance our students’ knowledge in an academic or career track of their interest. Our students have participated in the Lorenzo De Zavala Youth Legislation Session, Georgetown Summer program, and MIT engineering symposium, among many others.

- **Career Readiness** – Through our career readiness programming, our students learn essential career and life skills, explore areas of career interest, determine what is required of the career field they want to enter, develop resume writing and interviewing skills, network with professionals, and participate in applied learning opportunities and internships.

- **Financial Literacy** – Our financial literacy programming provides our students and families an opportunity to fully understand the cost of college and how they can make smart financial decisions when choosing a school. Through comprehensive financial literacy workshops for students and parents, our families gain financial empowerment, including assistance enrolling in 529 college savings plans.

- **Parent College Programming** – The KTC Team has developed a series of college nights for parents of KIPP Colorado high school students that consist of an introduction to college, college admissions, financial aid awareness, and high school to college transition.

**Instructional Supports**

The implementation of the curriculum outlined above will be monitored by our school leadership team and regional staff through school-wide walk-throughs, weekly classroom observations, coaching sessions, internal and external regional school site visits, region-wide data days, and monthly region-wide school leader meetings. Additionally, progress on implementation of the curricular programs is monitored through the inclusion of our assessment data in local and national data reviews.

As a region, KIPP Colorado Schools employs a Regional Instructional Leadership Team who is responsible for working with school leaders and assistant principals across our elementary, middle, and high schools to ensure horizontal and vertical alignment of our curriculum ECE-12th grade. This work includes observing, coaching, and supporting grade level meetings, content team meetings,
school-wide curriculum meetings, regional data days and professional development days, monthly assistant principal learning cohort meetings, and monthly school leader learning cohort meetings. Through all of these activities, protocols are used to monitor horizontal and vertical alignment and to make changes as needed based on teacher input and data analysis.

In order to reach our big goals, we create a shared vision of rigorous instruction with strategic backwards planning starting with a subject vision, creating a long-term plan inclusive of unit plans, and finally daily lesson plans.

**Long-Term Planning**
We believe students learn best and achieve the most when we as teachers start with the end in mind. When we long-term plan, we logically group and sequence the standards-aligned learning goals for our year-long course into units that build upon one another conceptually, leading towards year-long goals. This plan allows for our instruction to be efficient and our pacing throughout the year to be meaningful, ensuring our students are learning the most essential knowledge and skills so that they can be successful in meeting year-long goals. As the learning year progresses, our long-term plans serve as our blueprints for success; we adjust them as needed to ensure our students’ learning is on track to meet year-long goals.

**Lesson Planning**
We plan lessons by the week and day so we have a cohesive set of lessons driving efficiently towards our student achievement goals. We work collaboratively to create strong lessons for our students to prepare them for showing mastery on bi-weekly assessments, interim assessments, and eventually MAP, STEP, CMAS, and ACT/AP interims. Planning lessons together in chunks helps us connect to the big idea behind what we are teaching, grounding ourselves in the standards and how they will ultimately be assessed. In addition, the grade level lesson plans ensure that all of our students are engaged in purposefully aligned learning experiences that will gradually increase their conceptual understandings as well as build the skills and habits necessary to prepare them for middle school, high school, college and life.

### Teacher Instructional Planning Criteria For Success

<table>
<thead>
<tr>
<th><strong>Unit Planning</strong></th>
<th><strong>Weekly Planning</strong></th>
<th><strong>Daily Planning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers submit a Unit Plan or Unit Internalization Guide with the following key components:</td>
<td>Teachers submit a Week At A Glance (WAAG) with the following key components for each day of the week:</td>
<td>Teachers submit at least one formal Lesson Plan(^\text{18}) or Lesson Internalization Guide each week, with the following core attributes:</td>
</tr>
<tr>
<td>- Identifies high-priority focus standards, as well as any supporting standards of the unit</td>
<td>- Focus/supporting standard is identified</td>
<td>- Submitted at least one week prior to lesson date and prior to the teacher’s weekly coaching O3</td>
</tr>
<tr>
<td>- Focus standards are deconstructed into key</td>
<td>- Standards-aligned SMART objective</td>
<td>- Aligned to a focus/ power</td>
</tr>
</tbody>
</table>

\(^{18}\) A “Lesson Plan” could take various forms. It could range from using a for a specific lesson type to using a completed “student interactive handout” with exemplar responses for every student task and annotated with teacher CFU prompts and scripted “I Dos”.

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## Teacher Instructional Planning Criteria For Success

<table>
<thead>
<tr>
<th>Unit Planning</th>
<th>Weekly Planning</th>
<th>Daily Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge, skills, and academic habits</td>
<td>▪ Aligned assessment item from the unit’s North Star assessment; if there are multiple, teacher chooses the highest rigor question</td>
<td>▪ In addition to the daily Exit Ticket, all student tasks are completed via written exemplars (teacher should have these materials during lesson delivery to check student work against exemplars)</td>
</tr>
<tr>
<td>▪ Standards deconstruction is translated into SMART daily lesson objectives, logically sequenced, and plotted onto a unit calendar/modified pacing guide</td>
<td>▪ Exit Ticket aligned to the rigor level of the identified North Star assessment item</td>
<td>▪ At least 40% of the lesson is dedicated to student Independent Practice</td>
</tr>
<tr>
<td>▪ The end-of-unit assessment is completed as if the teacher were a student</td>
<td>▪ Exemplar Exit Ticket Response, with aligned Criteria For Success listed</td>
<td>▪ Teacher “I Do” (scripted model or guided discourse) and all subsequent prompts and student tasks are aligned to the Key Points and drive towards mastery of the objective</td>
</tr>
<tr>
<td>▪ The end-of-unit assessment is then analyzed in terms of:</td>
<td>▪ Aggressive Monitoring loops and “look fors” identified for the critical student tasks</td>
<td>▪ Includes clear CFUs aligned to the Key Points and efficient methods for responding to the collected student data</td>
</tr>
<tr>
<td>o Its alignment to the unit’s focus and supporting standards</td>
<td>▪ Key Points/Conceptual Understandings identified</td>
<td>▪ Aggressive monitoring loops identified, including codes for giving feedback on student work</td>
</tr>
<tr>
<td>o The specific academic language and discrete skills that need to be integrated into the unit’s standards deconstruction and daily lessons in order for students to be successful on the assessment (these knowledge and skills should be visibly added to the unit’s standards deconstruction and sequence of lesson objectives)</td>
<td><strong>Recommended but not required for all:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ One Academic Vocabulary Tier 2 Word is identified for direct instruction each day and a “Spiral Review” activity of previously taught vocabulary words is included once per week</td>
<td></td>
</tr>
</tbody>
</table>

To promote further integration of culturally responsive pedagogy, KCCA teachers will utilize the following questions when creating lessons and units.

- ▪ How have teachers tried to ensure that all students are interested, engaged, and motivated by what is taught?
- ▪ In what ways can teachers make connections between what they must teach - the formal, written, mandated curriculum - and what students want to learn so it is relevant to students?
- ▪ Have teachers presented a balanced, comprehensive, and multidimensional view of the topic, issue, and/or event?
- ▪ Have multiple viewpoints been shared and discussed?
- ▪ Have teachers addressed stereotypes, distortions, and omissions in the curriculum?
- ▪ Is the curriculum rigorous?
Does it challenge students and promote critical thinking and problem-solving skills?

We believe that by having teachers reflect on these questions and addressing them in their lessons, instruction will be rigorous and relevant for our all learners. We believe these guiding questions will encourage teachers to make their curriculum materials culturally relevant by having a greater representation of positive images of minorities, to make greater connections between what students are learning and their own lives, and to think about how they can better impact their world. We also believe this approach to teaching works for racially and linguistically diverse student bodies.

There are two main research models that guide our curricular implementation. The guiding questions above come from Banks and Ford. Gloria Ladson-Billings also provides a strong basis for culturally relevant teaching using considered excellent teaching practices. In her article, “But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy,” she explains the three essential components of culturally relevant pedagogy:

1) students must experience academic success;
2) students develop/maintain cultural competence; and
3) students must develop a critical consciousness through which they challenge the status quo of the current social order.

We believe that ensuring academic success is already a foundation to all that we do at KIPP. However, we layer on our expectations for academic success with the guiding questions above to help teachers and students develop a stronger sense of cultural competence. Lastly, we also believe we need to develop a critical consciousness in our student body. We hope to achieve this not only through seminar style classes students will participate in, but also through outside of school experiences like field trips and service learning projects.

Key Learning Objectives
Below are the learning objectives and the means through which we will measure these across all grade levels (ECE-12) at KIPP Commerce City Academy (KCCA).

Math
Our mathematics program is designed to empower students as mathematicians that make sense of problems and solve them with flexibility and accuracy. We do this by pursuing, with equal intensity, the three aspects of mathematical rigor at each grade level: conceptual understanding, procedural skills and fluency, and application. Through conceptual understanding, our students can demonstrate deep understanding of key mathematical concepts and can access content from a number of perspectives. With procedural skills and fluency, students demonstrate speed and accuracy with core functions of their grade level. In application, students demonstrate the ability to use their skills in context, utilizing their conceptual understanding and fluency in tandem to solve problems. Finally, our focus on strategy over outcome allows our students to problem solve by first making sense of the problem and persevere in solving them, construct viable arguments and critique others’ reasoning, and model their thinking using multiple representations. They practice this with repeated exposure to authentic problem-solving. We believe this vision will empower our students to have high levels of mastery of the

Teachers will… | Students will…
--- | ---
- Deeply know the Common Core State Standards (CCSS), Early Learning and Development Guidelines (ELDG), Colorado Academic Standards (CAS), mathematical standards, and mathematical practices and drive towards the most rigorous interpretation of these standards  
- Frame each lesson with the focus including the standard and student-friendly criteria for success (CFS)  
- Use a CFS that is either skill based (linear, algorithmic, step-by-step designed for problems that are all solved the same way) or product-based (designed around the steps/process of solving the problem, designed for problems that can be solved in many ways)  
- Model the math skill by making the criteria for success visible/sticky for students and/or use targeted questioning and discourse so that students construct their understanding of the skill on their own  
- Facilitate and model using multiple representations and strategies within key grade level content  
- Facilitate a culture of risk-taking and problem-solving in which the focus is on strategy/process over outcome  
- Drive towards a balance of conceptual understanding, procedural skill/fluency, and application within the key content of their grade level  
- Check for understanding through providing students the opportunity to practicing the given skill and justify their thinking to others  
- Facilitate a closing discourse in order to deepen and extend students’ understanding and/or address misconceptions from the practice  
- Plan for and conduct spiral review in order for students to have extended opportunities to practice and demonstrate mastery with previously covered skills and concepts, or in order to preview upcoming skills  
- Plan for the timely and coordinated facilitation of math stations. Ensure students are group strategically according to ability/objective and know routines for station rotations. Re-group students bi-weekly during content meetings based on relevant exit slip data.  
- Demonstrate mastery of rigorous CCSS, ELDG, and CAS mathematical grade level standards  
- Articulate what they are learning, why they are learning it, and the criteria for success they need to meet  
- Use habits of discussion to discuss and construct key conceptual understandings of grade level content  
- Use multiple representations when modeling a problem and multiple strategies when solving a problem  
- Use the CFS (either skill-based or product-based) to solve problems  
- Be unafraid of taking risks and will be able to justify, analyze, and critique the thinking and strategy within a problem and care more about the process instead of the outcome  
- Engage in a closing discourse about the key learnings and misconceptions from the lesson  
- Practice spiraled skills in order to have an extended opportunity to master content of previously taught skills and concepts
### Teachers will… | Students will…
--- | ---
- Collect and analyze exit slip and aggressive monitoring data on a daily basis to address class wide trends and plan interventions for individual students

**Reading**

Our reading program is designed to teach students transferrable reading comprehension skills through authentic texts organized in thematic units of study. Through explicit, standards-based instruction and close reading, our students will be able to engage in text by applying comprehension skills and analyzing the texts. We know our reading block will be successful when students can transfer skills taught across all content and fosters a joy of reading. Additionally, the skills learned explicitly in reading classes will be transferred to work in science and social studies classes. The objectives and actions listed below are expected to be executed and observable in all reading, science, and social studies classes.

### Teachers will… | Students will…
--- | ---
- Deeply know the reading, literature and reading, and information standards and drive towards the most rigorous interpretation of these standards
- Interpret Wheatley assessments and their expression of the reading standards through module internalization
- Frame each lesson with the focus for the lesson including the standard/transferrable reading skill (Good readers…) and student-friendly criteria for success (CFS)
- Model the transferrable reading skill in the lesson’s text
- Facilitate formal and informal discussions around the highest leverage text-dependent questions (TDQs)
- Keep text front and center – text is projected or in hand, and teacher and students refer to and rely on text in discussion and writing
- Texts serve as window and mirror to life experiences
- Facilitate a guided practice of reading skill by guiding students through thinking steps
- Facilitate close reading of text by asking text dependent questions aligned to the focus skill
- Check for understanding through providing students the opportunity to apply their learning through independent practice
- Gather data during student talk and work time and slow down or accelerate based on real-time data
- Facilitate a closing discourse in order to solidify students’ understanding

- Demonstrate mastery of rigorous reading grade level standards
- Articulate what they are learning, why they are learning it, and the criteria for success they need to meet
- Apply academic and content specific Tier 2 words to discuss a text and/or reading strategy
- Identify and annotate reading’s thinking job (non-fiction, fiction, and poetry)
- Use habits of discussion to analyze the text and engage in TDQs
- Analyze ideas and evidence from discussion
- Write about reading utilizing ideas and evidence from discussions
- Independently apply the reading skill learned from the lesson through open-ended response, multiple choice exit tickets, and annotation jots
- Engage in a closing discourse about the key learnings from the lesson
### Teachers will…

- Demonstrate mastery of rigorous reading grade level standards
- Articulate what they are learning, why they are learning it, and the criteria for success they need to meet
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- Demonstrate mastery of rigorous reading grade level standards
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- Identify and annotate reading’s thinking job (non-fiction, fiction, and poetry)
- Use habits of discussion to analyze the text and engage in TDQs
- Analyze ideas and evidence from discussion
- Write about reading utilizing ideas and evidence from discussions
- Independently apply the reading skill learned from the lesson through open-ended response, multiple-choice exit tickets, and annotation jots
- Engage in a closing discourse about the key learnings from the lesson

### Writing/Composition

Our writing instruction is designed to give students opportunities to develop as proficient writers who can apply the mechanics of writing, communicate ideas, information, and opinions to a variety of topics and in a variety of contexts. Through explicit, standards-based instruction, our students will be able to engage in narrative writing, opinion writing, and informational writing aligned to thematic units. Additionally, the skills learned explicitly in writing/composition classes will be transferred to work in science and social studies classes. The objectives and actions listed below are expected to be executed and observable in all writing/composition, science, and social studies classes.

### Teachers will…

- Deeply know the writing standards and drive towards the most rigorous interpretation of these standards
- Deeply know the weekly grammar routine and exemplify grammar rule and patterns through model sentences
- Have students read, analyze, edit, and annotate mentor sentences
- Frame each lesson with the focus for the lesson including the standard/ transferrable writing skill and student-friendly criteria for success (CFS)
- Model the writing skill/strategy
- Have students read, analyze, and emulate models of good writing
- Engage students in analyzing texts for content and ideas

### Students will…

- Demonstrate mastery of rigorous writing grade level standards
- Articulate what they are learning, why they are learning it, and the criteria for success they need to meet
- Analyze and apply grammar rules and patterns learned to their morning routines and writing
- Apply skill/strategy to their writing
- Analyze and emulate models of good writing
- Use writing as a tool for learning content
- Know and write aligned to key text structures
- Collaborate with peers on the writing process
- Integrate teacher feedback in their writing
- Use student facing rubrics to analyze student work for strengths and growths
- Engage in a closing discourse about the key learnings from the writing class
<table>
<thead>
<tr>
<th>Teachers will…</th>
<th>Students will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate rigorous writing tasks that align with the writing process</td>
<td>learnings from the lesson</td>
</tr>
<tr>
<td>Gives students the opportunity to collaborate with peers on the writing process</td>
<td></td>
</tr>
<tr>
<td>Monitor student work through rubric/CFS–based feedback</td>
<td></td>
</tr>
<tr>
<td>Facilitate a closing discourse in order to deepen students’ understanding and/or address misconceptions from the practice</td>
<td></td>
</tr>
<tr>
<td>Ensure that each focus task ends with a project or published piece</td>
<td></td>
</tr>
</tbody>
</table>

**KIPP Colorado Schools High School Graduation Requirements**

The following criteria shall entitle a student to a high school diploma from KIPP Colorado Schools:

1. Successful completion of 24 units of credit (in the prescribed categories listed below, including and in addition to successful completion of any school or program-specific requirements which have been approved by the District and KIPP Colorado Schools).
   a. A Unit of Credit is defined as the amount of credit earned toward graduation following demonstration of district identified competencies. Successful completion is defined as a passing grade or score.
   b. Achievement in the Colorado Academic Standards as demonstrated by mastery of appropriate grade-level courses or competencies
   c. Minimum Requirements for a high school diploma:
      ▪ English - 6 units
      ▪ Math - 4 units
      ▪ Science - 4 units
      ▪ Social Studies - 4 units
      ▪ World Languages - 2 units
      ▪ Physical Education - 1 unit
      ▪ Approved Electives - 3 units

2. Demonstration of College and Career Readiness in English and Math through one or more of the approved options as illustrated below:

<table>
<thead>
<tr>
<th>Competency Option</th>
<th>English Minimum Score</th>
<th>Math Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuplacer</td>
<td>95 (Sentence Skills)</td>
<td>61 (Elementary Algebra)</td>
</tr>
<tr>
<td>America College Testing (ACT)</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Advanced Placement (AP)</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Scholastic Aptitude Test (SAT)</td>
<td>470</td>
<td>500</td>
</tr>
</tbody>
</table>

These graduation requirements were approved by the KIPP Colorado Board of Directors in April 2017.
KIPP Colorado Schools will update its policy to ensure adherence to the state’s guidelines as needed.

3. Completion of the requirements and goals as listed on a student’s Individual Career and Academic Plan (ICAP) and/or Individualized Education Plan (IEP) which may include modified content standards.

**Units of Credit earned from outside institutions, home-based programs, or independent study:**

- Students entering from outside KIPP Colorado Schools must meet the KIPP Colorado Schools requirements to receive a high school diploma. The school leader or school leader's designee shall determine whether credit toward course unit requirements shall be granted for course content/units taken outside KIPP Colorado Schools.
- KIPP Colorado Schools shall accept the transcripts from a home-based educational program. In order to determine whether the course content/units and grades earned are consistent with district and KIPP Colorado Schools requirements and standards, KIPP Colorado Schools shall require submission of the student’s work or other proof of academic performance for each course unit for which credit toward graduation is sought. In addition, KIPP Colorado Schools may administer testing to the student to verify the accuracy of the student’s transcripts.
- Students who wish to obtain credit from outside institutions or programs, work experience, independent study, work-based study, community service, capstone or certification programs, must meet the unit competencies appropriate to the credit type, and must receive approval from the school leader or school leader’s designee.

**Students with Individualized Education Plans (IEPs):**

Students with disabilities will be provided access to all graduation pathways and will have the opportunity to earn a diploma. The Individualized Education Plan (IEP) will describe the course of study, the specially designed instruction, the accommodations and the modifications that will enable the student to demonstrate proficiency of the standards and achieve their post-secondary goals.

**Describe the district charter school's procedures for taking corrective action in the event that student performance at the school falls below the specified targets for the measures used to determine the levels of attainment of the accreditation performance indicators.**

In the event **student performance at the school falls below the specified targets** as measured on interim assessments during the school year, the following corrective action steps will be implemented:

1. School leadership and regional academic leaders will identify any underperforming classrooms using student outcome data on interim assessments.
2. School leadership and regional academic leaders will conduct a root-cause analysis to determine the source of the performance breakdown and appropriate action steps to improve performance. Action steps may include: increased frequency of or changes in focus of instructional coaching, increased frequency of or changes of focus of data meetings, and/or implementation of student-level intervention groups.
3. The targeted classroom(s) will be monitored multiple times per week to assess the effectiveness of identified action steps and make adjustments, as necessary.

In the event **student performance at the school falls below the specified targets** as measured on end-of-year assessments, the following corrective action steps will be implemented:
1. School leadership and regional academic leaders will conduct a root-cause analysis to determine the source of the performance breakdown and appropriate action steps to improve performance. Action steps may include: changes to the instructional schedule, changes to curriculum, changes to curriculum internalization and implementation procedures, implementation of leadership action plan to address root causes.

2. Regional academic leaders will monitor the school multiple times per week to assess the effectiveness of identified action steps and make adjustments, as necessary.

3. If the school does not demonstrate identified improvement targets, changes in school leadership will be implemented on the soonest possible timeline.

Describe the policies regarding student discipline, expulsion and suspension that are consistent with the intents and purposes of state and federal law.

In order to successfully create a values-driven culture, KIPP Commerce City Academy (KCCA) will use consistent positive behavior incentives across the school, restorative practices to address student misbehavior, and a clear ladder of consequences as needed. There will also be constant family communication as part of our student discipline approach.

Our positive behavior incentives are intended to highlight and build upon our students’ strengths. Classroom teachers will assign positive behavior incentives that meet the needs of their individual classroom. These include individual ways of recognizing students, recognition of small groups within the classroom, or recognition of the whole class. Grade levels will also have the opportunity to implement positive behavior incentives across their classrooms. These may include grade level field experiences, grade level celebrations and other incentives agreed upon by the grade level teachers. At the school level, recognition will happen at weekly Community Meetings/Town Halls, through the weekly family newsletter, and through other means determined by the school leader.

Students will spend the most time possible learning in class. In order to operationalize this belief, we will use restorative practices to address student misbehavior. These practices will move along a continuum, starting with informal approaches like a restorative chat (for minor issues that require a redirection and reminder of behavior expectations) and moving toward more formal approaches like a class conference (for serious cases when difficult dynamics have spread across the classroom).

Should a student’s behavior warrant a response beyond the restorative practices listed above, the school will have a clear ladder of consequences that are implemented consistently across the school. The school discipline system will be consistent with the intents and purposes of state\(^23\) and federal law, including processes for expulsion or dismissal procedures and appeal procedures. These procedures will be outlined in our family handbook, available to families on our website, and will be discussed with families during orientation at the beginning of the year as well as during the year if needed because issues arise. An example of our discipline policy can be found in Appendix C – Sample Discipline Policy.

Teachers, grade level teams, and the school-based leadership team will analyze overall and disaggregated behavior data on a weekly and monthly basis. Disaggregated racial, gender, language, and disability data will be a key part to behavior data analysis. If trends are discovered along lines of

\(^{23}\) Our discipline policy is consistent with the intent and purpose of C.R.S. 22-33-106.
difference, the school leader will work with teachers to develop culturally responsive and equity-based practices in their classrooms to address any identified disparities.

The school leader will manage the implementation and success of the school discipline system. All school staff will be responsible for managing our values-driven culture and holding students to high behavior expectations. Classroom teachers will enter daily behavior data in our behavior tracking system, LiveSchool. Administrators will record any disciplinary incidents that occur in the office. Additionally, the school leader will ultimately make the final decision on any suspension or expulsion recommendation in accordance with suspendable and expellable behaviors outlined in the state and federal law.

Describe the plan for addressing the needs of students with special needs, including budget and staff requirements. The plan shall include identifying and meeting the learning needs of at-risk students, students with disabilities, gifted students and English language learners.

One of the key beliefs of KIPP Commerce City Academy (KCCA) is that all children can learn and it is our promise to our students, families, and the community they will learn. This core belief drives our learning support program. KCCA will actively recruit all students in the neighborhood regardless of need. Once students are enrolled in our program, we will reach out to families to discuss the unique needs of students and begin to adjust our programming to support the learning needs of at-risk students, students with disabilities, gifted students, and English language learners.

At-Risk Students and Students with Disabilities

When a student is experiencing problems that affect his/her participation in the general education curriculum, KCCA will consider the student “at-risk” and teachers will participate in the following process:

1. Classroom teachers gather student performance data and complete classroom interventions. Families and teachers are in consistent contact about student performance, strengths, and areas of concern.
2. Teacher notifies parent and completes referral to the Student Success Team (SST) to discuss concerns, explore interventions, and determine method of regular progress monitoring to collect data. Student and family concerns and perspectives will be a significant process of the referral process.
3. During a follow-up meeting, at least thirty days after the initial meeting, the SST will review data and assess the effectiveness of interventions. The follow-up meeting will result in an additional six-week period of interventions and data collection. Student and family perspectives will be a key piece of data to assess the effectiveness of the interventions.
4. If the data shows students are not responding to the interventions, then the SST will begin the referral process. The referral conference is scheduled with the family and school staff members with knowledge of the child’s performance. During the referral conference, all pertinent information is reviewed and additional strategies for meeting the child’s needs in the general education setting are identified. Teachers will implement more individualized interventions moving the student up in tiers.

KCCA's referral process is modeled after the Colorado Department of Education’s recommended special education referral process.

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5. If the student continues to struggle after several Tier III interventions\textsuperscript{25}, the SST reconvenes and completes a Special Education Referral form to refer the child for a special education evaluation. The family gives written permission for educational evaluations. They are advised of procedural safeguards (Education Rights of the Student/Parents) prior to approving the Permission for Initial Evaluation.

6. The multidisciplinary team\textsuperscript{26} proceeds with the assessment (including formal, informal, and classroom measures) in the following areas:
   a. Cognitive social/emotional functioning
   b. Speech/language (speech production and expressive/receptive language skills)
   c. Educational: level of academic achievement
   d. Family observations (family shares knowledge of child, hopes, priorities, and concerns for their child)
   e. Social history (based on family interview and staff observation including adaptive behaviors such as social skills, self-care, etc.)
   f. Health history and current physical condition of the student

7. If the child is found to need special education services, a team will develop an Individualized Education Program (IEP).

Our special education staff, supported by the regional Director of Learning Support, will participate in identifying and referring students for special education, developing IEPs, maintaining records, and collaborating in the delivery of services as appropriate. In the event the parent initiates the referral and gives written permission for special education evaluations, the SST will move to the multidisciplinary evaluations and assessments outlined above.\textsuperscript{27} Throughout the identification process we will partner with families in order to make the best decisions for their child.

As part of the identification process, the SST will work to ensure students qualifying for special education services received access to high quality, research-based instruction in the general education program with consistent standards-based, data-driven, differentiated instruction prior to the referral and that referral to our special education program is not as a result of language proficiency or other factors that lead to overrepresentation of student groups in special education classes. This includes ensuring our teachers have properly implemented sheltering strategies in whole group instruction. We will avoid the misidentification of a learning disability due to language proficiency by assessing students in their home language.

In the identification process, IEP goals will align with the grade level curriculum and reflect a longer-term vision for the students’ development. An example of a longer-term vision would be a goal of having students mainstreamed in middle or high school. Students on IEPs will be regularly assessed with school-wide assessments and other tests that align to the IEP goals. The school-wide assessments include STEP, MAP, interim assessments, and Friday Skills Assessments/bi-weekly assessments. Additionally, students will be assessed with progress monitoring tools that align to their IEP goals. The progress monitoring tools may include Wilson Language System, Do the Math assessments, and other curriculum-based measures. Special education teachers will communicate the student’s progress

\textsuperscript{25} Our MTSS process including detailed information about Tier I, II, and III interventions is located in Section III: Teaching – (H) Multi-Tiered Systems of Support

\textsuperscript{26} The multidisciplinary team will be the team that assesses students in the referral process. This may include the psychologist, social worker, speech language pathologist, occupational therapist, physical therapist, and nurse.

\textsuperscript{27} Parent will also be advised of procedural safeguards (Educational Rights of the Student/Parents) prior to signature on the Permission for Initial Evaluation.
with the family and the general educator with an IEP Progress Report. The IEP Progress Report will have the student’s goals, their progress toward the goals, and evidence to support the statement of progress. Progress reports will be sent home quarterly and in conjunction with the student’s trimester report card.

The school leader, in collaboration with the special education teachers, will regularly evaluate the effectiveness of the special education program in relation to the following goals:

- 90% of students achieve their IEP goals
- 100% district compliance with paperwork deadlines
- Meeting expectations for students with disabilities as measured by the Colorado Department of Education School Performance Framework
- Students with disabilities (SWD) Median Growth Percentile is at parity with students without disabilities

The school leader will use our special education teacher observations and evaluations to guide coaching, guide professional development decisions, and if needed, corrective actions. The regional Director of Learning Support will also participate in observations, coaching sessions, and professional development as needed based on teachers’ levels of proficiency.

All KCCA teachers, including special educators, will be considered “in-field” in accordance with the Every Student Succeeds Act (ESSA). In our recruitment process, we seek to hire special educators who are licensed in special education to serve mild/moderate needs and have worked with a similar student population. As an established charter management organization, we have established hiring policies in place that account for the certification needs of special educators. Our complete recruitment and hiring process is available in Section 9 – Employment Plan and Practices.

KIPP Colorado Schools seek to achieve a 19:1 ratio of students with IEPs to a licensed special education teacher. Our student population will dictate our staffing choices and we are prepared to maintain this ratio as our population grows. In our founding year, we will have one licensed special education teacher. In the following years, we will add up to two more special education teachers. This team will work with our school social worker, KIPP Colorado’s regional school psychologist, and other contracted support personnel (speech and language pathologist, occupational therapist, physical therapist) to ensure all of the needs of our students with disabilities are met. The staffing plan for our learning support program can be found in Appendix D – KIPP Commerce City Academy Staffing Plan. The budget for the program can be found in the overall budget for the school that is included as an appendix to Section 10 – Financial, Data, Facilities, and Transportation.

With the help of our regional Director of Learning Support, our learning support (special education) teachers will have ongoing professional development geared toward working with students with special needs. During our regional Data Days, all learning support teachers and paraprofessionals will come together for professional development. The KCCA learning support team will meet bi-weekly to collaborate on compliance, student modifications, and IEP data analysis. Additionally, learning support teachers will attend external trainings when available to support their practice. Our regional Director of Learning Support will provide professional development for general education teachers on meeting the needs of students with special needs in the general education setting.
The KCCA learning support program provides students who have special needs with a continuum of services to support their success in the general education curriculum.\textsuperscript{28} We seek an integrated model that uses the least restrictive environment (LRE) as designated by IDEA and FAPE. Students are learning with their general education peers when possible as our learning support team uses LRE services that align with the students’ IEP goals. In core classes, students with special needs will learn with their general education peers and learning support teachers “push in” to provide support and potentially differentiated work aligning to the daily objective. The learning support teacher may collaborate with the classroom teacher to differentiate lessons, co-teach to the whole class, teach a mini-lesson to a small group, or support individual students with guided and independent practice. Learning support teachers may also provide multi-modality supports like visuals or manipulatives in general education lessons and help with assistive technology. In order to target specific skills, learning support teachers “pull out” students for one-on-one or small group remediation with research-based programs like Wilson Language System, Do The Math, and Step Up to Writing. Students with stronger skillsets may receive Tier II interventions such as Leveled Literacy Instruction. This allows students with IEPs to engage more in the general education setting. The learning support teacher, in collaboration with the school’s social worker and regional school psychologist, will also provide students services for social-emotional support.

\textbf{Gifted and Talented Students}

In accordance with HB 1244-07, KIPP Commerce City Academy (KCCA) will identify gifted and talented students utilizing the guidelines provided by the Colorado Department of Education.\textsuperscript{29} Students will be identified as gifted/talented and academically advanced using the following criteria:

- \textit{95}\textsuperscript{th} percentile or above on a standardized assessment
  - Naglieri Nonverbal Ability Test 2 (NNAT2)
  - Cognitive Abilities Test (CogAT)
  - STEP
  - MAP
  - CMAS
- Portfolio of work demonstrating evidence of advanced academic or specific talent aptitude
- Top level scores on an observation scale

The school leader will work with the gifted and talented coordinator at the school to manage the gifted and talented program. When students are identified as academically advanced, we will create an Advanced Learning Plan (ALP) to help challenge the students in the general education setting.

Our regular program focuses on the Colorado Academic Standards and is differentiated for students of all levels. We are confident our school-wide curriculum with flexible grouping in literacy and math and individualized technology programs throughout the day will meet the needs of our advanced learners. We will use online programs like Zearn, a math program aligned to the Common Core, with elementary and middle school student. The program will specifically adjust to students’ performance levels. During the whole school guided reading block in elementary and middle school, gifted and talented students will be taught in a small group with texts on their level. Additionally, gifted and talented students will receive additional instruction and accelerated goals in order to ensure they are reaching their full potential through a separate class period spent with the gifted and talented teacher.

\textsuperscript{28} KCCA recognizes our learning support and services depends on the unique needs of our students. Our program will be flexible to allow for the learning needs of our students.

\textsuperscript{29} \url{http://www.cde.state.co.us/gt/idguidebook}
Finally, gifted and talented students at all grade levels will be given the opportunity to complete differentiated classwork after they have shown mastery with the whole group curriculum.

All teachers at KCCA will be considered “in-field” in accordance with the Every Student Succeeds Act (ESSA). We will encourage teachers at KCCA who will be working with our gifted and talented students to pursue a Colorado Department of Education (CDE) Gifted Education Specialist Endorsement if they do not already have one. In order to hold this endorsement, they will need to hold a bachelor’s or higher degree from a four-year accepted institution of higher education, hold or be eligible for a provisional or professional teacher license endorsed in an approved content area, completed an approved graduate-level program for the preparation of the gifted-education specialist, and have demonstrated the required competencies outlined by the CDE for the endorsement. The staffing plan for our gifted and talented program can be found in Appendix D – KIPP Commerce City Academy Staffing Plan. The budget for the program can be found in the overall budget for the school that is included as an appendix to Section 10 – Financial, Data, Facilities, and Transportation.

KCCA will provide all teachers with school-based professional development focused on meeting the needs of gifted and talented students. The assistant principals will attend relevant district trainings and use the knowledge from those trainings to provide professional development for the rest of the instructional team. Additionally, teachers will be provided with the opportunity to participate in external professional development offerings focused on supporting gifted and talented students.

KCCA will evaluate the effectiveness of our gifted and talent program with the following metrics:

- 100% of ALP goals met
- 100% of students with an ALP will earn a 4 or 5 on the CMAS assessment
- 75% of students with an ALP will earn a 5 on the CMAS assessment

The implementation and effectiveness of the gifted and talented program will also be evaluated through teacher evaluations. The school leader will use the regular teacher evaluations to guide coaching, professional development decision, and if needed, to guide corrective action with teachers who are not effectively implementing the program.

**English Language Learners**

KIPP Commerce City Academy (KCCA) is committed to ensuring all students succeed academically. Our high expectations set the bar for our academic program and our data-driven, differentiated, and culturally responsive approach guides our work with English language learners (ELLs). Supporting our ELLs is crucial to our school mission and achieving our vision. Currently, KIPP Colorado serves its ELL students in accordance with all applicable federal laws and regulations and in compliance with Section 22-24-105 of the Colorado Revised Statutes.

Upon enrollment at KCCA, all students will receive a Home Language Questionnaire to identify those whose Primary or Home Language is Other Than English (PHLOTE). The school leadership team is in charge of collecting and administering the Home Language Questionnaire as part of the registration process. Data from the Home Language Questionnaire, observational data from the initial home visits, and our one-week summer school, will be part of the body of evidence we collect to determine English language proficiency needs. The English Language Acquisition (ELA) plan includes notifying parents within 30 days from the start of the school year about students’ specialized needs, including placement.
options. The ELA plan is shared with parents in a language they can comprehend and it allows parents to make well-informed decisions about ELL programs and services.

All incoming students will take the WIDA Access Placement Test (W-APT) to assist with initial identification of students’ English language proficiency within 10 days of entering the school. The W-APT will help us determine student proficiency levels in listening, reading, writing, and speaking English. Families will be immediately notified by our administrator in charge if a student is identified as eligible for placement in a Language Instruction Educational Program (LIEP) as measured by the W-APT. Families can opt in or out of additional language services. In the event a family does opt to waive out of English Language Acquisition (ELA) services after reviewing their student’s W-APT scores, we will continue to support the student with whole group curriculum and instruction that utilizes ELL best practices for language development and access to grade level curriculum.

In our elementary grades, all student will participate in our biliteracy program and an English language development (ELD) program in grades 5-12. Our goals are for students to achieve high levels of academic achievement in all curricular areas and to achieve full academic proficiency in English and Spanish. Similar to our overall education plan, our programs for ELLs will be standards-based, differentiated, data-driven, and culturally responsive. Our approach to English language acquisition centers on the goal of giving our ELLs access to grade level core curriculum. We believe ELLs and all students learn best with high standards and strong support. A combination of high challenge and high support allows students to be stretched to reach their potential and successfully engage with new learning. All students will be taught to the rigor of the Common Core standards aligned to the Colorado Academic Standards at their grade level. Additionally, curriculum and instruction will focus on the Colorado English Language Proficiency standards (CELP) and the WIDA English Language Development standards to identify specific language acquisition objectives across all content areas, focusing on the language function, domain, form, and vocabulary usage. Our core curriculum will focus on content with the dual purpose of content learning and language acquisition.

All of our ELLs in ECE-12 will receive supported English content instruction in core subject areas. Teachers will teach grade level content with specific techniques to accommodate the needs of ELLs. Because we are holding our students to high academic standards, we believe strategic support is critical to our ELLs’ success. Our strategic support includes scaffolding, sheltered instructional strategies (SIOP Model), and specially designed academic instruction in English (SDAIE Model). Our key instructional strategies include:

- Precise academic language;
- Frequent opportunities for practice with academic language in Speaking, Listening, Reading, and Writing;
- Enforcing complete sentences in classroom conversations;
- Application to real world situations and students’ background knowledge;
- Structured/purposeful academic conversations with cooperative grouping, accountable talk, small group discussions, and turn and talks;
- Kinesthetic learning opportunities;

31 Gibbons, Pauline. English Learners Academic Literacy and Thinking. Heinemann. 2009, pg. 17
32 The following best practices are designed from DPS’s LEAP framework, Improving Education For English Learners: Research Based Approaches. California Department of Education, 2010, and the SIOP research and practices of Jana Echevarria, Anna Graves, Anna Uhl-Chamot and Mary Ellen Vogt.
- Realia/visuals/gestures when presenting academic content;
- Scaffolding with sentence stems and cloze sentences;
- Explicit vocabulary instruction;
- Sufficient wait time for student responses;
- Opportunity for students to make connections in their native language (L2); and
- Strong visual cues with word walls, labels, and an overall print rich school environment.

We will use the above practices as part of our whole-school support for ELLs. Additionally, we will offer a 45-minute daily ELD block at all grade levels focused on building students’ language skills by practicing content from other core classes. Students will be grouped based on language levels either within a classroom or within the grade level. During the ELD block, students will have practice with all four domains (reading, writing, listening, and speaking) in whole group, small group, and online practice.

KCCA will use native language instruction curriculum and teacher instruction focused on the Colorado English Language Proficiency standards (CELP) and the WIDA English Language Development standards. Using these standards, we will ensure our Spanish instruction guides our students to be able to read, write, speak, and listen in Spanish, focusing on the language function, domain, form, and vocabulary usage. For our guided reading instruction, in order to ensure all of our ELLs receive appropriate instruction and supports and are demonstrating Spanish language proficiency, we will administer the Spanish-language assessments (i.e., Spanish STEP) every ten weeks to students as a part of our data analysis cycles.

Students’ Spanish proficiency levels will also be assessed every four to six weeks within their Spanish reading class according to each unit’s academic targets and learning goals. Students are assessed based on reading and writing assessments, as well as listening and speaking assessments that are administered in a one-on-one setting. This data is then used to drive any meaningful reteaches to students and is used to calibrate students’ learning needs for the next unit.

KCCA will also use other means to frequently assess ELL students’ language and learning needs. This data will drive our day-to-day instruction. Teachers start the year with diagnostic and beginning-of-year assessment data to adjust pacing guides and differentiate instruction to meet the needs of each student. In planning daily lessons, teachers will assess students informally through checks for understanding and anecdotal notes and formally with exit tickets and rubrics. At the end of each unit, teachers will assess students with end-of-module assessments. At the end of each eight-week cycle, we will have a professional development data day where teachers have the opportunity to analyze unit assessment data and collaboratively plan ways to reteach students to mastery.33 We use our language proficiency data to determine ELD groupings for students and to determine when students will transition from native language instruction to supported English content instruction to mainstream English. Annually, students in the LIEP will be assessed with the ACCESS test to assess language proficiency levels.

As a culturally responsive school, we deeply value our students’ native language and culture. Bilingualism is known to accelerate academic achievement and language acquisition due to students’ strong foundation in their first language.34 Given our expected student population, we anticipate that

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a majority of our ELLs will be Spanish speakers. Because of this, we will use Spanish instruction as a resource in the language acquisition process with all students. When possible, teachers and students will be able to use students’ first language (L1) as a resource in learning English (L2).

We seek to empower families and provide a supportive school culture that celebrates our ELLs. We will regularly inform families about the school's program, curriculum, and services in their home language. This will begin with the home visit before school begins and orientation at the beginning of the school year and will continue with consistent communication with staff including daily written communication, weekly progress reports, and family nights each trimester. We seek to make our school a welcoming place for Spanish speaking families by hiring a linguistically diverse staff and given that at least 75% of our students will most likely qualify for ELL services, we want our staff to reflect the linguistic strengths of our students and families. In our hiring process, KIPP Colorado will take reasonable measures to recruit bilingual professionals to fill teaching and other staff positions. Additionally, all family communication will be sent home in both English and Spanish and Spanish interpretation will be available at all family events and parent meetings.

The success of our ELLs is crucial to achieving KCCA’s vision. Given this, the school’s administrative team will be responsible for managing our program. Additionally, we will have a regional Director of English Language Development (ELD) supporting the school and providing teachers with professional development and classroom support with ELL instruction. All core content teachers will be state certified in Linguistically Diverse Education, qualified through a state-approved training program, or on track towards certification. We value linguistic diversity on our staff and will recruit teachers and teaching fellows who are fluent in Spanish to support family engagement and L1 support for students in English instruction.

A critical component to our ongoing professional development will be in training and supporting teachers in the key practices of our model. The administrative team, with the support of the regional Director of ELD, will lead professional development on best practices for supporting ELLs. We will use weekly one-on-one coaching meetings, grade level planning time, and professional development to build teachers’ expertise on the following topics:

- Foundations of bilingual and ESL education at the federal, state, and district levels;
- Theoretical framework of core instructional components for addressing the needs of ELLs;
- Methods for organizing instruction to meet the needs of ELLs;
- Teaching ELLs at different proficiency and grade levels how to write in each core content area;
- Differentiation and sheltering strategies for providing Supported English Content Instruction, including:
  - grouping ELLs by English language proficiency (ELP) level and using adapted materials and texts, visual displays, cooperative learning and group work, primary language support, and clarification to make content lessons understandable to ELLs;
  - using speech that is appropriate for the ELLs’ ELP level(s) and clearly explaining academic tasks to ELLs;
  - using supplementary materials to support content objectives and contextualize learning;
  - explicitly teaching academic vocabulary that is relevant to the content and appropriate to the ELLs’ ELP level(s);
  - adapting content, including texts, assignments, assessments, and presentation of content in all modalities, within the ELLs’ ELP level(s);
o affording ELLs regular opportunities to practice and apply new language and content knowledge in English;
o teaching reading comprehension skills (e.g., prediction, summarizing, making inferences, and identifying important information); and
o using reading strategies that are effective with ELLs (e.g., partner reading, reading aloud, and teacher think-alouds) and that include phonemic awareness, phonological awareness, decoding, word knowledge, and fluency, while taking into account the ELLs’ ages and ELP level(s);

▪ Methods of teaching ELD in all four domains;
▪ Use of appropriate tools to identify ELLs;
▪ Assessment skills to identify and diagnose the educational needs of ELLs;
▪ First and second language acquisition theories;
▪ Culturally responsive teaching as a facilitator of language acquisition for ELLs;
▪ Information about how to challenge and motivate at-risk ELLs;
▪ Methods of working with the parents of ELLS and methods of improving school-community relations; and
▪ Use of technology to instruct ELLs.

Our teachers will participate in a two-year training program offered by KIPP Colorado Schools for all staff. In Year 1 of the training, they will receive at least two full observations in order to document and show they have effectively demonstrated the skills on the performance rubrics. At least one observation will be done within their ELD block (if they teach ELD) and one observation will be done within a non-ELD instructional block. Each rubric will have three evidence points from the observation that support the rating on the rubric. These will be uploaded into our regional tracking database and also communicated with an observation debrief conversation with the teacher in order to guarantee they receive feedback, bite-sized goals, and are able to improve instructional practice.

In Year 2, teachers will follow again use a performance rubric as their guide in documenting and showing they have effectively demonstrated the skills expected on the Year 2 performance rubric. The rubric will have three evidence points they will need to share from an observation conducted by a certified trainer that support the rating on the rubric around Literacy and Culturally Responsive Instruction. These will be uploaded into our regional tracking database and also communicated with an observation debrief conversation with the teacher in order to guarantee that they receive feedback, bite-sized goals, and are able to improve instructional practice. Teachers will also complete their Year 2 portfolios. These will be introduced within the first Culturally Responsive Pedagogy training session in September and then reviewed within the second Culturally Responsive Pedagogy training session in January. In March, teachers will receive a portfolio check-in to ensure they are on track to complete their portfolio by May.

The staffing plan for the school includes all teachers qualified to work with English language learners and can be found in Appendix D – KIPP Commerce City Academy Staffing Plan. The budget for staffing can be found in the overall budget for the school that is included as an appendix to Section 10 – Financial, Data, Facilities, and Transportation.

The administrative team will evaluate the efficacy of the ELA program using student achievement data, observation data, and ACCESS growth. Our full administrative team will receive regular professional development on the assessment and implementation of ELA programming to ensure all
teachers are appropriately coached and evaluated in this area. When teachers are formally evaluated three times per year, these evaluations will include a focus on meeting the differentiated needs of students, including how teachers tailor instruction to the different language proficiency levels of all students in the classroom. Within these evaluations, we will evaluate teachers on building academic language, sheltering strategies, and language acquisition as applicable to their roles. Additionally, when student achievement data is reviewed as part of the evaluation process, it will be disaggregated to show the progress of ELLs and to compare any gaps in performance with non-ELLs.

KCCA will redesignate students from the ELA program when their assessment scores and a body of evidence show that they are Fluent English Proficient (FEP). The following criteria will be used to determine redesignation:

- Student’s overall ACCESS score is 5 or above and their ACCESS literacy (reading + writing) score is 5 or above (Advanced Proficient)
- Student scores in the top quartile for NWEA MAP assessment, indicating grade level proficiency (grades K-8)
- Student is proficient or advanced on internal interim assessments in reading, writing, and math
- Student is reading on or above grade level as measured by STEP and Fountas and Pinnell (grades K-8)
- Qualitative and quantitative input from classroom teachers and family on student’s ability to function effectively with whole group supports
- Body of evidence including formative assessments and writing samples that demonstrate proficiency (e.g. 5 or above in all four ACCESS domains, WIDA speaking and writing rubrics and scored writing sample with a 5 or above, CMAS assessment demonstrating proficiency)

Students who meet the redesignation criteria are identified as exited from the ELA program with parental consent and are then monitored for two years by the School Success Team. The School Success Team will continue to monitor the student using the exiting criteria and teacher observations to ensure the student has been successfully redesignated. If a student fails to meet the above criteria, additional ELA services may be provided with the consent of the students’ family. A body of evidence will be collected to throughout the two years of monitoring to measure student progress.

When the redesignated student has been monitored for two years and demonstrated success with the redesignation status, the student will be formally exited from the ELA program. Once a student is exited, he/she will no longer be eligible for ELA services.

Describe the manner in which the district charter school will collect and use longitudinal assessment data in determining and improving the academic progress achieved by district charter school students.

The school leader, with the support and oversight of the KIPP Colorado Chief Schools Officer and the regional Director of Analytics and Progress Monitoring, is responsible for tracking the longitudinal student achievement data, collected as described in Section 4 and Section 6 of this application, and for detailing the school’s plan for academic accountability. The KIPP Colorado Director of Analytics and Progress Monitoring will be responsible for all data visualization as well as providing deeper

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35 Family requests for exiting the ELL program may supersede the exiting criteria. Guardians must sign a waiver asking that their student not be assigned to ELL services. Consequences to the students’ academic growth will be clearly explained to families during the decision-making process.
statistical insights and analysis. All data will be disaggregated by sub-groups, including race, IEP status, ELL status, and student performance sextiles. The school leader will lead teacher teams in the interpretation and use of data. School annual goals and priorities will be set based on key findings in the data. Annual student level and aggregate data will be collected for all student achievement and school culture goals outlined in Section 4 and Section 6. Quarterly progress toward annual goals is shared with the KIPP Colorado Executive Team and the KIPP Colorado Board of Directors.

Additionally, KIPP Colorado Schools maintains school-level academic oversight of each of its schools and builds a growth plan annually with each school leader. Schools in the KIPP Colorado Schools portfolio that do not meet annual goals will be placed on an internal corrective action plan.
Consistent with state and federal law, describe the enrollment policy and the criteria for enrollment decisions.

KIPP Colorado Schools brings together a diverse group of individuals. We are guided by the principle that respect and consideration for all individuals is foremost in all school activities. KIPP Colorado Schools will not discriminate based on race, color, gender (including pregnancy, childbirth, or related medical conditions), gender identity, gender expression, religious creed, marital status, age, national origin, ancestry, physical or mental disability, genetic information, legally protected medical condition, veteran status, sexual orientation, family care or medical leave status, or any other basis protected by law. Admission and enrollment processes and policies for KIPP Commerce City Academy (KCCA) will be guided by this same principles.

KCCA is open to all students residing in the state. Enrollment decisions for the school shall be made in a non-discriminatory manner as outlined in C.R.S. §22-30.5-507(3). To enroll at KCCA, students must meet the appropriate age requirements set forth by state law and school policy. To be eligible for ECE-3 enrollment, students must be at least three years old by October 1; for ECE-4, students must be four years old by October 1; and for Kindergarten enrollment, students must be at least 5 years old by October 1 of the enrollment year. Students enrolling in 1st-12th grade will be between the ages of six and 21 and have not yet graduated 12th grade.

Each year, KCCA will establish and make publicly available an Enrollment Timeline. Families seeking to enroll must submit a complete intent to enroll form by the deadline set forth in the Enrollment Timeline for enrollment in the subsequent school year. A sample intent to enroll form can be found in Appendix E – Intent to Enroll Form. Re-enrollment processes for existing students also will be included in the Enrollment Timeline. The Enrollment Timeline, intent to enroll forms, and instructions for submission of intent to enroll forms will be posted on the KCCA website by December 1 of the preceding school year. A complete Enrollment Timeline can be found in Appendix F – Enrollment Timeline.

Our student recruitment outreach efforts will include having a strong community presence, neighborhood canvassing, and leveraging the support of current KIPP Colorado families residing in Adams County School District 14. We will table at preschool and day care programs, libraries, and the rec center, conduct open house information sessions for prospective families, and provide tours at KIPP Colorado schools in Denver. Our marketing of the school will include sending out direct mailers, advertising with Spanish radio, utilizing Facebook ads, and working with community newspapers and online forums to spread the word about our Enrollment Timeline and process. All communication and enrollment material will be available in both English and Spanish.

The criteria for enrollment decisions will be determined through our publicly verifiable selection process. Enrollment in each grade level will be determined by the number of open seats at that grade level. Offers will first be made to students applying for grade levels with sufficient seats available. If the number of intent to enroll forms exceeds the number of available seats by the deadline for intent to enroll forms to be submitted, an enrollment lottery will be used to determine the placement of students for any grade level for which the number of intent to enroll forms exceed capacity, beginning with the highest grade level offered by KCCA. The enrollment lottery will be held in public, at the school, on the date set forth in the enrollment timeline. All students who are of eligible age and have
submitted an intent to enroll form by the deadline will be entered into the lottery. On the day of the lottery, students will be assigned random numbers. A random number generator is used to select students to ensure equality.

Selected groups of students will be granted priority enrollment at KCCA in the following order:

1. District resident siblings of currently enrolled students, which includes children whose primary guardian(s) are also the primary guardian(s) of other children already enrolled in the program (in the case of joint custody, primary guardians must have custody at least 50% of the time). This could include half-siblings, step-siblings, adopted siblings, cousins, nieces, or nephews being cared for by grandparents, etc.
2. District resident siblings of KIPP Colorado alumni, which includes children whose primary guardian(s) are also the primary guardian(s) of other children who have been a part of the KIPP Colorado program at a different KIPP Colorado school (in the case of joint custody, primary guardians must have custody at least 50% of the time). This could include half-siblings, step-siblings, adopted siblings, cousins, nieces, or nephews being cared for by grandparents, etc.
3. Students who are currently enrolled at another KIPP Colorado school
4. All other district resident students
5. Children of KCCA staff, which includes children of staff members that work at least half-time, have full or joint custody of the child, and who started work on or before the first day of school of the year in which they are submitting the application
6. Children of other KIPP Colorado staff, which includes children of staff members that work at least half-time, have full or joint custody of the child, and who started work on or before the first day of school of the year in which they are submitting the application
7. Non-district resident students

Once a student is selected, either via lottery or from the waitlist, KCCA will attempt to contact the family using the contact information provided on the enrollment form on the same day as the lottery or draw from waitlist. If the family cannot be reached on the same day, KCCA will continue to attempt to contact the family for the next three business days. If the family cannot be reached during that time, they will forfeit their child/children's enrollment and the child/children will be placed at the bottom of the wait list. Notification to families will be made in the preferred language or mode of communication indicated on the enrollment form.

Students not selected via lottery will be randomly placed on a waitlist based on the student’s randomly generated lottery number. Fourteen days following the lottery, available seats will be offered to the prospective students at the top of the waitlist. Upon notification of admittance, families will have three business days upon verbal notification to accept the position. KCCA will attempt to contact the family for only three business days.

KCCA will continue to enroll students from the top of the waitlist as positions become available throughout the year. Families who remain on the waitlist for the full duration of the school year will need to complete a new enrollment form if they wish to be included in the selection process for the following school year.
Section 8 – Governance and Decision Making

Describe the governing body, including a detailed description of the relationship between the district charter school and the school district.

The KIPP Colorado Schools Board of Directors (Board) is responsible for ensuring the mission of the program is achieved and that the schools in the KIPP Colorado Schools network are financially stable and schools are sustainable on per pupil dollars when at scale. The region’s mission informs all decision-making. One of the Board’s core functions is to be the keeper of the vision for KIPP Colorado Schools. Similarly, all leadership team members are evaluated through the performance management process on the competency of “prove the possible”. In both of these instances, there are clear definitions provided for how the mission should drive actions and decisions. The Board holds itself accountable to ensure the school’s mission is driving their work through the analysis of metrics on the dashboard at each meeting and through mid-year and end-of-year Board assessments. The KIPP Colorado Regional Team is held accountable by the chief executive officer (CEO) for utilizing the school’s mission in actions and decision-making through weekly one-on-one meetings, quarterly reviews, and formal mid-year and end-of-year evaluations.

The Board’s overall responsibilities translate into specific roles related to school governance, academic oversight and fiscal oversight, and include, but are not limited to, the following:

- Serving as a thought partner for creating multi-year strategic and financial plans;
- Approving school and regional annual plans;
- Developing financial and legal oversight policies and procedures;
- Reviewing budgets and actual expenditures to ensure money is spent as planned and in accordance with policies and mission;
- Ensuring organizational compliance with charter laws, charter contracts and authorizer policies;
- Developing a crisis management plan;
- Hiring the chief executive officer;
- Holding the chief executive officer accountable for executing the region’s strategic plan and for meeting annual fiscal and academic goals associated with this plan;
- Building relationships with key community stakeholders;
- Identifying, cultivating, recruiting, and nominating new board members;
- Contributing financially to the organization on an annual basis;
- Ensuring continuing education for existing board members;
- Performing annual Board self-assessments; and
- Reviewing, evaluating and adjusting Board policies, composition, and structure as needed to ensure continued adherence to governance and oversight responsibilities; and

The Board is directly responsible for school and regional governance and the KIPP Colorado Schools Regional Team is responsible for the day-to-day management of the organization’s and the schools’ operations. Through reports by the CEO at each Board meeting, Board members are informed of work completed by the Regional Team and asked to make decisions as needed pertaining to the governance or fiduciary duties of the Board.

The Board holds the CEO accountable for ensuring school leaders are successfully managing and leading their schools. Data outlining school performance is shared with the Board at each Board meeting, and as needed, school leaders attend meetings to share more about their programs. Board
members also interact with school leaders through visits to the school, through committee activities, and through attendance at school and regional events during the school year.

The KIPP Colorado Schools Board of Directors currently consists of twelve members that govern the organization and support the mission of each school. The goal is to grow the number of Board members to fifteen by 2025. Board members are recruited based on their skills, expertise, experience with non-profit boards, and connections to the communities represented by our schools. This work is driven by the Board’s Governing and Nominating Committee of which the CEO is a committee member. Below is a list of current board members with their roles, interests, and qualifications listed. For more detailed information about board members and their qualifications see Appendix G – Resumes of All Board Members.

Dan Friesen (Chair), *Friesen Lamb LLP*
Dan is entering his second term on the Board and currently serves as the Chair of the Board. Prior to this role, Dan served as the Board Treasurer and has been a member of the Finance Committee since he joined the Board. Dan has extensive experience litigating complex commercial cases, with emphasis on employment litigation, employment counseling and related matters. Prior to forming his own firm, Dan served as Chairman of the Employment Law Group and a Member of the Management Committee for Davis, Graham & Stubbs, one of Denver's oldest and largest firms. Dan has served on many non-profit boards serving the interests of children, including Children's Hospital of Colorado, Mile High Montessori, Colorado Storm Soccer Club, Family Futures, Colorado Youth for Change and Qualistar.

Kenneth Joel (Vice Chair), *Partner, Global Business Services IBM*
Ken currently serves as the Board Vice Chair and Chair of the Governing and Nominating Committee. He has previously served as the Board Treasurer, Chair of the Strategic Planning Committee, and Chair of the Development Committee. Ken currently works as a Partner for Global Business Services at IBM, which offers support with developing human resources strategy through various computer applications. He was the past Managing Director at Accenture, focused on selection, design and implementation of human resource systems and process solutions.

Jackie Hawkey (Treasurer), *Managing Director, Divided Capital Group*
Jackie serves as the Board Treasurer and has been a member of the Finance Committee since joining the Board. Jackie was the CEO for Divided Capital Exchange in Denver for seven years and has been the Managing Director for Divided Capital Group for over four years. She has served as a Trustee and Head of the Strategic Planning Committee from 2009-2015 for the Graland Country Day School, supporting preschool to 8th grade students. Jackie joined the Sponsor-a-Teacher Program at Teach For America in 2010 and continues to support the program presently.

Beth Behnke (Secretary), *Human Resources Consultant*
Beth serves as the Board Secretary and is the Co-Chair of the Development Committee. In addition to her work on the Board, Beth runs her own HR consulting business. Prior to this work, she was the Chief People Officer at ICON Eyecare. Beth has also worked as the Vice President for Human Resources at Venoco, Inc., in Denver. During her time at Venoco she drove company philanthropic efforts and development and created the Vacation Donation Program, Dollars for Doers, VenoGives and an employee payroll deduction donation program. Beth was the Board Chair for the Student Engagement Initiative Advisory from 2013-2015 and served as a judge to support The Aspen
Challenges, which provides a platform for young people to design solutions for critical worldwide issues.

**Polly Breit (Director), Executive Director, CSS Fundraising & Development**
Polly serves as a Board director, is the Co-Chair of the Development Committee, and has been a member of the Development Committee since she joined the Board. Polly serves as the Executive Director for CSS Fundraising & Development, supporting development services for the non-profit sector. Previously, Polly was the Managing Director for Individual Giving at Teach For America-Colorado.

**Maria De Cambra (Director), City Councilor and Mayor Pro Tem for the City of Westminster and Associate Consultant, Hilltop Public Solutions**
Maria serves as a Board director and is a member of the Strategic Planning Committee. Maria currently serves as a City Councilor and Mayor Pro Tem for the City of Westminster and as an Associate Consultant at Hilltop Public Solutions. Prior to her current roles, Maria served as Hispanic Outreach Organizer at the Kerry-Edwards campaign in Wisconsin, the Director of Hispanic/Latino Outreach for the Referendum I campaign in Colorado, the Program Director to The Latina Initiative and the Colorado State Director to Democracia USA/Inc., a program of The National Council of La Raza (NCLR).

**Todd Ezrine (Director), Group Vice President & General Manager, Village Health**
Todd serves as a Board director and is a member of the Strategic Planning Committee. He currently works as the Group Vice President & General Manager of Village Health, a division of DaVita. Before joining Village Health, Todd served as President and General Manager for Global Medical imaging (GMI), a $25M company focused on diagnostic ultrasound and nuclear imaging. Prior to GMI, Todd spent five years doing corporate strategy and business development for both Bain & Company and Underwriters Laboratories. Todd received his MBA from the University of Michigan Business School and earned his B.S. in Biology from Washington and Lee University.

**Verónica Figoli (Director), President & CEO, Denver Public School Foundation**
Verónica serves as a Board director and is a member of the Strategic Planning Committee. She currently works as the President & CEO of the Denver Public Schools (DPS) Foundation. Verónica joined the DPS Foundation from DPS’ Family and Community Engagement Office (FACE) where she served as the Chief Officer and led efforts to broaden parent and community engagement processes and strategies. Prior to her time at FACE, Verónica served as a Program Officer at the Piton Foundation where she worked with the Foundation’s grantees, as well as other foundations, grassroots organizations, and community stakeholders, to help advance key initiatives supporting student achievement and adult self-sufficiency. Verónica brings to all her roles deep experience in strategic communications and management honed from providing counsel to a variety of employers and clients, including Turner Network Television Latin America, Comcast Cable Latino, Susan G. Komen for the Cure (Denver), the City of Denver and Metropolitan State University of Denver.

**Kellie O’Keefe (Director), Founder, O’Keefe Consulting**
Kellie serves as a Board director and is a member of the Development Committee. Kellie founded O’Keefe Consulting which focuses on supporting non-profit organizations and public education (ECE and K-12). Prior to O’Keefe Consulting, Kellie worked as a Senior Program Officer for the Walton Family Foundation where she worked for ten years. Kellie also worked in San Francisco for
two years as a consultant managing the California Grants Partnership program at the California Charter Schools Association.

Lisa Roy (Director), Executive Director of Early Childhood Education, Denver Public Schools
Lisa serves as a Board director and is a member of both the Governing and Nominating Committee and the Strategic Planning Committee. She currently serves as the Executive Director of ECE at Denver Public Schools (DPS). Before joining DPS, Lisa was a consultant for Grantmakers for Education and the organization’s equity and policy impact group lead. Before that, she was the Executive Director of the Timothy and Bernadette Marquez Foundation (TBMF), focusing on improving educational opportunities and increasing access and options in the areas of healthcare and human services for under-served and/or under-represented populations. She also worked as Early Childhood Program Officer for The Piton Foundation and as a Program Officer for the Daniels Fund focused on Early Childhood, K-12 Education, and Youth Development, along with all of Daniel’s funding areas with Native American tribes in the state of Utah.

Drew Tyrie (Director), Principal, Deloitte Consulting (retired)
Drew serves as a Board director and is the Chair of the Strategic Planning Committee. Drew was formerly a Principal at Deloitte Consulting LLP and was the key lead of the firm's lending and leasing practice. This practice focused on identifying and implementing leading practice strategies, systems, processes and organizations in the areas of mortgage, consumer, commercial and captive finance lending. Drew has over 30 years of experience in advising clients on competitive strategy, planning, designing and implementing solutions to improve the customer experience, financial and operational effectiveness of mortgage, consumer and commercial finance entities.

Yvette Wikstrom (Director), Owner, Mercury Strategy LLC
Yvette serves as a Board director and is a member of the Strategic Planning Committee. Yvette is the founder of Mercury Strategy LLC, a company dedicated to supporting strategy work for organizations and individuals to move towards realizing new opportunities and potential. Yvette is a seasoned international consultant specializing in change management, executive coaching, brand management, and customer relationship strategy. Over the past 15 years Yvette has served as a trusted advisor to executives in public agencies, B2B and B2C Fortune 500 firms in industries including high tech, mobile/telecom and professional services industries.

The number of Directors on the Board shall never be less than three or more than twenty-four. Directors are elected by a majority vote of the Directors currently in office. Directors serve a term of three years from the date of the annual meeting at which such Director is elected, or if elected at a special meeting, from the date of the next annual meeting following the election. No Director serves more than two consecutive three-year terms. Any Director may be re-elected to the Board after having remained off the Board for one year after two consecutive three-year terms, except that any officer can be re-elected at the end of any year to serve as an officer and director for a three-year term, even if that term exceeds the duration of their second three-year term.

As a whole, the Board holds itself accountable through performance management, focusing on self-assessment and monitoring of progress towards goals at each Board meeting. Board member expectations are rooted in their responsibilities. Board members are expected to attend all board meetings and serve on at least one Board committee. Failure to attend three consecutive meetings is considered resignation from the Board. Removal from the Board is triggered by gross misconduct in violation of KIPP Colorado Schools's policies, actions in conflict with our Conflict of Interest Policy,
or significant neglect of responsibilities. Board members can be removed from the Board by a majority vote of all Directors, voting either in person or by proxy, at any special meeting of the Board called for that purpose or at any annual meeting.

Board member capacity is built prior to joining the Board through school visits, engagement in school activities as well as attendance at Board meetings. New Board members participate in a formal onboarding process that includes reviewing key Board documents, procedures, and policies outlined in our Board handbook, meeting with a current Board member, and spending time at the schools and with management staff to get to know more about KIPP Colorado Schools. All Board members participate in ongoing development each year. This starts with the Board retreat in the summer where Board members work with the chief executive officer and staff from the KIPP Foundation to learn best practices on topics such as strategic planning, performance management (both for the Board and for the chief executive officer), governance, finance, and fundraising. Board members also have the opportunity to attend the national KIPP School Summit held every other year. This two-day, intensive professional development opportunity builds Board member capacity while at the same time providing the opportunity for Board members from KIPP schools around the country to network and learn from each other. Additional Board development resources are provided by the KIPP Foundation throughout the school year. Finally, in April, there is a Board retreat for the Board chair, the successor chair, and the chief executive officer facilitated by the KIPP Foundation. At this retreat, Board members and regional leaders from across the national KIPP network have the opportunity to explore a variety of topics based on the Board’s current development needs.

All Board officers are elected by the Directors at their annual meeting and hold office for the term of one year. The roles and responsibilities of the board officers are as follows:

- The Chair of the Board presides at all meetings of the Board, sets the agenda for these meetings, names committee chairmen and serves as Chair of the Executive Committee.
- The Vice Chair shall, in the absence or disability of the Chair, perform the duties and exercise the powers of the Chair. The Vice Chair may have such powers and perform such duties as delegated by the Chair or prescribed by the Board of Directors.
- The Secretary is responsible for the maintenance of an accurate record of all the minutes of all meetings of the Board; serve or cause to be served all notices of the Corporation; be custodian of the records (other than financial); and perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board of Directors.
- The Treasurer keeps, or causes to be kept, complete and accurate accounts of receipts and disbursements of the Corporation, and shall deposit, or cause to be deposited, all money and other valuable effects of the Corporation in the name and to the credit of the Corporation in such banks or depositories as the Board of Directors may designate. The Treasurer shall cause to be kept proper books of accounts and other books and records showing at all times the amount of the funds and other property of the Corporation, all of which books shall be open at all times to the inspection of the Board of Directors. The Treasurer submits a report of the accounts and financial condition of the Corporation at each annual meeting.
- The Chief Executive Officer may, but is not required to, be a Director. The Board of Directors has the authority and responsibility to select and appoint a qualified and experienced Chief Executive Officer of the Corporation. The Chief Executive Officer shall have the educational and administrative skills to direct the day-to-day operations of the Corporation and the ability to coordinate and develop community resources.
Each board member chooses to serve on at least one of the following committees. (See Appendix H – KIPP Colorado Schools Bylaws for additional committee membership requirements.) The types and purposes of each committee are as follows:

- **Executive** – This committee recommends an annual calendar for the board; provides advice as requested by the chief executive officer (CEO) on the management and operations of the organization; and communicates to the CEO the results of his or her annual performance evaluation and any related compensation actions.

- **Finance, Audit, and Risk Management** – This committee concerns itself with all financial policies of the organization; reviews and recommends all budgets to the Board; reviews financial performance reports at least quarterly; recommends any modification of the annual operating budget and reports to the Board at least quarterly; monitors compliance with federal, state and other reporting requirements; recommends the auditor for full Board approval and reviews the audit; and helps the full Board understand the organization’s finances.

- **Governing and Nominating** – This committee develops job descriptions and expectations for the full Board, committees and individual members; regularly assesses the Board’s governance structure and composition and recommends ways to improve and fill gaps; develops and manages a new Board member identification, cultivation, recruitment and nomination process; develops and manages new Board member orientation process; ensures continuing education for all Board members; and oversees regular Board self-assessment process.

- **Strategic Planning** – This committee is responsible for developing and recommending to the Board of Directors the adoption of plans for the orderly development and maintenance of the organization and for the oversight of the CEO’s performance management plan and evaluation process.

- **Development** – This committee develops and steers the organization’s strategic fundraising plan and keeps the board informed about its status; develops policies, plans, procedures, and schedules for Board involvement in fundraising; sets minimum guidelines for board member contributions and then solicits those contributions; plays a strong role in identifying, cultivating, and approaching major donors; familiarizes board members with fundraising techniques; helps develop and implement community outreach plans; and contributes to PR/marketing efforts.

- **Academic** – This committee supports the Chief Schools Officer (CSO) to ensure KIPP Colorado Schools achieves academic excellence and to ensure academic programming fulfills all necessary requirements and has the necessary resources to meet academic goals, and when it does not, adjustments are proposed as needed. This support looks like the committee acting as thought-partner to school and/or regional office staff in establishing and meeting academic performance goals for the schools and KIPP Through College program; reviewing the Regional Dashboard with the CSO monthly; acting as parent and employee ombudsman as needed; and ensuring appropriate engagement of Board members in school events.

Other subcommittees and Board task forces are formed as necessary.

The Board currently meets bi-monthly and holds their annual meeting in August. Additional meetings are held when matters arise requiring Board action. Board committees meet as needed but no less than monthly. The Board meeting schedule for the year, including time and location, is posted on the KIPP Colorado Schools website. All meetings are open to the public and follow all requirements of the Open Meetings law.
The current governing board of KIPP Colorado Schools will govern KIPP Commerce City Academy. The process used to recruit current Board members is the same process used to recruit new Board members. This process includes the Governing and Nominating Committee creating a matrix of needed skills and expertise, speaking with current Directors for referrals, creating a list of candidates, approaching candidates and vetting their interest in Board service, taking candidates on a tour of the schools, conducting a formal interview with a group of Board members and the Chief Executive Officer, and then recommending qualified candidates to the full Board for election.

As stated above, the Board can have between three and twenty-four members. The Board currently has twelve Directors and is aiming to grow to fifteen Directors by 2025. When looking for new Board members, recruitment focuses on candidates with the capacity for engagement and advocacy and who are representatives of the communities where KIPP Colorado schools are currently located or expanding. Areas of expertise sought in new Board members are based upon the needs identified through the Board’s annual self-assessment process and the goals of the KIPP Colorado Schools Five-Year Strategic Growth Plan. Currently, the Board is actively recruiting candidates who have live in communities outside of Denver, who represent the communities where our schools are located, and who have expertise in real estate, finance, and advocacy.

The charter of KIPP Commerce City Academy will be held by KIPP Colorado Schools, a Colorado non-profit with federal tax-exempt 501(c)(3) status. KIPP Colorado Schools is a nonmember corporation.

KIPP Colorado Schools Articles of Incorporation and Bylaws were initially created for KIPP Sunshine Peak Academy in 2002 and have since been updated annually, as needed, in consultation with legal counsel and Board members to ensure compliance with state and federal laws. See Appendix H – KIPP Colorado Schools Bylaws and Appendix I – KIPP Colorado Schools Articles of Incorporation for the most recent version.

Staff is notified of procedures for identifying and addressing conflicts of interests during regional professional development prior to the start of the school year. Board members review the procedures for identifying and addressing conflicts of interest at the annual retreat in the summer and are asked to complete a conflict of interest acknowledgement and disclosure form annually. For more information on our conflict of interest policy, see Appendix J – Conflict of Interest Policy.

All KIPP Colorado Schools Board meetings are posted and open to the public in compliance with the Colorado Sunshine Law/Open Records Act. Board meeting dates, times, and locations for the year are posted on the KIPP Colorado website and agendas are distributed at least 24 hours prior to the meeting. Fiscal transparency requirements are met through posting of information on the KIPP Colorado website. The Board uses executive sessions during its meetings when deemed necessary and the specific reason for the executive session is noted in the public notice of meeting. Electronic recordings of executive sessions are made and maintained in accordance with Colorado Sunshine Law/Open Records Act.

The Board will respond to all staff, parent and community concern using the KIPP Colorado Schools grievance process, which is publicly available on the KIPP Colorado Schools website. The first step in the grievance process is to approach the chief executive officer (CEO), but any individual or group may bring grievances directly to the Board for any reason. Such grievances will be submitted to the Board at least one week prior to the next Board meeting. Grievances submitted later will be addressed
at the subsequent meeting of the Board. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the grievance. The Board, as necessary, shall direct the CEO, and in turn, the school leader or other responsible party, to act upon the grievance and report to the Board. The Board shall, as necessary, render a determination in writing. Any appropriate documents will be made available to person filing the grievance. The goal of the Board is to monitor and resolve all grievances in a timely matter with outcomes satisfactory to all parties involved.

The KIPP Colorado Schools Board of Directors will maintain a relationship with Adams County School District 14 allowing for execution of the mutually agreed-upon charter contract. As outlined in C.R.S. 22-30.5-104(6)(a), KIPP Colorado Schools may operate free from specified school district policies and free from state rules and will work with the school district to ensure these areas are clearly articulated in the charter contract. Additionally, as outlined in C.R.S. 22-30.5-104(7)(a), KIPP Colorado Schools will be responsible for its own operations including, but not limited to, preparation of the budget, contracting for services, facilities, and personnel matters. In areas where it is possible for KIPP Colorado Schools and the Adams County School District 14 to demonstrate collaboration and mutual commitments to said collaboration, the KIPP Colorado Schools Board seeks to build the relationship in these areas to benefit all students in the Adams County School District 14.

Consistent with state law, describe the types and extent of parental, professional educator, and community involvement in the governance and operation of the district charter school. Provide information on how the district charter school will be accountable to the public.

KIPP Commerce City Academy will convene a School Accountability Committee. Pursuant to C.R.S. §22-11-401, the KIPP Commerce City Academy Accountability Committee (KCCA SAC) shall consist of at least seven members as follows: the school leader; at least one teacher; at least three parents/guardians of students at the school; at least one member of a recognized organization of parents, teachers, and students; and at least one person from the community. The KCCA SAC will meet monthly. At these meetings, the KCCA SAC will advise the school leader as requested, raise concerns from parents/guardians not on the SAC, provide recommendations as applicable to the school’s improvement plan, facilitate efforts to increase the level of parent/guardian engagement at the school, and provide input and oversight to the school leader. The SAC will also receive regular updates on the school’s progress toward academic goals and participate in discussions on how these goals are communicated to and understood by other families at the school. During the annual budget process, KCCA SAC members will also have an opportunity to review the proposed budget and provide input to the school leader and regional director of finance.

If there is a leadership change at the school, the SAC will be engaged in the process of choosing a successor leader. This includes engaging other parents/guardians to attend an informational meeting to gather input from families to inform the search for a new school leader, participating in interviews as requested by regional staff, and attending a meeting with the final candidate prior to the candidate being hired.

The outcomes of SAC meetings will be shared by the KIPP Colorado chief executive officer with the KIPP Colorado Schools Board of Directors so they can use the information in an advisory capacity. The KIPP Colorado Schools Board of Directors will also use information from SAC meetings to hold the CEO accountable for ensuring school leaders are successfully managing and leading their schools.
Data outlining school performance is shared with the Board at each Board meeting, and as needed, school leaders attend meetings to share more about their programs. Board members also interact with school leaders through visits to the school, through committee activities, and through attendance at school and regional events during the school year.

KIPP Colorado Schools holds itself accountable to the public through regular analysis of progress towards annual goals. The KIPP Colorado Schools Board of Directors sets annual goals for itself as well as for the chief executive officer (CEO) and utilizes dashboards and conversations with the CEO as a part of their approach to the oversight role. At each Board meeting, all Board members review the organizational dashboard used to analyze the health of KIPP Colorado Schools. This document is also available for public review. The dashboard is grounded in the KIPP Foundation’s Six Essential Questions for Healthy Schools and Regions and the goals are set each year based on an analysis of the prior year’s performance as well as the strategic plan:

1. Who are our students? (85+% free-reduced lunch, 40+% ELL, 10+% special education)
2. Are our students staying with us? (<10% student attrition; 90+% matriculation from our current middle schools to our current high schools)
3. Are our students achieving and progressing academically? (annual growth and proficiency targets for CMAS/PSAT/SAT, annual growth targets for ACT, tiered growth on the NWEA MAP)
4. Are our alumni climbing the mountain to and through college? (high school graduation, college matriculation, college persistence, college graduation)
5. Are we building a sustainable people model? (<20% staff attrition)
6. Are we building a sustainable financial model? (student count, progress towards fundraising goals, budget to actual overview, annual year-end case as percent of following year’s budgeted expense)

These metrics will be similar for KIPP Commerce City Academy and will be revisited on an annual basis to best reflect the performance and needs of the school and the region.

The CEO works with the Regional Team to collect, monitor, analyze, and address any issues related to the Six Essential Questions. Progress towards annual and long-term goals is reported at each Board through the organizational dashboard, and any questions the Board may have are answered at this time and next steps to be implemented are gathered as a result of the Board exercising their oversight responsibilities. These next steps may include directing the CEO to take specific actions in situations where corrective action may be necessary to address deficits. In addition to the organizational dashboard, the Board also reviews the year-to-date financial summary and budget to actuals at each meeting. This information is presented by the Chair of the Finance Committee.

The Board maintains financial oversight for all KIPP Colorado Schools. KIPP Colorado Schools seeks to operate in accordance with generally accepted accounting principles. The chart of accounts is organized to comply with all reporting requirements set forth by the Colorado Department of Education. Internal control policies provide KIPP Colorado Schools with the foundation to properly safeguard its assets, implement management’s internal policies, provide compliance with state and federal laws and regulations, and produce timely and accurate financial information. In order to demonstrate proper accounting controls, separation of duties exists to the fullest extent possible in all accounting transactions, given current staffing levels. Review of current financial controls is, and will continue to be, a part of our annual audit. All KIPP Colorado Schools financial documents are
publicly available on the KIPP Colorado Schools website and follow the required postings outlined in the Public School Financial Transparency Act.

In the interest of promoting external review of KIPP Colorado Schools’s financial performance, financial statements are prepared by the director of finance on a monthly basis. These statements and other selected financial materials are reviewed monthly by the CEO, chief operating officer (COO), members of the Board’s Finance Committee, and the full Board at meetings. In addition, financial materials are reviewed on an annual basis by outside auditors. The detailed *KIPP Colorado Schools Accounting Policies and Procedures Handbook* is available upon request.

It is the practice of the KIPP Colorado finance team to budget conservatively, while always maintaining a “students first” perspective when allocating resources. During the budget formulation process, the director of finance will work closely with the school leader and CEO to prioritize core programming needs, while maintaining a budget that properly accounts for categorical funding streams, including mill levies. The CEO and director of finance will ensure budget allocations appropriately support organizational goals during annual planning each year. Once a budget draft is completed, it is reviewed by the Board’s Finance Committee, who then recommends it to the entire Board for review, discussion, and approval. The Finance Committee, CEO, COO, and director of finance review financial performance on a monthly basis to ensure budget performance and the successful support of the organization and the school’s mission and goals.

The director of finance works closely with the Finance Committee to monitor financial health metrics. KIPP Colorado seeks to work towards the following metrics for financial health:

- **Cash:** 2 months of unreserved cash on hand. This metric grows slower in a scenario where KIPP leases a non-district facility. The school will budget a contingency line item of 2% of total annual revenue to be allocated towards the growth of the school’s cash reserve. The model budget form shows progress towards this goal on an annual basis.
- **Enrollment:** ≤ 5% variance of budgeted enrollment. This metric is reported to the Board on the Board dashboard after October count.
- **Fundraising:** ≤ 10% of total operating budget. This metric is modeled to be achieved by Year 2 of school growth.
- **Occupancy Cost:** ≤ 13% of total operating budget. This metric is met in Year 3 and maintained throughout the model.

The Board does not directly evaluate the school leader, but rather reviews performance through its evaluation of the CEO. Performance goals for the CEO, including goals for each school, as well as goals for the Board’s own performance are established prior to each fiscal year during the annual Board retreat. Monitoring of progress towards those goals occurs throughout the course of the year at committee meetings, dashboards at each regular Board meeting and weekly meetings between the Board Chair and CEO. Should the Board at any time determine that organizational goals and key metrics are not meeting expectations, this would trigger the Board to implement an improvement plan for the CEO. If the goals of the improvement plan were not met in a satisfactory manner, this could lead to the termination of the CEO. The CEO follows a similar process for supporting the chief schools officer (CSO) in evaluating the school leaders. In addition to the information gathered to determine progress towards the Six Essential Questions, the CSO also uses data gathered through the
TNTP Insight staff survey\textsuperscript{36} administered twice a year at the school and through other meetings scheduled with teachers and other staff at the school.

\textit{Describe expectations and plans for ongoing parent and community involvement.}

At KIPP Colorado Schools, one of our core values is Team & Family and we believe our Team & Family encompasses not only students, teachers, and school staff but also our families and community members. Our approach to community engagement is through parent empowerment and being committed members of our communities. In creating this charter application, we sought to bring in parent voice, work with parent leaders, and connect with community organizations/members and potential new KIPP families over a twelve-month period to discuss how to best work within the community and provide the resources and high-quality education people want and deserve. This type of engagement will continue throughout the school’s start-up period and sustain once the school opens.

KIPP Commerce City Academy (KCCA) will engage in intentional, purposeful, and proactive family and community engagement. Each KCCA KIPPster will begin their path to and through college with a home visit by the school leader and founding staff conducted in the native language of the family as needed. During this time, we will provide each family with an overview of the school including the college-preparatory focus and mission, educational program, school values and expectations for students, teachers and families. Meetings conclude with the signing of the KIPP Commitment to Excellence. The home visit sets the tone for family engagement at KIPP Colorado Schools. Families, staff, and students must all do our part in order to achieve our shared vision of the student’s success. In order to engage and empower families to be lifelong advocates of their children’s education, we are committed to high levels of family involvement.

We will frequently communicate with families through daily behavior and homework logs and weekly academic reports. Teachers will implement an “open door” policy with regular phone communication and welcoming families in the classroom. On a weekly basis, the school leader will send home a family newsletter featuring the value of the month, school community events, and other announcements. Teachers and administrators will give families their cell phone numbers so families can reach out with any questions or concerns. All communication with families in writing will be in English and in Spanish given our expectation that the majority of our English-language learners (ELLs) will be Spanish speaking. Additionally, staff speaking to families by phone or during in-person meetings will speak Spanish themselves or have an interpreter available to translate the conversation as needed. If families speak a language other than Spanish, we will also provide translation and interpretation services in the family’s native language.

We will engage our families through family events during the school year. Teachers will host Family Literacy and Family Math Nights three times a year so families can acquire resources for their work at home with their children. At the end of each trimester, families will attend student-led conferences where students facilitate a discussion on their goals and progress to their goals. We will connect our families to our school community with weekly family reading time in classrooms. We will also host potlucks, celebrations, and student showcases for families to connect with each other. In our pre-opening year, we will create the KCCA Family Association, made of the families of both ELL and

\textsuperscript{36} More information about the TNTP Insight Survey can be found at https://tools.tntp.org/confluence/display/INSIGHT/Introduction+to+Insight.
non-ELL family members, that will serve to plan family events, fundraisers, and volunteer activities. All family events and KCCA Family Association meetings will have interpretation available in all languages needed to meet families’ needs. Additionally, KCCA will host a Cafecito with the school leader that is open to all families on a monthly basis as an opportunity to continue to build relationships and keep an open dialogue between families, the community, and the school.

We will also connect to our KCCA community through our School Accountability Committee (SAC). The SAC will advise the school leader, raise concerns from parents, provide recommendations as applicable to the school’s improvement plan, and to facilitate efforts to increase the level of parent engagement at the school. Pursuant to C.R.S. §22-11-401, the SAC shall consist of at least seven members as follows: the school leader; at least one teacher; at least three parents/guardians of students at the school; at least one member of a recognized organization of parents, teachers and students; and at least one person from the community. The outcomes of SAC meetings will be shared by the chief executive officer with the KIPP Colorado Schools Board of Directors so they can use the information in an advisory capacity.

KCCA measures what we value and we deeply value the engagement of our families. To this end, we will administer a Family Satisfaction Survey so we have multiple measurements of family engagement. Our goal for each survey is 90% completion and 90% satisfaction. As a leadership team, we will track family survey data by teacher and use the data to coach, support, and evaluate our teachers. We will bring school-wide trends to our staff and create a school family engagement action plan each trimester. Our chief schools officer will use parent satisfaction and family engagement as a key piece of the school leader’s evaluations.

School staff is encouraged to have a strong presence in the Commerce City community. We will commit to home visits, attending community events, and being advocates for the Commerce City community in our beliefs, words, and actions. We will also hold quarterly Town Hall meetings with the KIPP Colorado Schools chief executive officer. These meetings are an opportunity to bring together families and community members to discuss timely issues, celebrate current successes, and work together on strategic planning for work at the school or on larger community topics.

Additionally, we will have a Family Council which consists of parent leaders at each school in the KIPP Colorado Schools network who meet monthly and provide feedback and direction. Our Family Council has provided critical input on our schools and community partnerships. Our Family Council consists of a small group of active parent leaders who provide direction on academics, culture, engagement with families, and community concerns such as transportation, housing, and food needs. Families in Commerce City who have been engaging with us over the last twelve months have also been engaging in our Family Council and bring the Commerce City perspective to our conversations.

Provide draft bylaws for the district charter school.

The KIPP Colorado Schools Bylaws can be found in Appendix H – KIPP Colorado Schools Bylaws.
Section 9 – Employment Plan and Practices

Describe the employment policies of the district charter school including a description of the qualifications for licensed and classified employees, employee compensation schedule(s), recruitment and selection procedures, plan(s) for resolving employee relation problems, and the relationship that will exist between the district charter school and its employees.

The KCCA school leader is responsible for the overall success of the school. The essential duties and responsibilities of this role include experience in instructional leadership, business operations, providing for the safety of students and staff, and engagement of families and the community. The school leader ensures students are academically successful in going to and through college. To reach these goals, the school leader oversees the implementation and the overall effectiveness of the school’s curriculum for all subjects; implements assessments and tracks student performance to inform interventions and professional development opportunities teachers need; designs and implements a school-wide and age appropriate discipline and character program; works to give students a balance of core academic knowledge and extracurricular opportunities; and ensures families and community members are active participants at KCCA.

The ideal school leader also possesses the qualifications outlined in the KIPP Leadership Competency Model (LCM). A copy of this model can be found in Appendix K – KIPP Leadership Competency Model. This model describes the competencies and key behaviors needed to succeed as a leader at any level at KIPP. This heavily research-based model draws upon both the practical experiences of high-performing KIPP leaders at all levels and significant studies in the organizational, business, and education domains indicating which competencies and behaviors are most tied to effective leadership, management, and student achievement. Though all five competencies of the LCM are important, we look most closely at the ability to “Prove the Possible” (having high expectations and keeping students’ best interests at the forefront, keeping commitments, and establishing strong relationships based on respect) and to “Drive Results” (having an achievement orientation, focusing on results, engaging in continuous learning, exhibiting critical thinking and problem solving, decision-making, effectively planning and executing).

It is not a requirement our leaders have past school leadership experience. Through a rigorous recruitment and selection process, our school leaders have proven they have an ability to “Prove the Possible” and to “Drive Results. Since school leaders at KIPP schools are expected to be the instructional leader, most school leaders have a proven track record of excellent student achievement results. Additionally, school leaders are expected to develop instructional leadership capacity through a distributed leadership model to other members of the school’s leadership team.

KIPP Colorado has high standards to ensure quality of each school leader hired. Internal applicants must participate in the year-long emerging leaders cohort, have experience as a grade level or department chair, have experience as an assistant principal, participate in the year-long KIPP Foundation Miles Fellowship for teacher leaders, and/or participate in the year-long KIPP Foundation Fisher Fellowship for founding school leaders. External applicants are recruited through job fairs and the cultivation efforts by the Senior Leadership Team. We also benefit from KIPP’s national name recognition to create a strong pool of external candidates.

KIPP Colorado uses qualifications found in our Teacher Competency Model (TCM) to guide hiring decisions and guide our evaluations of teacher success. (A copy of the Teacher Competence Model
can be found in Appendix L – KIPP Teacher Competency Model) KIPP Colorado Schools prefers to hire teachers with at least two years of teaching experience, ideally in a school with over 70% of students receiving free- or reduced-price lunch. We also screen candidates for content knowledge and require that all teachers have participated in or are currently enrolled in a formal teacher-training program (traditional or alternative) to be considered “in-field” in accordance with the Every Student Succeeds Act (ESSA).

All teachers must demonstrate Subject Matter Competency, as required by the Colorado Department of Education. Early Childhood Education (ECE) teachers can accomplish this by obtaining an ECE endorsement on their Colorado teaching license or passing a Colorado-approved ECE content test (PLACE or Praxis). Elementary (grades K-6) teachers can accomplish this by obtaining an elementary endorsement on their Colorado teaching license, passing a Colorado-approved elementary content test (PLACE or Praxis), passing an approved elementary content test in another state, or passing an elementary assessment for National Board Certification. Secondary (grades 6-12) teachers can accomplish this by holding a degree in their assigned subject, earning 36-semester hours in their assigned subject, earning an endorsement in their assigned subject on their Colorado teaching license, passing a Colorado-approved content test in their assigned subject (PLACE or Praxis) or earning a National Board certification in their assigned subject. KIPP Colorado Schools will not move forward with applicants who do not meet these expectations.

Our LCM and TCM also guide our evaluation process for teachers and leaders, ensuring we are meeting the requirements of SB-191. Teachers are formally evaluated three times over the course of the year and school leaders have two formal evaluations each year. Both evaluation systems carry a 50% weight on student achievement results and 50% weight on developmental goals. In between formal evaluations, teachers and leaders are coached and developed using the competencies and ongoing analysis of student achievement data. The coaching, development, and evaluation of teachers is conducted by our grade level chairs, assistant principals, and school leaders. The coaching, development, and evaluation of school leaders is conducted by our Chief Schools Officer.

Qualifications for all other KCCA employees will be determined based on school needs. Sample job descriptions outlining qualifications for other positions at the school (e.g., paraprofessional, teaching fellow, social worker, operations manager) are available upon request.

Salaries for all KCCA employees will be aligned to the KIPP Colorado Schools compensation schedule. For teachers, salaries are based on total years of teaching experience and years of experience teaching at a KIPP school. Teachers are eligible for a cost of living increase each year, dependent upon public funding levels. Teachers are also eligible for stipends for additional duties served (e.g., grade level chair, department chairs, coach, after-school program coordinator). Administrative staff and non-teaching staff are offered an initial salary based on years of experience and demonstrated evidence of success in their area of expertise. They are also eligible for a cost of living increase each year, dependent upon public funding levels. Additional stipends are available for all staff at the school and regional level for additional duties performed. The amounts of these stipends are based on the expectations outlined for the additional duties that an employee undertakes.

KIPP Colorado engages in strong teacher recruitment practices to ensure a deep candidate pool. We post our teacher positions on local and national job boards, work in partnership with schools of education (undergraduate and graduate) and other education organizations (i.e., Teach For America KIPP Foundation, Education Pioneers, Broad), host recruitment events, and engage in cultivation of
strong candidates. We use **rigorous selection tools** throughout **all stages of the hiring process** to ensure the highest caliber teaching force. We screen candidates based on mindset, data use, planning and execution abilities, ability to implement feedback, and ability to manage a goal-oriented classroom. Teachers who pass an application screen participate in a phone interview prioritizing instructional knowledge and team fit. Applicants who advance from the phone screen must submit classroom video footage in order to ensure their instructional and management abilities meet our standards. Our final round of the hiring process is an in-person interview and demo lesson in front of KIPP students. This ensures all applicants will be a strong addition to the KIPP Colorado Team and Family. Once teachers join the KIPP Colorado team, we are committed to their retention. We retain teachers by offering world-class professional development, leadership opportunities, and outstanding staff benefits.

Our teacher recruitment and selection process will remain the same at KIPP Commerce City Academy (KCCA). We begin our rigorous hiring process on October 1 each school year. We post our openings on local and national job boards, attend teacher job fairs, utilize social media, engage in deep cultivation of strong teachers, and host recruitment events for applicants to learn more about our opportunities. KIPP Colorado Schools **recruits and publicizes our vacancies** in a variety of ways, including:

- Posting job openings on undergraduate and graduate school websites;
- Submitting recruitment events and job openings in TFA alumni and TFA Corps Member blasts, national Teacher Leadership Initiative and School Leadership Initiative blasts, on JOB (TFA’s career posting website), and on TFA-Colorado Facebook pages;
- Posting on job websites;
- Continuing to develop a contact list of potential applicants and recruitment “friends” and send Prospective Teacher Updates for all recruitment events and job openings;
- Updating KIPP Colorado and KIPP websites with all recruitment events and job openings; and
- Updating social media sites (Facebook, Twitter, LinkedIn) with all recruitment events and job openings.

The KIPP Colorado Recruitment and Talent Manager does initial application screens, phone screens, and video footage evaluation. Candidates who make it past the video footage stage will be matched with a school leader at one of our schools for an in-person interview and demo lesson. School leaders have final hiring and offer decision rights.

KIPP Colorado also undergoes an **intensive recruiting, hiring, and selection process** for the school leader role. The steps include:

1. Candidate speaks with regional KIPP staff and national KIPP recruiters to get a clear understanding of the role, expectations, and the selection process.
2. Candidate submits a paper application.
3. Candidate completes a phone interview.
4. Candidate participates in a day-long regional interview that includes three sets of competency interviews, role-plays, and an instructional coaching demonstration.
5. KIPP National Recruitment Team conducts reference checks to probe for additional information about a candidate’s proficiency with each leadership competency.
6. Chief Schools Officer and Chief Executive Officer choose candidates to endorse for the region and send to a final selection event hosted by KIPP Colorado and other leaders from across the KIPP network.
7. Candidate attends a final selection interview process that includes individual interviews with local and national senior leaders of KIPP and panel interviews with the Selection Committee.

8. The Selection Committee makes the final decision to offer a Fisher Fellowship.

Selection as a Fisher Fellow allows candidates to participate in a yearlong professional development program designed to prepare them to open up their school. The Fisher Fellowship occurs one year before the opening of the school.

The plan for resolving employee relation problems is outlined in the KIPP Colorado Schools Grievance Policy:

“KIPP Colorado Schools has established the following grievance policy, the intent of which is to solve disputes or complaints in a fair and prompt manner, for cases other than harassment or discrimination, which are outlined in other sections of this policy. Most complaints can be resolved by informal discussions between the concerned party and the other individual(s) involved, or the supervisor(s) of the other individual(s).

Any employee who wishes to lodge a formal complaint against an employee practice or another KIPP employee must first initiate a meeting with the other parties involved to discuss the problem in an attempt to reach a solution. KIPP reserves the right to redirect parties to the appropriate personnel if this step has not been followed. If the results of the meeting are not satisfactory, a formal complaint may be filed. Formal complaints must be filed no later than thirty (30) days after the incident. If the incident occurs at the end of the school year, the formal complaint must be filed by June 30 of the current school year. For extenuating circumstances, the deadline may be extended. Even when this formal complaint procedure is initiated, efforts may occur at any point to accomplish satisfactory informal resolution. In no case is there to be retaliation from either party.

Formal complaints should proceed as follows:
1. Send written documentation of the formal complaint to the Chief Executive Officer.
2. Upon receipt, the Chief Executive Officer will send a response letter, stating who will be working to resolve this complaint.
3. A copy of the formal complaint will be provided to the employee against whom the charge is made with a request that the employee respond in writing to the appropriate administrator within ten (10) working days of receipt of the complaint. The employee shall cooperate in resolving the complaint.
4. If the complaint is not resolved, the KIPP administrator will review the complaint and related material, interview parties, and submit findings and recommendations to the Chief Executive Officer.
5. The Chief Executive Officer will notify the person filing the complaint and employee in writing of the final determination. A final decision will be issued in a timely manner, not to exceed forty-five (45) days, after the filing of the formal complaint.
6. If the person filing the complaint is not satisfied with the results, an appeal may be made to the Chair of the KIPP Colorado Board of Directors.

Employees impacted by use of the formal complaint process may choose to exercise rights given them by law or by employment agreement. Both the employee and the complaining party may have
representation of their choice throughout the process. If the concern is one of equity, KIPP recognizes the right of the complainant to file a complaint with the State Department of Education."

The relationship that will exist between the district charter school and its employees will be an at-will relationship. This means that employment is for no definite period and both the employee and KIPP Colorado Schools have the right to terminate employment at any time, with or without advance notice and with or without cause. KIPP Colorado Schools also has the right to promote, demote, or discipline an employee, or alter the terms of employment, at any time, with or without cause and with or without advance notice, in KIPP Colorado Schools’s sole discretion. No one other than the Chief Executive Officer of KIPP Colorado Schools has the authority to alter this at-will policy, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. To be effective, any such agreement must be in writing, must be signed by the Chief Executive Officer of KIPP Colorado Schools and by the affected employee, and must express a clear and unambiguous intent to alter the at-will nature of the employment relationship.

Additional employee expectations, policies, and practices can be found in Appendix M – KIPP Colorado Schools Employee Handbook.
Section 10 – Financial Data, Facilities, and Transportation

Provide necessary evidence that the plan for the district charter school is economically sound.

Include a proposed budget for a term of at least five years and a description of the manner in which an independent annual audit of the financial statements is to be obtained, consistent with state and federal law. The proposed budget shall include all information and data necessary for the district and Board to understand how the district charter school will fund all of its operations during the term of the charter. A student fee schedule should be included in addition to a proposed schedule of cash flow.

The budget below is a summary budget for KIPP Commerce City Academy in the first five years. The fully proposed budget for a term of five years can be found in Appendix N – KIPP Commerce City Academy Five-Year Budget. Included in the five-year budget is the student fee schedule.

<table>
<thead>
<tr>
<th>School Name: KIPP Commerce City Academy</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>379</td>
<td>594</td>
<td>809</td>
<td>1,024</td>
<td>1,149</td>
</tr>
<tr>
<td>Per Pupil Revenue</td>
<td>$2,388,709</td>
<td>$4,376,675</td>
<td>$6,443,631</td>
<td>$8,607,830</td>
<td>$10,004,858</td>
</tr>
<tr>
<td>State &amp; Federal Grant Funds</td>
<td>$800,233</td>
<td>$1,330,150</td>
<td>$1,564,081</td>
<td>$1,497,341</td>
<td>$1,696,548</td>
</tr>
<tr>
<td>Private Grants/Foundation Revenue/Gifts &amp; Contributions</td>
<td>$600,000</td>
<td>$649,992</td>
<td>$660,842</td>
<td>$667,950</td>
<td>$671,316</td>
</tr>
<tr>
<td>Other Sources</td>
<td>$649,992</td>
<td>$660,842</td>
<td>$667,950</td>
<td>$671,316</td>
<td>$681,365</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$4,438,934</td>
<td>$6,367,667</td>
<td>$8,675,662</td>
<td>$10,776,487</td>
<td>$12,382,771</td>
</tr>
<tr>
<td>Instructional Salaries &amp; Benefits</td>
<td>$2,047,079</td>
<td>$3,098,975</td>
<td>$4,155,801</td>
<td>$3,859,255</td>
<td>$5,747,736</td>
</tr>
<tr>
<td>Instructional Services / Supplies</td>
<td>$211,554</td>
<td>$266,030</td>
<td>$317,070</td>
<td>$346,122</td>
<td>$448,766</td>
</tr>
<tr>
<td>Other Instructional Expenses</td>
<td>$7,500</td>
<td>$9,500</td>
<td>$12,000</td>
<td>$15,000</td>
<td>$15,000</td>
</tr>
<tr>
<td><strong>Total Instructional Expenditures</strong></td>
<td>$2,266,133</td>
<td>$3,374,505</td>
<td>$4,484,871</td>
<td>$5,341,077</td>
<td>$6,211,502</td>
</tr>
<tr>
<td>Supporting Services Salaries &amp; Benefits</td>
<td>$755,647</td>
<td>$875,319</td>
<td>$1,289,101</td>
<td>$1,331,105</td>
<td>$1,567,760</td>
</tr>
<tr>
<td>Other Supporting Services Expenses</td>
<td>$1,298,941</td>
<td>$2,004,756</td>
<td>$2,805,333</td>
<td>$3,942,784</td>
<td>$4,5497,921</td>
</tr>
<tr>
<td><strong>Total Supporting Services Expenditures</strong></td>
<td>$2,054,588</td>
<td>$2,880,075</td>
<td>$4,094,434</td>
<td>$5,273,888</td>
<td>$6,065,681</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$4,320,721</td>
<td>$6,254,589</td>
<td>$8,579,304</td>
<td>$10,614,966</td>
<td>$12,277,183</td>
</tr>
<tr>
<td><strong>NET INCOME</strong></td>
<td>$118,213</td>
<td>$113,087</td>
<td>$96,358</td>
<td>$161,521</td>
<td>$105,588</td>
</tr>
</tbody>
</table>
KIPP Colorado Schools currently contracts with BKD, LLP, an independent auditing firm, to review financial transactions and controls and draft annual financials. Each year the Finance Committee of the KIPP Colorado Board of Directors selects an independent auditing firm to conduct the organization’s annual audit. The audit is conducted in July and August. Once the audit is complete, the financials are submitted to the district and the State Audit Office. More detailed information on financial and accounting policies can be found in the Board-approved KIPP Colorado Schools Accounting Policies and Procedures. This document is included as Appendix O – KIPP Colorado Schools Accounting Policies and Procedures.

If the district charter school intends to seek grants or donations, the application shall include an explanation of the contingency plan if the school is unsuccessful in securing such funding.

KIPP Colorado Schools has a strong track record of fundraising for non-core programming and wrap-around services for our schools. The budget model demonstrates a fundraising need in the first year for non-core operational expenses such as additional classroom resources, elective teachers, field trips, and an extended technology experience for students. The model demonstrates the school being fully funded through public revenue streams by Year 2.

We are currently working on grant proposals with the following funders to cover fundraising needs in Year 1:

- Donnell-Kay Foundation (growth funding)
- Daniels Fund (growth funding)
- Calder Foundation (growth funding)
- Gates Family Foundation (growth funding)
- Constellation Philanthropy (early childhood education funding)
- Gary Community Investments (early childhood education funding)
- Buell Foundation (early childhood education funding)
- Rose Community Foundation (early childhood education funding)

If we were unable to secure the required fundraising for Year 1, we would decrease staffing by increasing classroom size, eliminating a section in kindergarten and a section in first grade, reducing the number of teaching fellows, decreasing supplies, technology, and services proportionate to the reduction in number of classrooms and students. Changes in expenses over the first five years of operation are shown below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenses (fundraising secured)</th>
<th>Expenses (fundraising not secured)</th>
<th>Difference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>$4,320,720</td>
<td>$3,583,489</td>
<td>$737,231</td>
</tr>
<tr>
<td>Year 2</td>
<td>$6,254,580</td>
<td>$5,959,578</td>
<td>$1,032,233</td>
</tr>
<tr>
<td>Year 3</td>
<td>$8,579,304</td>
<td>$8,322,740</td>
<td>$256,564</td>
</tr>
<tr>
<td>Year 4</td>
<td>$10,614,966</td>
<td>$9,769,816</td>
<td>$845,150</td>
</tr>
<tr>
<td>Year 5</td>
<td>$12,277,184</td>
<td>$10,315,764</td>
<td>$961,420</td>
</tr>
</tbody>
</table>

Year 1:
Eliminate one section each of kindergarten and 1st grade (salary/benefits savings = $375,199), reduced professional & technical services (savings = $9,000), reduce equipment rental (savings = $6,800), reduce contracted field trips (savings = $5,000), reduce travel and registration (savings = $5,000), reduce purchased services (savings = $115,279), reduce supplies and materials (savings = $49,086),
reduce books and periodicals (savings = $30,000), reduce furniture and technology costs (savings = $42,050), reduce transportation expenses (savings = $10,000), reduction in dues, fees and subscriptions due to fewer students (savings = $2,000)

**Detail the plan for fiscal accountability.**

KIPP Colorado Schools operates in accordance with all generally accepted accounting principles in the United States for Not-for-Profit Organizations. The chart of accounts is organized to comply with all reporting requirements set forth by the Colorado Department of Education. Under these standards, KIPP Colorado Schools is required to report information regarding its financial position and activities according to three classes of net assets: 1) unrestricted (all resources over which the governing board has discretionary control to use in carrying on the general operations of the organization); 2) temporarily restricted (net assets restricted by donors to be used for specific purposes); and 3) permanently restricted (net assets that are permanently restricted by donors and cannot be used in other ways by KIPP Colorado Schools).

Internal control policies provide KIPP Colorado Schools with the foundation to properly safeguard its assets, implement management’s internal policies, provide compliance with state and federal laws and regulations, and produce timely and accurate financial information.

In order to demonstrate proper accounting controls, separation of duties exist to the fullest extent possible in all accounting transactions, given current staffing levels.

KIPP Colorado Schools maintains accounting records and related financial reports on a modified accrual system, incorporating both the cash and accrual bases of accounting.

In the interest of promoting external review of KIPP Colorado Schools’s financial performance, financial statements are prepared by the Director of Accounting on a monthly basis. These statements and other selected financial materials are reviewed monthly by the Board of Director’s Finance Committee and the full Board of Directors at Board meetings. KIPP Colorado Schools engages outside auditors annually to conduct a formal audit of all financial materials.

More detailed information about KIPP Colorado’s plan for fiscal accountability can be found in the **KIPP Colorado Schools Accounting Policies and Procedures**, which is available upon request.

**Describe the services the district charter school plans to purchase from the district.**

KIPP Colorado Schools does not plan to purchase any services from the district at this time.

**Provide a detailed summary of all insurance coverage, which shall include workers’ compensation, liability insurance, and insurance for the facility and its contents, and a proposal regarding the parties’ respective legal liabilities.**

KIPP Colorado Schools currently employs the insurance brokerage services of Alliant Insurance Services, Inc. The cost of the insurance is paid by KIPP Colorado Schools. KIPP Colorado’s insurance coverage includes General Liability, Abuse and Molestation, Auto Liability, Employee Benefit Liability, School Educators Legal Liability to include Directors and Officers, Employment Practice Liability, Crime, Property for Building/Contents/Income, Student Accident Medical, and Cyber
Liability. Limits include primary $1 million limits with an additional $10 million umbrella to follow form over the primary limits for General Liability, Abuse and Molestation, Auto Liability, Employee Benefit Liability, School Educators Legal Liability to include Directors and Officers, and Employment Practice Liability. A full insurance summary for KIPP Colorado Schools can be found in Appendix P – KIPP Colorado Schools Insurance Summary.

Describe the facilities to be used, the reasonable costs of the facilities, and the way they will be obtained and maintained. Include any contracted services and the proposed contractor.

We plan to locate KIPP Commerce City Academy in the Adams County School District 14 boundary. We are currently working with consultants from QPD to explore facility and financing options. We have been in preliminary conversations around possible incubation sites, leasing situations, and longer-term facility purchasing. Funds for facility costs, including renovation and other facility-related expenses beyond lease or mortgage payments, would be rolled into an overall financing package. The KIPP Colorado Schools fund reserve would also support private facility costs.

At this time, we have identified two viable locations for the school:

- 7200 E. 88th Avenue, Henderson, an 18-acre parcel of land centrally located in the Adams County School District 14 district. This property is currently vacant and listed by Cushman & Wakefield.
- 10600 Havana Street, Commerce City, a 13.44-acre parcel of land and adjacent 7-acre tract offer a total of 20-acres available in the northeastern corner of Adams County School District 14. This property is currently listed by Phill Foster and Company.

We will ensure any facility we consider for purchase or build ourselves is ADA compliant. As we are conducting our facility search, we will identify spaces that allow for the necessary rooms to conduct physical and occupational therapy as well as provide adequate space for nursing services.

Describe the proposed student transportation system and food services program, including the contract if services will be provided by a second party. If transportation or food services are to be provided by the district charter school, include a plan for addressing the needs of low income students, complying with insurance and liability issues and complying with state and federal law.

KIPP Commerce City Academy (KCCA) will plan to provide a student transportation system. Ideally, we would like our school to be a neighborhood school. As such, it is our intention to serve the families in the immediate area of the school, many of whom we anticipate will qualify for free or reduced lunch based on demographic data for the school district, and need equitable access to high-quality schools. If students are not in the immediate area of the school and we determine the students need transportation, we will contract with a transportation service and provide transportation to and from the school to families for free. Regardless of our location, we will also ensure we provide all transportation services as required by IEPs of students at our school.

The transportation provider with whom we contract will be required to comply with all insurance and liability requirements as well as comply with applicable state and federal laws. The requirements include, but are not limited to, the following:
1 CCR 301-26 – Operation, Maintenance and Annual Inspections of School Transportation Vehicles37

- 4204-R-8.00 Pre-trip/Post-trip Vehicle Inspections 4204-R-10.00 Annual Inspection (required to be completed by a CDE Annual Inspector)
- 4204-R-11.00 Maintenance and Repair (defect reports and documentation of repairs required brake inspections)
- 4204-R-12.00 Operation of a School Transportation Vehicle
- 4204-R-13.00 Authorized Passengers
- 4204-R-14.00 Safety Restraints
- 4204-R-15.00 Transportation of Miscellaneous Items (chemicals inside, decorations, securement, etc.)
- 4204-R-16.00 Maximum Driving Time for School Transportation Vehicle Operators (includes on duty time for all employers)
- 4204-R-17.00 Route Planning
  - Student Loading and Discharge
  - Railroad Crossings
- 4204-R-18.00 Emergency Evacuation Drills

Federal Motor Carrier Safety Regulations

- All CDL operators must be enrolled in random substance abuse testing.
- All CDL operators must receive training on drug and alcohol abuse and testing procedures.
- Supervisor must attend reasonable suspicion training.
- Effective February 7, 2020, requires that driver-trainees demonstrate proficiency in both the Behind-the-Wheel (BTW) and theory portions of the curricula. Beginning on the compliance date of the rule, no “Entry-Level Driver” may take a CDL skills test to receive a Class A CDL, Class B CDL, Passenger (P), School Bus (S) endorsement unless he/she has successfully completed a mandatory theory (knowledge – classroom) and behind-the-wheel (BTW) training program as it pertains to school transportation.

C.R.S. 42-4-1902 – School Vehicle Drives – Special Training Required38

We plan to offer our students breakfast, lunch, and snacks every day at school. We will utilize our local school food authority, CharterChoice Collaborative (SFA) to help maintain compliance for our food service program. The school food authority is legally responsible for the conduct of the school food program, will be properly registered and trained with the Colorado Department of Education, and will ensure our food service program addresses the needs of low-income students, complies with insurance and liability issues, and complies with state and federal law. We currently use Revolution Foods, through our local school food authority, at one of our other schools, and would consider them as a vendor at KIPP Commerce City Academy for our food service program.

37 More detailed information about 1 CCR 301-26 can be found on the Colorado Department of Education website at https://www.cde.state.co.us/sites/default/files/docs/transportation/B_Transportation%20Operations%20Rules%20for%20SBE%20Permanent%20Rulemaking%20August%202017%20Clean_Amended%20Final.pdf.

Address whether the district charter school seeks authority to impose a transportation fee on enrolled students and if so, describe the circumstances and procedures by which the district charter school will impose such a transportation fee.

KIPP Colorado Schools will not seek authority to impose a transportation fee on enrolled students.
Section 11 – Dispute Resolution

Describe the process consistent with state law that will be used to resolve disputes that may arise between the district and the district charter school.

Should a dispute arise between KIPP Colorado Schools and the district, we will follow the process for dispute resolution outlined in Colorado Revised Statute §22-30.5-107.5.

- KIPP Colorado Schools will provide reasonable written notice to the district with our intent to invoke §22-30.5-107.5. This notice will include a description of the matter in dispute and the scope of the disagreement.
- Within thirty (30) days of the written notice, we would agree to use a form of alternative dispute resolution to resolve the dispute with the final written findings of this resolution being completed by a neutral third party within one hundred twenty (120) days after receipt of the written notice.
- If we agree with the final written findings of the neutral third party, we will be bound by these and understand they are final and not subject to appeal.
- If we do not agree with the final written findings of the neutral third party, we will appeal these findings to the State Board. We will provide a notice of this appeal within thirty (30) days of receipt from the neutral third party. The notice of appeal will include a description of the grounds for our appeal.
- We understand that any decision made by the State Board once an appeal has been made pursuant to §22-30.5-107.5 is final and not subject to further appeal.

It should be noted that disputes resolved using the process above are related to governing policy provisions of our charter contract. If we have concerns regarding the denial, non-renewal or revocation of our charter, or the unilateral imposition of conditions on KIPP Colorado Schools or KIPP Commerce City Academy, we will follow the process outlined in §22-30.5-108 for an appeal to the State Board.
Section 12 – Requested “Automatic Waivers” Under State Law

List the state laws and regulations included in the State Board of Education's list of "automatic waivers" that the district charter school requests.

The state board offers automatic waivers to state statutes and state rules for charter schools. Below is a list of waivers that have been automatically granted to charter schools upon the establishment of a signed charter contract.

<table>
<thead>
<tr>
<th>State Statute Citation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-32-109(1)(b), C.R.S.</td>
<td>Local board duties concerning selection of staff and pay</td>
</tr>
<tr>
<td>22-32-109(1)(t), C.R.S.</td>
<td>Determine educational program and prescribe textbooks</td>
</tr>
<tr>
<td>22-32-110(1)(b), C.R.S.</td>
<td>Local board powers – Terminate employment of personnel</td>
</tr>
<tr>
<td>22-32-110(1)(g), C.R.S.</td>
<td>Local board duties – Reimburse employees for expenses</td>
</tr>
<tr>
<td>22-32-110(1)(i), C.R.S.</td>
<td>Local board duties – Terminate employment of personnel</td>
</tr>
<tr>
<td>22-32-110(1)(j), C.R.S.</td>
<td>Local board powers – Procure life, health, or accident insurance</td>
</tr>
<tr>
<td>22-32-110(1)(k), C.R.S.</td>
<td>Local board powers – Policies relating the in-service training and official conduct</td>
</tr>
<tr>
<td>22-32-110(1)(ee), C.R.S.</td>
<td>Local board powers – Employ teachers’ aides and other non-certificated personnel</td>
</tr>
<tr>
<td>22-32-126, C.R.S.</td>
<td>Employment and authority of principals</td>
</tr>
<tr>
<td>22-33-104(4), C.R.S.</td>
<td>Compulsory school attendance – Attendance policies and excused absences</td>
</tr>
<tr>
<td>22-63-301, C.R.S.</td>
<td>Teacher Employment Act – Grounds for dismissal</td>
</tr>
<tr>
<td>22-63-302, C.R.S.</td>
<td>Teacher Employment Act – Procedures for dismissal of teachers</td>
</tr>
<tr>
<td>22-63-401, C.R.S.</td>
<td>Teacher Employment Act – Teachers subject to adopted salary schedule</td>
</tr>
<tr>
<td>22-63-402, C.R.S.</td>
<td>Teacher Employment Act – Certificate required to pay teachers</td>
</tr>
<tr>
<td>22-63-403, C.R.S.</td>
<td>Teacher Employment Act – Describes payment of salaries</td>
</tr>
<tr>
<td>22-1-112, C.R.S.</td>
<td>School Year – National Holidays</td>
</tr>
</tbody>
</table>

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[39](https://www.cde.state.co.us/cdechart/waivers)
## Section 13 – Requested Waivers Not "Automatic Waivers" Under State Law

List the district policies for which waivers are requested. Include the reasons for each request.

Requested waivers from district policies along with rationale for the requests are listed below. In determining which policies required a waiver request, we did not include policies that by express terms of statute or rule do not apply to a charter school, nor policies where district policy or duty is fully delegated, and more specifically stated in a charter contract, to KIPP Commerce City Academy.

Replacement policies for the requested waivers can be found in Appendix Q – District Waiver Request Replacement Policies unless otherwise noted.

### Section A – Foundations and Basic Commitments

#### Request for Waiver from District Policies AC, AC-A, AC-R, AC-E-1, AC-E1, AC-E2, ACA, ACE

<table>
<thead>
<tr>
<th>Citation of District Policies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ AC – Nondiscrimination/Equal Opportunity</td>
</tr>
<tr>
<td>▪ AC-A – Preventing, Identifying and Addressing Workplace Bullying</td>
</tr>
<tr>
<td>▪ AC-R – Nondiscrimination/Equal Opportunity (Complaint and Compliance Process)</td>
</tr>
<tr>
<td>▪ AC-E-1 – Nondiscrimination/Equal Opportunity (Complaint Form)</td>
</tr>
<tr>
<td>▪ AC-E1 – Student Complaint Form (Adams County School District 14)</td>
</tr>
<tr>
<td>▪ AC-E2 – Employee Complaint Form (Adams County School District 14)</td>
</tr>
<tr>
<td>▪ ACA – Nondiscrimination on the Basis of Sex (Compliance with Title IX)</td>
</tr>
<tr>
<td>▪ ACE – Nondiscrimination on the Basis of Handicap/Disability</td>
</tr>
</tbody>
</table>

**Rationale for Waiver Request:** KIPP Commerce City Academy will implement the Nondiscrimination/Equal Opportunity Policy and applicable Complaint and Compliance Processes used at all other KIPP Colorado schools.

**School's Replacement Policies:**
- KIPP Colorado Schools Employee Handbook, pages 13-14, 25-27
- KIPP Commerce City Academy Family and Student Handbook, pages 22-23

**Duration of Waivers:** The duration of the contract.

**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

**How the Impact of the Waivers Will be Evaluated:** The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

**Expected Outcome:** As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.

---

#### Request for Waiver from District Policy AD

| Citation of District Policy: | AD – School District Mission |

**Rationale for Waiver Request:** As a charter school, KIPP Commerce City Academy has created a different educational philosophy geared towards students who attend our school and the vision and mission of our educational model.

**School’s Replacement Policy:**
- KIPP Colorado Schools Employee Handbook, page 8
- KIPP Commerce City Family and Student Handbook, page 7
Request for Waiver from District Policy AD

**Duration of Waivers:** The duration of the contract.

**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

**How the Impact of the Waivers Will be Evaluated:** The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

**Expected Outcome:** As a result of this waiver, the school will be able to implement its mission in a manner that is consistent with current practices.

---

Request for Waiver from District Policies DD, DD-R, DD-E1, DD-E2

**Citation of District Policies:**
- DD – Funding Proposals, Grants and Special Projects
- DD-R – Application and Appropriation
- DD-E1 – Project Proposal Development (Adams County School District 14)
- DD-E2 – Project Proposal Abstract (Adams County School District 14)

**Rationale for Waiver Request:** KIPP Colorado Schools, as a non-profit entity, applies for funding from local, state, and national organizations. The ability to apply for this funding in a manner consistent with current practices will allow KIPP Colorado Schools to continue utilizing funding streams necessary for the financial stability of the organization.

**School’s Replacement Plan:** Each funding proposal has different requirements for completion. KIPP Colorado Schools will complete these applications and proposals in accordance with local, state, and federal regulations. Additionally, specific procedures related to revenue received through grants can be found on page 3 of the Appendix O – KIPP Colorado Schools Accounting Policies and Procedures.

**Duration of Waivers:** The duration of the contract.

**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

**How the Impact of the Waivers Will be Evaluated:** The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

**Expected Outcome:** As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.

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Request for Waiver from District Policies DJ, DJ-R, DJ-E1, DJ-E2, DJ-E4, DJ-E5, DJ-E6, DJ-E7, DJ/DJA, DJB, DJB-R, DJE, DJG, DJK,

**Citation of District Policies:**
- DJ – Purchasing/Bidding Policy
- DJ-R – Competitive Bidding Policy
- DJ-E1 – Request for Password Requisitions, Purchases Orders
- DJ-E – Sole Source Vendor Form [Adams County School District 14]
- DJ-E3 – Standardization Form [Adams County School District 14]
- DJ-E4 – Purchase Order Change Authorization Form [Adams County School District 14]
- DJ-E5 – Emergency Purchase Form [Adams County School District 14]
- DJ-E6 – Telephone Quote Form
- DJ-E7 – Deletion and Transfer of Equipment [Adams County School District 14]
### Request for Waiver from District Policies DJ, DJ-R, DJ-E1, DJ-E2, DJ-E4, DJ-E5, DJ-E6, DJ-E7, DJ/DJA, DJB, DJB-R, DJE, DJG, DJK

- DJ/DJA – Purchasing/Purchasing Authority
- DJB – Federal Procurement
- DJB-R – Federal Procurement
- DJE – Bidding Procedures
- DJG – Vendor Relations

**Rationale for Waiver Request:** KIPP Colorado Schools uses applicable local, state, and federal policies to create the organization’s purchasing process and procedures. These policies have been reviewed by our legal counsel and adopted by the KIPP Colorado Board of Directors.

**School’s Replacement Policies:** All applicable policies and process replacement plans can be found in Appendix O – KIPP Colorado Schools Accounting Policies and Procedures.

**Duration of Waivers:** The duration of the contract.

**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

**How the Impact of the Waivers Will be Evaluated:** The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

**Expected Outcome:** As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.

---

### Request for Waiver from District Policies DKA, DKA-R

**Citation of District Policies:**
- DKA – Payroll Procedures/Schedules
- DKA-R – Pay Schedules

**Rationale for Waiver Request:** KIPP Colorado Schools uses applicable local, state, and federal policies to create the organization’s payroll process and schedules. These policies have been reviewed by our legal counsel and adopted by the KIPP Colorado Board of Directors.

**School’s Replacement Plan:**
- KIPP Colorado Schools Accounting Policies and Procedures, page 12
- KIPP Colorado Schools Employee Handbook, pages 43-44, 47-48

**Duration of Waivers:** The duration of the contract.

**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

**How the Impact of the Waivers Will be Evaluated:** The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

**Expected Outcome:** As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.
### Request for Waiver from District Policy DKB

**Citation of District Policy:**
- DKB – Salary Deductions

**Rationale for Waiver Request:** KIPP Colorado Schools abides by any and all applicable federal, state, or local income tax regulations when making salary deductions.

**School’s Replacement Plan:**
- KIPP Colorado Schools Employee Handbook, page 43

**Duration of Waivers:** The duration of the contract.

**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

**How the Impact of the Waivers Will be Evaluated:** The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

**Expected Outcome:** As a result of this waiver, the school will be able to implement policies in a manner that is consistent with current practices.

### Request for Waiver from District Policies DKC, DKC-R, DKC-E, DKC-E1

**Citation of District Policies:**
- DKC – Expense Authorization/Reimbursement
- DKC-R – Expense Reimbursement
- DKC-E – Professional Development Leave Application (Adams County School District 14)
- DKC-E1 – Certification of Expense Authenticity

**Rationale for Waiver Request:** KIPP Colorado Schools has created its own expense authorization and reimbursement procedures that is part of our accounting policies and procedures approved by the KIPP Colorado Board of Directors. The procedures created allow us to authorize and reimburse employees in an efficient and effective manner.

**School’s Replacement Plan:**
- KIPP Colorado Schools Accounting Policies and Procedures, pages 5-7
- KIPP Colorado Schools Employee Handbook, pages 14-16

**Duration of Waivers:** The duration of the contract.

**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

**How the Impact of the Waivers Will be Evaluated:** The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

**Expected Outcome:** As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.

---

### Request for Waiver from District Policies EBCE, EBCE-R

**Citation of District Policies:**
- ECBE – School Closings and Cancellations
- ECBE-R – Emergency Closing/Pay Schedule

**Rationale for Waiver Request:** KIPP Colorado Schools will align our regional charter school policies as close to Adams County School District 14 for any school closing or cancellations and subsequent impacts on pay schedules.
**Request for Waiver from District Policies EBCE, EBCE-R**

We have established procedures we use across all of our schools that will be replicated at KIPP Commerce City Academy.

**School’s Replacement Policies:**
- KIPP Colorado Schools Employee Handbook, page 43
- KIPP Commerce City Academy Family and Student Handbook, pages 13-14

**Duration of Waivers:** The duration of the contract.

**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

**How the Impact of the Waivers Will be Evaluated:** The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

**Expected Outcome:** As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.

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### Section G - Personnel

**Request for Waiver from District Policies Section G**

**Citation of District Policies:** All policies found in Section G: Personnel (GBA-GDQD)

**Rationale for Waiver Request:** KIPP Colorado Schools has created personnel policies that abide by all local, state, and federal policies. The Adams County School District 14 policies were used as a guide along with consultation with our legal counsel. Waivers from each these policies will allow the autonomy afforded as a charter school to manage our staff as needed to implement and execute our educational model.

**School’s Replacement Policies:**
- KIPP Colorado Schools Employee Handbook (The full handbook can be found in Appendix M – KIPP Colorado Schools Employee Handbook.)

**Duration of Waivers:** The duration of the contract.

**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

**How the Impact of the Waivers Will be Evaluated:** The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

**Expected Outcome:** As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.

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### Section I – Instruction

**Request for Waiver from District Policy IC/ICA**

**Citation of District Policy:**
- IC/ICA – School Year/School Calendar

**Rationale for Waiver Request:** The goal in creating the KIPP Commerce City Academy calendar is to align it as closely as possible to the Adams County School District 14 school calendar. Given our extended school day and school year that are part of our educational model, a waiver from this policy will allow the autonomy afforded as a charter school to implement and execute this educational model in the same manner we do at the other KIPP Colorado schools.

**School’s Replacement Plan:**
- Sample School Calendar
### Request for Waiver from District Policy IE

**Citation of District Policy:**
- IE – Organization of Instruction

**Rationale for Waiver Request:** A waiver from this policy will allow KIPP Commerce City Academy to operate with the autonomy afforded as a charter school, organizing our instruction in a manner aligned with the vision and mission of the school and in the same manner we do at the other KIPP Colorado schools.

**School’s Replacement Policies:**
- KIPP Colorado Schools Employee Handbook, pages 8-10

### Request for Waiver from District Policies IG, IJ, IK, IKA, IKB, IKB-R

**Citation of District Policies:**
- IG – Curriculum Development
- IJ – Instructional Resources and Materials
- IK – Academic Achievement
- IKA – Grading/Assessment Systems
- IKB – Homework
- IKB-R – Guidelines for Homework

**Rationale for Waiver Request:** A waiver from these policies will allow KIPP Commerce City Academy to operate with the autonomy afforded as a charter school, developing our curriculum, selecting instructional resources and materials, executing assessments and measuring student achievement, and creating and executing homework expectations in a manner aligned with the vision, mission, and educational program of the school and in the same manner we do at the other KIPP Colorado schools.

**School’s Replacement Plan:**
- KIPP Colorado Schools Curriculum Development
- KIPP Colorado Schools Commitment to Excellence
- Homework Policy

### Duration of Waivers: The duration of the contract.

### Financial Impact: The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

### How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

### Expected Outcome: As a result of this waiver, the school will be able to implement policies in a manner that is consistent with current practices.
**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

**How the Impact of the Waivers Will be Evaluated:** The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

**Expected Outcome:** As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.

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**Request for Waiver from District Policies IJOA, IJOA-R, IJOA-E, IJOA-E3, IJOA-E4, IJOA-E5, IJOA-E6, IJOA-E7**

**Citation of District Policies:**
- IJOA – Field Trips
- IJOA-R – Procedure for Field Trips
- IJOA-E – School Field Trip/Activity Permission, Release, and Assumption of Risk Assessment
- IJOA-E3 – Adams County School District 14, Overnight Field Trip Acknowledgement of Student Responsibilities
- IJOA-E4 – Adams County School District 14, Emergency Form
- IJOA-E5 – Adams County School District 14, Field Trip Teacher Permission Form
- IJOA-E6 – Adams County School District 14, Drivers of Private Vehicles
- IJOA-E7 – Adams County School District 14, Special Field Trip/Bus Trip Request

**Rationale for Waiver Request:** A waiver from these policies will allow KIPP Commerce City Academy to operate with the autonomy afforded as a charter school, scheduling and executing field trips for students aligned to the school’s vision, mission, and educational program. KIPP Colorado Schools has created field trip policies that abide by all applicable local, state, and federal regulations.

**School's Replacement Policies:**
- KIPP Colorado Schools Field Trip Procedures

**Duration of Waivers:** The duration of the contract.

**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

**How the Impact of the Waivers Will be Evaluated:** The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

**Expected Outcome:** As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.

---

**Request for Waiver from District Policy IKE**

**Citation of District Policy:**
- IKE – Ensuring All Students Meet Standards (Promotion, Retention and Acceleration of Students)

**Rationale for Waiver Request:** A waiver from this policy will allow KIPP Commerce City Academy to operate with the autonomy afforded as a charter school, developing and implementing promotion, retention, and acceleration policies in a manner aligned with the vision, mission, educational program, and annual goals of the school and in the same manner we do at the other KIPP Colorado schools.

**School's Replacement Plan:**
- KIPP Commerce City Academy Family and Student Handbook, pages 25-26, 29-30
- Sample plan from KIPP Northeast Elementary

**Duration of Waivers:** The duration of the contract.
**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

**How the Impact of the Waivers Will be Evaluated:** The impact of these waivers will be measured by the performance appraisal criteria and achievement data that apply to the school, as per the Charter School Agreement.

**Expected Outcome:** As a result of this waiver, the school will be able to implement policies in a manner that is consistent with current practices.

---

### Request for Waiver from District Policy IKF

**Citation of District Policy:**
- IKF – Graduation Requirements

**Rationale for Waiver Request:** A waiver from this policy will allow KIPP Commerce City Academy to operate with the autonomy afforded as a charter school, developing and implementing graduation requirements in a manner aligned with the vision, mission, educational program, and annual goals of the school and in the same manner we do at the other KIPP Colorado schools. The KIPP Colorado Board of Directors has approved the graduation requirements policy in accordance with the local Board responsibilities outlined by the Colorado Department of Education. ⁴⁰

**School’s Replacement Plan:**
- KIPP Colorado Schools Graduation Requirements Policy

**Duration of Waivers:** The duration of the contract.

**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

**How the Impact of the Waivers Will be Evaluated:** The impact of these waivers will be measured by the performance appraisal criteria and achievement data that apply to the school, as per the Charter School Agreement.

**Expected Outcome:** As a result of this waiver, the school will be able to implement policies in a manner that is consistent with current practices.

---

### Request for Waiver from District Policies JBB, JBB-R

**Citation of District Policies:**
- JBB – Sexual Harassment
- JBB-R – Sexual Harassment (Grievance Procedure)

**Rationale for Waiver Request:** KIPP Commerce City Academy will implement the Sexual Harassment Policy and Grievance Procedure used at all other KIPP Colorado schools.

**School’s Replacement Policies:**
- KIPP Colorado Schools Employee Handbook, pages 26-27
- KIPP Commerce City Academy Family and Student Handbook, pages 22-23

**Duration of Waivers:** The duration of the contract.

**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

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⁴⁰ More information about local Board responsibilities can be found at [http://www.cde.state.co.us/postsecondary/grad-background](http://www.cde.state.co.us/postsecondary/grad-background).
How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

Expected Outcome: As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.

Request for Waiver from District Policy JICA

Citation of District Policy:
- JICA – Student Dress Code

Rationale for Waiver Request: KIPP Commerce City Academy will implement the dress code policy currently used at all other KIPP Colorado schools. We have aligned our student dress code policy to reflect our expectations for student dress at each school level.

School’s Replacement Policies:
- Sample Student Dress Code

Duration of Waivers: The duration of the contract.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

Expected Outcome: As a result of this waiver, the school will be able to implement policies in a manner that is consistent with current practices.

Request for Waiver from District Policies JICEA, JICEA-R, JICED

Citation of District Policies:
- JICEA – School-Related Student Publications
- JICEA-R – Student Publications Code
- JICED – Student Expression Rights

Rationale for Waiver Request: KIPP Commerce City Academy will implement the student rights and responsibilities policy currently used at all other KIPP Colorado schools.

School’s Replacement Policy:
- KIPP Commerce City Academy Family and Student Handbook, pages 23-25

Duration of Waivers: The duration of the contract.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

Expected Outcome: As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.

Request for Waiver from District Policies JJF

Citation of District Policy:
- JJF – Student Activity Funds
### Rationale for Waiver Request
KIPP Commerce City Academy will implement the student fees policy adopted by the KIPP Colorado Board of Directors in order to maintain consistent application of expectations for such fees and funds across all schools.

### School’s Replacement Policy
- KIPP Colorado Schools Accounting Policies and Procedures, page 3

### Duration of Waivers
The duration of the contract.

### Financial Impact
The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

### How the Impact of the Waivers Will be Evaluated
The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

### Expected Outcome
As a result of this waiver, the school will be able to implement policies in a manner that is consistent with current practices.

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### Request for Waiver from District Policies JQ, JQ-E

#### Citation of District Policies:
- JQ – Student Fees, Fines and Charges
- JQ-E – Student Fees, Fines and Tuition Charges

#### Rationale for Waiver Request
KIPP Commerce City Academy will implement the student fees policy adopted by the KIPP Colorado Board of Directors in order to maintain consistent application of expectations and procedures across all schools.

#### School’s Replacement Policy:
- KIPP Colorado Schools Student Fee Policy

#### Duration of Waivers
The duration of the contract.

#### Financial Impact
The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

#### How the Impact of the Waivers Will be Evaluated
The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

#### Expected Outcome
As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.

---

### Request for Waiver from District Policies JS, JS-E

#### Citation of District Policies:
- JS – Student Use of the Internet and Electronic Communications
- JS-E – Student Use of the Internet and Electronic Communications (Annual Acceptable Use Agreement)

#### Rationale for Waiver Request
KIPP Commerce City Academy will implement the Student Acceptable Use Policy adopted by the KIPP Colorado Board of Directors and used at all KIPP Colorado schools in order to maintain consistent application of expectations and procedures across all schools.

#### School’s Replacement Policy:
- KIPP Commerce City Academy Family and Student Handbook, pages 16-17

#### Duration of Waivers
The duration of the contract.

#### Financial Impact
The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.
### How the Impact of the Waivers Will be Evaluated:
The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

### Expected Outcome:
As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.

### Request for Waiver from District Policies KB, KBA, KBA-E

<table>
<thead>
<tr>
<th>Citation of District Policies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB – Parent Engagement in Education</td>
</tr>
<tr>
<td>KBA – Parent Involvement</td>
</tr>
<tr>
<td>KBA-E – School-Level Title I Parent Involvement Policy</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Rationale for Waiver Request:</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIPP Commerce City Academy will establish parent engagement and involvement strategies that meet the needs of the school community and align with the vision and mission of both the school and KIPP Colorado as an organization.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School’s Replacement Plan:</th>
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<tbody>
<tr>
<td>Sample Family Involvement Plan</td>
</tr>
</tbody>
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### Request for Waiver from District Policies KBE, KBE-E, KBE-R

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<thead>
<tr>
<th>Citation of District Policies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>KBE – Relations with Parent Organizations</td>
</tr>
<tr>
<td>KBE-E – Parent Group Annual Check List</td>
</tr>
<tr>
<td>KBE-R – Organizational Regulations for Parent Organizations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale for Waiver Request:</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIPP Commerce City Academy will establish parent organizations that meet the needs of the school community, that align with parent organizations at other KIPP Colorado schools, and that ensure compliance with C.R.S. 22-11-401.</td>
</tr>
</tbody>
</table>

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Request for Waiver from District Policies KCD, KCD-R, KCD-E

<table>
<thead>
<tr>
<th>Citation of District Policies:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>KCD – Public Gifts/Donations to Schools</td>
<td></td>
</tr>
<tr>
<td>KCD-R – Public Gifts/Donations</td>
<td></td>
</tr>
<tr>
<td>KCD-E – Request to Accept Public Gift/Donation</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale for Waiver Request:** KIPP Colorado Schools has used local, state, and federal applicable policies to create processes for the collection of monies to benefit the school.

<table>
<thead>
<tr>
<th>School's Replacement Policy:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>KIPP Colorado Schools Accounting Policies and Procedures, page 3</td>
<td></td>
</tr>
</tbody>
</table>

**Duration of Waivers:** The duration of the contract.

**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

**How the Impact of the Waivers Will be Evaluated:** The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

**Expected Outcome:** As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.

Request for Waiver from District Policies KDB, KDB-R

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<tr>
<th>Citation of District Policies:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>KDB – Public’s Right to Know/Freedom of Information</td>
<td></td>
</tr>
<tr>
<td>KDB-R – Public’s Right to Know/Freedom of Information</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale for Waiver Request:** The KIPP Colorado Schools Board of Directors has adopted an Open Records Policy that is applicable to all schools that are part of the organization.

<table>
<thead>
<tr>
<th>School's Replacement Plan:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>KIPP Colorado Schools Open Records Policy</td>
<td></td>
</tr>
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**Duration of Waivers:** The duration of the contract.

**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

**How the Impact of the Waivers Will be Evaluated:** The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

**Expected Outcome:** As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.

Request for Waiver from District Policies KE, KEC, KEC-R, KEC-E, KECA

<table>
<thead>
<tr>
<th>Citation of District Policies:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>KE – Public Concerns and Complaints</td>
<td></td>
</tr>
<tr>
<td>KEC – Public Concerns/Complaints About Instructional Resources</td>
<td></td>
</tr>
<tr>
<td>KEC-R – Procedure for Public Concerns/Complaints About Instructional Resources</td>
<td></td>
</tr>
<tr>
<td>KEC-E – Citizen’s Request for Reconsideration of Instructional Resources (Adams County School District 14)</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale for Waiver Request:** The KIPP Colorado Schools Board of Directors has adopted a grievance policy for parent, community, and staff concerns and complaints and this waiver will allow for a consistency in the process for addressing concerns and complaints through this policy. Concerns/complaints about
instructional resources are addressed as a recurring topic at School Accountability Committee meetings and quarterly Town Hall meetings with KIPP Colorado’s senior leadership.

### School’s Replacement Plan:
- KIPP Commerce City Academy Family and Student Handbook, pages 27-28

### Duration of Waivers:
The duration of the contract.

### Financial Impact:
The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

### How the Impact of the Waivers Will be Evaluated:
The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

### Expected Outcome:
As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.

### Request for Waiver from District Policies KHB, KHB-R

#### Citation of District Policies:
- KHB – Advertising/Sponsorship Policy Statement
- KHB-R – Advertising/Sponsorship Regulations

#### Rationale for Waiver Request:
KIPP Colorado Schools has used local, state, and federal applicable policies to create processes for determining and accepting advertising and sponsorship opportunities to benefit the school.

#### School’s Replacement Plan:
- KIPP Colorado Schools Accounting Policies and Procedures, page 3

#### Duration of Waivers:
The duration of the contract.

#### Financial Impact:
The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

#### How the Impact of the Waivers Will be Evaluated:
The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

#### Expected Outcome:
As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.

### Request for Waiver from District Policies KI, KI-R

#### Citation of District Policies:
- KI – Visitors to Schools
- KI-R – Visitors to Schools Regulations

#### Rationale for Waiver Request:
KIPP Colorado Schools has used local, state, and federal applicable policies to create processes for hosting visitors at its schools.

#### School’s Replacement Plan:
- KIPP Commerce City Academy Family and Student Handbook, page 12

#### Duration of Waivers:
The duration of the contract.

#### Financial Impact:
The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

#### How the Impact of the Waivers Will be Evaluated:
The impact of these waivers will be measured by the performance appraisal criteria that apply to the school, as per the Charter School Agreement.

#### Expected Outcome:
As a result of these waivers, the school will be able to implement policies in a manner that is consistent with current practices.
List the state laws and regulations for which waivers are requested. Include the reasons for each request.

There are a number of State Statutes are no longer considered Automatic. Schools who wish to acquire non-automatic waivers must request these waivers and prove adequate rationale and replacement policies using the table below.

KIPP Commerce City Academy (KCCA) requests the following non-automatic state waivers:
- C.R.S. § 22-9-106 Local Board of Education-Duties-Performance Evaluation System
- C.R.S. § 22-2-112(1)(q)(I) Commissioner-Duties
- C.R.S. §22-32-109(1)(n)(I) Board of Education- Specific Duties School Calendar
- C.R.S. § 22-32-109(1)(n)(II)(B) Board of Education-Specific Duties Adoption of District Calendar
- C.R.S. § 22-32-109(1)(n)(II)(A) Determine teacher-pupil contact hours
- C.R.S. § 22-63-201 Employment, Certificate required
- C.R.S. § 22-63-202 Teacher employment, contracts in writing-duration-damage provision
- C.R.S. § 22-63-203 Probationary Teachers -renewal and non-renewal of employment contract
- C.R.S. § 22-63-206 Teacher Employment, Compensation and Dismissal Act

<table>
<thead>
<tr>
<th>Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statutory Citation and Title</strong></td>
</tr>
<tr>
<td>C.R.S. § 22-9-106 Local Board of Education-Duties-Performance Evaluation System</td>
</tr>
<tr>
<td>C.R.S. § 22-2-112(1)(q)(I) Commissioner-Duties</td>
</tr>
<tr>
<td><strong>Rationale:</strong> The school leader of KIPP Commerce City Academy must have the ability to perform the evaluation of all personnel. Should any other designated administrator not have a Type D certificate, this should not preclude him or her from administering the evaluations under the direction of the head of school. The Board of Directors must also have the ability to perform the evaluation for the school leader. Additionally, KIPP Commerce City Academy should not be required to report their teacher evaluation ratings as a part of the commissioner’s report as required by C.R.S. 22-2-112(1)(q)(I).</td>
</tr>
<tr>
<td><strong>Replacement Plan:</strong> KIPP Commerce City Academy uses its own evaluation system and therefore should not be required to report their teacher evaluation data. KIPP Commerce City Academy’s evaluation system will continue to meet the intent of the law as outlined in statute. The methods used for KIPP Commerce City Academy’s evaluation system includes quality standards that are clear and relevant to the administrators’ and teachers’ roles and responsibilities, and have the goal of improving student academic growth, and meet the intent of the quality standards established in SB 10-191. All evaluators will receive training in their school’s evaluation system. In addition, the evaluation data is used to inform professional development decisions for each teacher. Core course level participation will continue to be reported pursuant to C.R.S. 22-11-503.5, as this is a non-waivable statute.</td>
</tr>
<tr>
<td><strong>Duration of Waivers:</strong> The duration of the contract.</td>
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<tr>
<td><strong>Financial Impact:</strong> The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.</td>
</tr>
<tr>
<td><strong>How the Impact of the Waivers Will be Evaluated:</strong> Since teacher performance has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in the Charter School Agreement.</td>
</tr>
<tr>
<td><strong>Expected Outcome:</strong> With this waiver, the school will be able to implement its program and evaluate its teachers in accordance with its Performance Appraisal System, which is designed to produce greater</td>
</tr>
</tbody>
</table>
accountability and be consistent with the school’s goals and objectives. This will benefit staff members as well as students and the community.

### Statutory Citation and Title

<table>
<thead>
<tr>
<th>Statutory Citation and Title</th>
<th>C.R.S. §22-32-109(1)(n)(I) Board of Education- Specific Duties School Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C.R.S. §22-32-109(1)(n)(II)(B) Board of Education-Specific Duties Adoption of District Calendar</td>
</tr>
</tbody>
</table>

### Rationale:
The school year at KIPP Commerce City Academy will total approximately 180 days per year which exceeds the current requirement in state statute. KIPP Commerce City Academy will prescribe the actual details of its own school calendar to best meet the needs of its students. The local board will not set these policies and KIPP Commerce City Academy will have a calendar that differs from the rest of the schools within the district.

### Replacement Plan:
The final calendar and the school’s daily schedule will be designed by KIPP Commerce City Academy and will meet or exceed the expectations in state statute.

### Duration of Waivers:
The duration of the contract.

### Financial Impact:
The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

### How the Impact of the Waivers Will be Evaluated:
The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, as per the Charter School Agreement.

### Expected Outcome:
As a result of these waivers, the school will be able to implement the necessary policies to increase student achievement.

### Statutory Citation and Title:

<table>
<thead>
<tr>
<th>Statutory Citation and Title</th>
<th>C.R.S. 22-32-109(1)(n)(II)(A) Determine teacher-pupil contact hours</th>
</tr>
</thead>
</table>

### Rationale:
KIPP Commerce City Academy should have the ability to determine teacher-pupil contact hours, while not reducing the total contact hours to below the minimum (1056) required by state statute. KIPP Commerce City Academy will determine the actual details of teacher-pupil contact hours to best meet the needs of its students. The local board will not set these policies, and KIPP Commerce City Academy may specify teacher-pupil contact hours that differ from other schools in the district.

### Replacement Plan:
KIPP Commerce City Academy will determine teacher-pupil contact hours in accordance with its final daily schedule and calendar. The total number of teacher-pupil contact hours will meet or exceed the expectations in state statute.

### Duration of Waivers:
The duration of the contract.

### Financial Impact:
The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

### How the Impact of the Waivers Will be Evaluated:
The impact of this waiver will be measured by the performance appraisal criteria and assessments that apply to the school, as per the Charter School Agreement.

### Expected Outcome:
As a result of this waiver, the school will be able to implement the necessary policies to increase student achievement.

### Statutory Citation and Title

<table>
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<th>Statutory Citation and Title</th>
<th>C.R.S. § 22-63-201 Employment. Certificate required</th>
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<tbody>
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<td></td>
<td>C.R.S. § 22-63-202 Teacher employment, contracts in writing-duration-damage provision</td>
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### Rationale:
KIPP Commerce City Academy should be granted the authority to hire teachers and school leaders that will support the school’s goals and objectives. The school leader will not function as a traditional district school principal, but rather will be responsible for a wider range of tasks and act as the school’s chief
executive officer. The school will seek to attract school leaders and teachers from a wide variety of backgrounds, including, but not limited to teachers from out-of-state, teachers with a lapsed Colorado certificate, persons with several years of successful teaching experience in a setting not requiring a license, as well as persons with business or professional experience. All employees of KIPP Commerce City Academy will be employed on an at-will basis. All employees of KIPP Commerce City Academy will meet in-field requirements (i.e., hold a degree and demonstrated subject-matter competency).

**Replacement Plan:** The school will, as appropriate, hire certified teachers and school leaders. However, in some instances it may be advantageous for the school to be able to hire in-field teachers and/or administrators without a certificate and who possess unique background and/or skills that fill the need of KIPP Commerce City Academy.

**Duration of Waivers:** The duration of the contract.

**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

**How the Impact of the Waivers Will be Evaluated:** The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, as per the Charter School Agreement.

**Expected Outcome:** As a result of these waivers, the school will be able to employ professional staff possessing unique skills and/or background filling all staff needs.

**Statutory Citation and Title:**
C.R.S. § 22-63-203 Probationary Teachers - renewal and non-renewal of employment contract

**Rationale:** KIPP Commerce City Academy should be granted the authority to develop its own employment agreements and terms and conditions of employment. The school will be operating differently from other schools with a unique curriculum for which having the proper teaching staff is essential. Not every teacher who is successful in the regular public school will be successful at KIPP Commerce City Academy. All employees of the school will be employed on an at-will basis.

**Replacement Plan:** There is no contract for teaching staff. They are at-will employees. We submit offer letters to staff at the time of their employment. If there is a point in time when the teacher is asked to leave the school, arrangements for payment of the remaining salaries upon termination of employment of the teacher will be made.

**Duration of Waivers:** The duration of the contract.

**Financial Impact:** The school anticipates that the requested waivers will have no financial impact on Adams County School District 14 or the school.

**How the Impact of the Waivers Will be Evaluated:** The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, as per the Charter School Agreement.

**Expected Outcome:** As a result of these waivers, the school will be able to employ professional staff possessing unique skills and/or background, filling all staff needs.

**Statutory Citation and Title: C.R.S. § 22-63-206 Teacher Employment, Compensation and Dismissal Act**

**Rationale:** KIPP Commerce City Academy is granted the authority under the Charter School Agreement to select its own teachers. No other school or the Adams County School District 14 should not have the authority to transfer its teachers into KIPP Commerce City Academy or transfer teachers from KIPP Commerce City Academy to any other schools, except as provided for in the Charter School Agreement.

**Replacement Plan:** KIPP Commerce City Academy will hire teachers on a best qualified basis. There is no provision for transfers.
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<td><strong>Expected Outcome:</strong></td>
<td>The school expects that as a result of this waiver it will be able to manage its own personnel affairs. There is no provision for transfers.</td>
</tr>
</tbody>
</table>

*Include a statement saying how the district charter school plans to comply with the intent of the statutes, rules and policies that are waived.*

KIPP Commerce City Academy **plans to comply with the intent of the statutes, rules, and polices that are waived** by following the replacement plans including with this application. Additionally, given our experience over the last 15 years complying with the intent of the statutes, rules, and policies that have been waived by our schools authorized by another school district, we will continue to implement the practices that have been successful at those schools.
Section 14 – Education Management Provider

KIPP Colorado Schools does not intend to contract with an education management provider for KIPP Commerce City Academy.
Section 15 – Additional Information

Provide any additional information that might be helpful in supporting the application to establish a district charter school.

Sample Professional Development Resources
Sample Daily Schedules
Sample Student Recruitment Materials