



CHARTER SCHOOL RENEWAL APPLICATION

REQUEST FOR 2011-2026 RENEWAL AND ADDITION OF GRADES 9-12



TABLE OF CONTENTS

| | |
|--|--------------|
| Estimated Timeline | 1 |
| Contents of Application | 2-9 |
| I. Charter School Application Summary Sheet..... | 2 |
| II. About Twin Peaks..... | 3-5 |
| III. Educational Results | 6-9 |
| A. Tools | 6 |
| B. Current Goals and Action Plan | 6 |
| C. CSAP History | 7 |
| D. Other Measures of Success | 10 |
| IV. Current Financial Report for Existing School..... | 11 |
| V. Business Plan for High School | 11-19 |
| A. Evidence of Support | 12 |
| B. Educational Program | 13 |
| C. Graduation Requirements | 14 |
| D. Enrollment Policy | 16 |
| E. Staffing | 16 |
| F. Projected Enrollment | 17 |
| G. Budget Projections | 18 |
| H. Facility Plan | 19 |
| I. Discipline | 19 |
| J. Pupil Evaluation | 19 |
| K. Transportation | 19 |
| L. Food Service | 19 |
| M. Athletics | 19 |
| N. Extra-Curricular Activities | 19 |
| O. Governance | 19 |
| VI. Appendices | |
| A. TPCA Organization Chart and Board and Staff Contact List | |
| B. Goals and Objectives 2009-2010 | |
| C. Audited Financial Statements and 2009-2010 Budget | |
| D. White Paper on Classical Education | |
| E. Proposed High School Curriculum Mapping and Course Descriptions | |
| F. ACT Course Profile Report | |
| G. Facility Drawings | |



ESTIMATED TIMELINE

| | |
|------------------------------|---|
| SEPTEMBER, 2009 | Establish High School Feasibility Committee |
| OCT, 2009 – FEB, 2010 | Research Curriculum, Sports, Facility, Finances, and Interest |
| DECEMBER, 2009 | Establish Charter Renewal Committee |
| JANUARY, 2010 | Request Feedback from SVVSD Board of Directors and Staff |
| FEBRUARY, 2010 | Request Feedback from TPCA Board and Charter League Staff |
| MARCH, 2010 | Submit Application to SVVSD for Accountability Committee Feasibility Review |
| APRIL, 2010 | Accountability Committee Submits Recommendation to SVVSD Board |
| APRIL, 2010 | SVVSD Board Approves TPCA Request |
| APRIL, 2010 | TPCA applies for BEST grant to help fund facility project (not included in budget). |
| APRIL, 2010 | TPCA begins bond issuance process for high school and to refinance existing school. |
| APR, 2010 – NOV, 2010 | TPCA completes all plans for high school. |
| JAN, 2011 – JUL, 2011 | Construction of high school space in existing facility and high school enrollment. |
| AUG, 2011 | Open High School |



Twin Peaks Charter Academy – Renewal and Expansion

I. CHARTER SCHOOL APPLICATION SUMMARY

Name of School: Twin Peaks Charter Academy
School Year Established: 1997/1998
Current Charter Date: Through Spring 2011
Grades Chartered: K-8
Current Population Draw: Longmont, Erie, Niwot
Current Enrollment: 638
Summary of Mission: Offer parent run, Core Knowledge based educational alternative.

Address: 340 South Sunset Street; Longmont, CO 80501
Phone: 303.772.7286
Fax: 303.485.0394
Principal: BJ Buchman
Principal Email: Buchman_BJ@stvrain.k12.co.us
Board President: Pete Wanninger
President Email: Pete.Wanninger@lmco.com

Primary Application Contact: Darlene Brown, Board Member
Telephone Number: 303.678.0588
Email: dbrown@svvcu.org

Renewal Request: TPCA requests a 15-year charter renewal from the Fall of 2011 to the Spring of 2026. TPCA has demonstrated proficiency in operating a charter school since inception, over 13 years ago, and has achieved a Standard and Poor's Rating of A. As charter renewals are time consuming for both the district and the schools, the St. Vrain Valley School Board has recently demonstrated acceptance of 15 year charter renewals, approving both Carbon Valley and Flagstaff Charter schools for 15 years. As the longest running charter school in the St. Vrain Valley School District, TPCA is deserving of an extended charter renewal period and appreciates your consideration as a show of faith to bond holders.

Expansion Request: Add Grades 9-12
Grades for 2011-12: K-10
Projected Enrollment 2011/12: 936
Targeted HS Population: Twin Peaks, Flagstaff, and Imagine Charter Schools and as primary feeder, while maintaining open enrollment to all SVVSD students.

SVVSD Policy LBD-R Renewal Requirements

School Progress/CSAP: Section II and III
Amendment 23: Not Applicable due to repeal
Financial Statement: Section IV
Model Changes: Section V

Please see Appendix A for organizational chart and list of board of directors and administrative staff.

To renew charter for 15 years beginning in the 2011-2012 school year and expand the charter to include grades 9-12.



Twin Peaks Charter Academy – Renewal and Expansion

II. ABOUT TWIN PEAKS

HISTORY OF THE CHARTER SCHOOL

The longest continuously operating charter school in the St. Vrain Valley school district, TPCA was established in the fall of 1997 by a group of dedicated parents who wanted a rich, academically rigorous education for their children.

TPCA was approved as the first charter school in the St. Vrain Valley School District, in Longmont Colorado, on September 11, 1996 to begin operations in the fall of 1997. In 1999, TPCA received a six year charter renewal from the district. In 2005, another charter renewal application was submitted and approved for operation for five years, from Fall 2006 - Spring 2011.

TPCA's home until late 2009 was the Main Street School, a historically significant building that housed the original Longmont High School. The iconic site helped establish TPCA as the premier charter school in Longmont and surrounding areas. In 2009, TPCA opened its first self-run and self-funded 80,000 square foot facility. The new space contains ample room for classrooms, well-equipped art and music rooms, enhanced science and computer labs, and abundant library and media resources. In addition, a new gymnasium, auditorium and common area perfectly compliments the academic facilities and enhances the entire educational experience.

MISSION

Twin Peaks Charter Academy provides students with the foundations of character while building cultural literacy through a rigorous, content-rich curriculum in an encouraging environment run by dedicated and trained staff that understands how to help children succeed. We believe that a “whole” education includes strong academics along with abundant opportunities for expression in the arts, music and sports.

GUIDING PRINCIPLES

Twin Peaks Charter Academy relies on founding philosophies and guiding principles that are reviewed and updated periodically to steer and direct all decision making:

1. Academics are the focus of the Academy.

- Core Knowledge is the basis of our educational philosophy. We are dedicated to a content-rich curriculum based on the Core Knowledge sequence.
- Reading is the foundation for all learning. We employ research based reading strategies, including a focus on the skills of phonemic awareness, systematic phonics, fluency, vocabulary, and comprehension.
- Math is a fundamental skill. We believe in a balance between the memorization of math facts/basic skills and the development of number sense and problem solving skills.
- Extracurricular activities and electives support academic growth. While we realize that extracurricular activities and electives should not take the place of the academic fundamentals, we believe that they enhance the educational experience of all students who wish to participate.

To renew charter for 15 years beginning in the 2011-2012 school year and expand the charter to include grades 9-12.



Twin Peaks Charter Academy – Renewal and Expansion

2. The Academy practices the traditional concept of teacher-led classes.

- Core Knowledge aligned with state standards dictates the curriculum but not the teaching methodology.
- It is expected that a teacher will use a wide range of teaching methodology to meet the needs of different learning styles.

3. The Academy establishes high expectations for academics and behavior within a supportive environment.

- We believe that children will rise to the level of expectation that is placed upon them.
- Ultimately, it is real, concrete personal accomplishments that enhance good self-esteem. Therefore, we strive to offer students opportunities for true academic success through hard work and mastery of a broad and relevant curriculum. A strict grading scale and required homework are two strategies that reinforce these high expectations.

4. Character Education is essential in developing productive citizens in an ever changing world.

- The principles of good character are integrated into daily instruction and are the basis for conversations with students about behavioral choices.

5. Appropriate student discipline is necessary to ensure a learning environment that is free from disruptions.

- Teachers and students should be free to focus on classroom instruction and learning, not on a disruptive student.
- In keeping with the focus on academics and character education, the Academy has instituted a strict three-strike discipline policy, which both protects the classroom learning environment and sanctions students for inappropriate behavior.

6. Twin Peaks Charter Academy has instituted a student uniform dress code.

- The purpose of the student dress code is to reduce distractions and negative peer pressure among students. A uniform dress code helps to create an environment which is conducive to learning and reinforces our strong discipline code.

7. Parents are an integral part of their child's education.

- Parents are the child's first teacher and know their child the best.
- Parents must assist their child(ren) in order for them to be successful in this rigorous academic environment.
- The parent contract is used to reinforce this principle.
- Parent volunteers are welcomed and encouraged, at the direction of the teacher.
- Participation in committees and other volunteer opportunities are critical to the school's success.

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Twin Peaks Charter Academy – Renewal and Expansion

EDUCATIONAL FOCUS

The academic foundation of TPCA is the Core Knowledge sequence, a successful and widely recognized educational reform based on the premise that a grade-by-grade core of common learning is necessary to ensure a sound and fair education. This core is the foundation upon which successive work in later grades is based.

The Core Knowledge continuum is a proven program stressing sequential knowledge at each grade level building a broad base of knowledge in a wide range of academic and artistic disciplines. We feel that the result of our students' success is due to the Core Knowledge program.

The TPCA staff is currently working to complete Core Knowledge consensus mapping for each grade. A progress report is available upon request.

FACULTY PROFILE

TPCA is committed to the recruitment and retention of a highly qualified staff with diverse skills. Currently 94% of the teaching staff is Highly Qualified with 100% holding Bachelor's degrees, 50% having some formal education beyond the undergraduate program, and 24% with Master's degrees.

STUDENT PROFILE

TPCA is committed to the recruitment and retention of a student population that will mirror and reasonably represent the student population of the St. Vrain Valley School District. The following chart demonstrates the diverse student body:

| | 06/07 | 07/08 | 08/09 | 09/10 | 09/10 (%) |
|-----------------|--------------|--------------|--------------|--------------|------------------|
| Asian | 54 | 77 | 98 | 121 | 19% |
| Black | 2 | 4 | 8 | 9 | 1% |
| Hispanic | 39 | 66 | 89 | 99 | 16% |
| Native | 6 | 7 | 7 | 6 | 1% |
| White | 344 | 415 | 381 | 397 | 63% |
| Total | 445 | 569 | 583 | 632 | 100% |
| FRL | 5% | 9% | 18% | 27% | |
| ELL | 8% | 11% | 19% | 20% | |



Twin Peaks Charter Academy – Renewal and Expansion

III. EDUCATIONAL RESULTS

A. Assessment Tools

Twin Peaks Charter Academy strives to identify and develop each student's full academic potential. We will continue working with the District through our annual contract negotiations to participate in the District's accountability and accreditation process. The following tools are utilized for various grades to measure student progress and performance:

- **AimsWeb Reading Curriculum Based Measures (CBM)** – Standardized, individually administered measures of early literacy development. Designed to be short fluency measures used to regularly monitor the development of pre-reading and early reading skills.
- **AimsWeb Test of Early Numeracy (TEN)** – Standardized, individually administered measures of early numeracy development.
- **AimsWeb Math CBM** - Standardized assessment of students' computational skills and math fact recall.
- **Math CBM Placement Exam** – Measurement tool for screening, placement and progress monitoring that measures students' math ability or need based on concepts and skills. Initial math course placement tool also.
- **Rigby Reads** – Placement exam for initial reading level and assessment of individual strength in comprehension, phonics, fluency, and vocabulary.
- **AimsWeb MAZE** – Reading comprehension test using the CLOZE procedure.
- **Diagnostic Spelling Assessment (DSA)** – Screening inventory to identify developmental spelling stage.
- **Colorado English Language Assessment (CELA)** – State proficiency test for speaking, listening, reading, writing, and comprehension.
- **TPCA Writing Samples** – TPCA is developing proficiency assessment for writing content, grammar, and mechanics.
- **Colorado Student Assessment Program (CSAP)** – State standardized testing program to assess and compare scores in reading, writing, math, and science.

B. Goals

TPCA sets annual internal and external goals with the objective to encourage reflective, strategic planning on the part of the entire school community and to continually assess the students' and school's progress. The TPCA Accountability Committee, made up of parents, teachers, and administrative staff, ensures that goals are in compliance with the Colorado Basic Literacy Act, refer to the Colorado Model Academic Content Standards as measured by the CSAP, meet Adequate Yearly Progress and comply with the No Child Left Behind Act, as well as any other standards not specifically waived through our annual school district contract negotiations. The standards set by TPCA exceed or meet the content standards set by the state or district in all appropriate areas.

Please see Appendix B for results of the 2008/2009 School Improvement Plan (SIP) and the SIP for 2009/2010 including the action plan for goal achievement.

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Twin Peaks Charter Academy – Renewal and Expansion

C. CSAP Results

The Colorado Student Assessment Program (CSAP) is designed to provide a picture of how well students in the state of Colorado are progressing toward meeting academic standards in grades 3-10. As this is the assessment standard required by the school district, CSAP results drive our external goals as noted in Appendix B. Historic results and comparisons reported as a percentage of proficient and above are reported as follows:

Reading

| 3rd | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 94 | 81 | 83 | 94 | 81 | 92 | 83 | 90 | 94 | 84 | 86 | 85 |
| SVVSD | 75 | 75 | 73 | 77 | 74 | 80 | 76 | 75 | 74 | 77 | 74 | 78 |
| State | 66 | 67 | 69 | 72 | 72 | 74 | 74 | 71 | 70 | 71 | 70 | 73 |

| 4th | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 91 | 83 | 67 | 85 | 88 | 69 | 81 | 85 | 80 | 84 | 69 | 80 |
| SVVSD | 62 | 65 | 68 | 65 | 62 | 62 | 65 | 66 | 69 | 64 | 66 | 66 |
| State | 55 | 58 | 60 | 63 | 61 | 63 | 63 | 64 | 68 | 64 | 66 | 65 |

| 5th | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 77 | 94 | 94 | 85 | 90 | 86 | 86 | 94 | 88 |
| SVVSD | 68 | 63 | 67 | 69 | 73 | 73 | 70 | 70 | 70 |
| State | 64 | 63 | 66 | 69 | 69 | 70 | 69 | 70 | 69 |

| 6th | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 81 | 87 | 77 | 96 | 89 | 78 | 90 | 85 | 94 |
| SVVSD | 66 | 67 | 65 | 67 | 69 | 71 | 73 | 72 | 73 |
| State | 63 | 65 | 67 | 67 | 67 | 69 | 70 | 71 | 72 |

| 7th | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 62 | 83 | 90 | 93 | 92 | 74 | 96 | 88 | 84 | 85 | 96 |
| SVVSD | 62 | 66 | 65 | 61 | 66 | 61 | 68 | 70 | 69 | 72 | 70 |
| State | 60 | 62 | 63 | 59 | 61 | 61 | 64 | 64 | 65 | 65 | 67 |

| 8th | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 79 | 92 | 96 | 89 | 89 | 94 | 86 | 85 | 92 |
| SVVSD | 66 | 65 | 68 | 69 | 67 | 68 | 69 | 71 | 71 |
| State | 63 | 65 | 66 | 64 | 64 | 66 | 63 | 67 | 64 |

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Twin Peaks Charter Academy – Renewal and Expansion

CSAP Results (Cont'd)

Writing

| 3rd | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 68 | 73 | 65 | 63 | 74 | 64 | 58 | 63 |
| SVVSD | 48 | 57 | 53 | 60 | 55 | 58 | 52 | 56 |
| State | 51 | 57 | 52 | 56 | 52 | 54 | 50 | 54 |

| 4th | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 62 | 71 | 67 | 64 | 81 | 54 | 69 | 52 | 54 | 76 | 63 | 64 |
| SVVSD | 49 | 47 | 50 | 47 | 49 | 48 | 53 | 52 | 50 | 50 | 50 | 50 |
| State | 42 | 42 | 44 | 46 | 50 | 52 | 53 | 52 | 50 | 49 | 52 | 51 |

| 5th | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 81 | 84 | 71 | 75 | 82 | 74 | 92 | 81 |
| SVVSD | 51 | 53 | 56 | 63 | 63 | 57 | 58 | 58 |
| State | 51 | 53 | 55 | 57 | 59 | 57 | 59 | 58 |

| 6th | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 67 | 66 | 89 | 91 | 73 | 82 | 72 | 88 |
| SVVSD | 52 | 53 | 58 | 61 | 60 | 62 | 62 | 61 |
| State | 50 | 54 | 56 | 59 | 59 | 60 | 60 | 61 |

| 7th | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 62 | 79 | 75 | 93 | 81 | 72 | 88 | 77 | 80 | 79 | 92 |
| SVVSD | 54 | 58 | 52 | 52 | 56 | 53 | 57 | 62 | 66 | 63 | 66 |
| State | 51 | 53 | 52 | 50 | 53 | 52 | 56 | 56 | 60 | 58 | 62 |

| 8th | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 77 | 93 | 83 | 75 | 81 | 82 | 79 | 83 |
| SVVSD | 50 | 52 | 55 | 55 | 52 | 57 | 60 | 59 |
| State | 50 | 49 | 49 | 51 | 51 | 51 | 53 | 53 |

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Twin Peaks Charter Academy – Renewal and Expansion

CSAP Results (Cont'd)

Math

| 3rd | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 77 | 92 | 72 | 88 | 83 |
| SVVSD | 64 | 75 | 74 | 76 | 71 |
| State | 68 | 71 | 68 | 70 | 69 |

| 4th | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 63 | 80 | 86 | 75 | 89 |
| SVVSD | 62 | 71 | 75 | 71 | 71 |
| State | 66 | 69 | 71 | 68 | 70 |

| 5th | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 56 | 85 | 80 | 69 | 67 | 64 | 82 | 94 | 77 |
| SVVSD | 56 | 53 | 60 | 57 | 67 | 69 | 69 | 68 | 64 |
| State | 53 | 55 | 56 | 59 | 63 | 65 | 65 | 65 | 63 |

| 6th | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 71 | 64 | 89 | 77 | 73 | 82 | 74 | 79 |
| SVVSD | 51 | 52 | 57 | 57 | 62 | 66 | 65 | 64 |
| State | 51 | 50 | 53 | 56 | 57 | 60 | 61 | 63 |

| 7th | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 74 | 77 | 57 | 88 | 71 | 82 | 57 | 86 |
| SVVSD | 41 | 45 | 42 | 49 | 49 | 60 | 52 | 59 |
| State | 39 | 41 | 41 | 46 | 45 | 50 | 46 | 54 |

| 8th | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 33 | 68 | 71 | 67 | 66 | 59 | 88 | 82 | 75 | 77 |
| SVVSD | 36 | 40 | 41 | 41 | 48 | 47 | 52 | 52 | 57 | 57 |
| State | 35 | 39 | 39 | 38 | 41 | 44 | 45 | 46 | 47 | 50 |

Science

| 5th | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|
| TPCA | 50 | 70 | 75 | 67 |
| SVVSD | 43 | 47 | 47 | 48 |
| State | 37 | 42 | 44 | 45 |

| 8th | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| TPCA | 47 | 72 | 75 | 62 | 74 | 77 | 73 | 72 | 54 | 65 |
| SVVSD | 51 | 55 | 53 | 51 | 55 | 53 | 54 | 58 | 53 | 53 |
| State | 45 | 49 | 50 | 49 | 51 | 50 | 50 | 52 | 46 | 49 |

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Twin Peaks Charter Academy – Renewal and Expansion

D. OTHER PERFORMANCE INDICATORS

- a. **Attendance** – TPCA recognizes the importance of regular school attendance and strives for consistently high attendance rates for each student. Absentee situations are promptly identified and addressed to maintain maximum attendance of enrolled students. Attendance policies are in compliance with Colorado's compulsory attendance laws, including without limitation, hour requirements and the distinction made between excused and unexcused absences. TPCA maintains excellent daily attendance rates at a five year average of 95%. Honoring our students for perfect attendance and communicating the importance of attendance to parents has created high expectations and, in turn, high response.
- b. **Sustainable Enrollment and Growth** – TPCA is committed to a high re-enrollment rate as a metric of parent approval and has consistently achieved over 85% for the last five years. Additionally, the move to a new facility in 2009 gave TPCA the ability to expand. Expansion support was essential to the financial success of the facility project and has been met with approval as enrollment applications outgrew seats in most grades in 2009.
- c. **Safe and Orderly Environment** – The character education program is active and consistently reinforced. Clear expectations and accountability result in a respectful, productive learning environment. A school dress code teaches discipline and responsibility and avoids the problems of this social distraction. Additionally, extracurricular activities are offered to direct the students toward productive free time. The results of these programs are reflected in the low, non-minor behavioral incident rate of less than 100 incidents each year for the last five years. That is consistently less than 1% of contact hours for a student body average of 600 over the last five years.
- d. **Volunteerism** – The strength of support for a charter school is evidenced by the hours of parental involvement. TPCA parents average 5 hours per family per year. An average of 60% of families volunteered each year over the last five years. In 2009, TPCA hired a Volunteer Coordinator to support this essential success program.
- e. **Class Size** – TPCA believes that educational performance is commensurate with classroom size. On average since inception, class sizes for K-8 have consistently been aligned with the district, currently at an average of 23.5 pupils per class.
- f. **Enrollment** – Community support for TPCA is evidenced by the consistently strong enrollment numbers and maximized capacity. Lottery applications have consistently outpaced available seats. In preparation for the new facility that was opened in 2009, student seats were expanded in K-3 in 2007. Most grades were filled to capacity in the first year of the expansion. See the chart below for estimates of future enrollment numbers for the K-8 school. (High School enrollment projections are included in section V.)



Twin Peaks Charter Academy – Renewal and Expansion

K-8 Enrollment Projections *

| | Actual 09/10 | Forecast | | | | |
|----------------------|-------------------------|-----------------|--------------|--------------|--------------|--------------|
| | | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 |
| FT K | 26 | 46 | 46 | 48 | 50 | 50 |
| HT K | 40 | 36 | 36 | 38 | 40 | 40 |
| 1st | 78 | 78 | 78 | 81 | 84 | 84 |
| 2nd | 78 | 78 | 78 | 81 | 84 | 84 |
| 3rd | 78 | 78 | 78 | 81 | 84 | 84 |
| 4th | 78 | 78 | 78 | 81 | 84 | 84 |
| 5th | 78 | 78 | 78 | 81 | 84 | 84 |
| 6th | 70 | 85 | 90 | 90 | 96 | 96 |
| 7th | 70 | 80 | 85 | 90 | 96 | 96 |
| 8th | 57 | 59 | 79 | 79 | 85 | 85 |
| K-8 Total | 653 | 696 | 726 | 750 | 787 | 787 |
| FTE | 620 | 655 | 685 | 707 | 742 | 742 |

* Figures assume that 2010/2011 funding cuts and modest funding increases in 2012 and beyond will require increased class sizes in years 2012 – 2014. Class sizes will not increase if state budget cuts are minimal.

IV. FINANCIAL STATEMENT FOR EXISTING SCHOOL

Please see appendix C for latest audited financial statement and current year budget.

VII. BUSINESS PLAN FOR HIGH SCHOOL

The parents of TPCA have the unique privilege to partner with the St. Vrain Valley School District in shaping school choice for our community. Part of the vision of the school has been to offer families a high school choice that exploits the advantages of a small high school experience. Currently, Lyons Middle/Senior High, the only small high school in the district, obtains 42.5% of its enrollment from non-feeder schools. This is evidence of community interest in a smaller high school. Additionally, 836 students leave the district including an estimate of 300 children that attend Peak to Peak in the Boulder Valley School District. The current Board and Administration of TPCA respectfully request an expansion of the current charter to include grades 9-12. We are confident that the launch of a charter high school will enhance the offerings of the district and reduce the number of students that enroll in public, private and charter high schools outside of the district.

TPCA has collaborated with other charter schools in the district to develop a plan for the high school which will be directed by a joint committee and governed by the established TPCA Board of Directors. Representatives from Imagine Charter School at Firestone, Flagstaff Academy and Twin Peaks Charter Academy researched successful Colorado charter high schools and the opinions of the community to understand the difficulties in transitioning to a K-12 school and the complexities and differentiation of a high school. Although the plan is still in development, the preliminary key elements are provided in this document. The planned opening is for 9th and 10th grades in 2011, 11th grade in 2012, and graduating the first Charter High School class in the Spring of 2014.

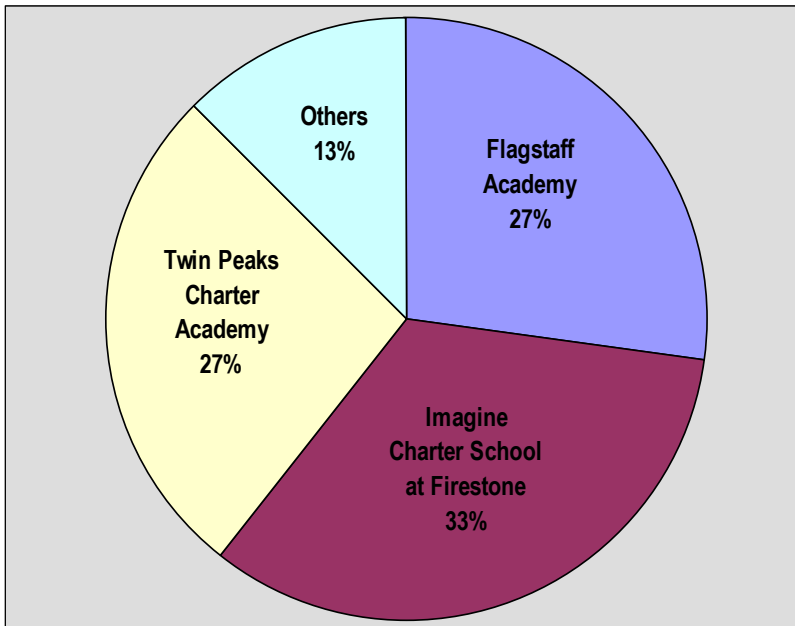
To renew charter for 15 years beginning in the 2011-2012 school year and expand the charter to include grades 9-12.



Twin Peaks Charter Academy – Renewal and Expansion

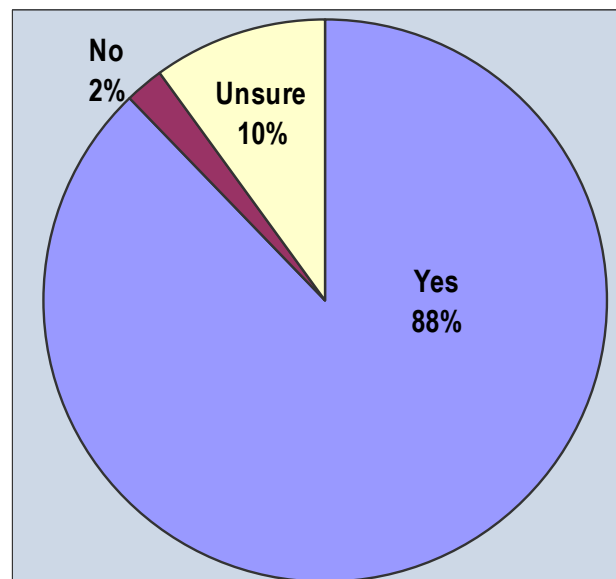
A. EVIDENCE OF SUPPORT

In order to determine community interest and fiscal viability, a marketing campaign was launched at each collaborating charter school in December and mailed, district-wide, in January to survey opinions and support. The following data was obtained through manual and computerized surveys. Respondents reached 667 in number at the time of this printing representing 1,074 students. Individual contact information is available upon request.



Survey Demographic

QUESTION
Are you interested in a high school that builds on the K-8 Core Knowledge Sequence?

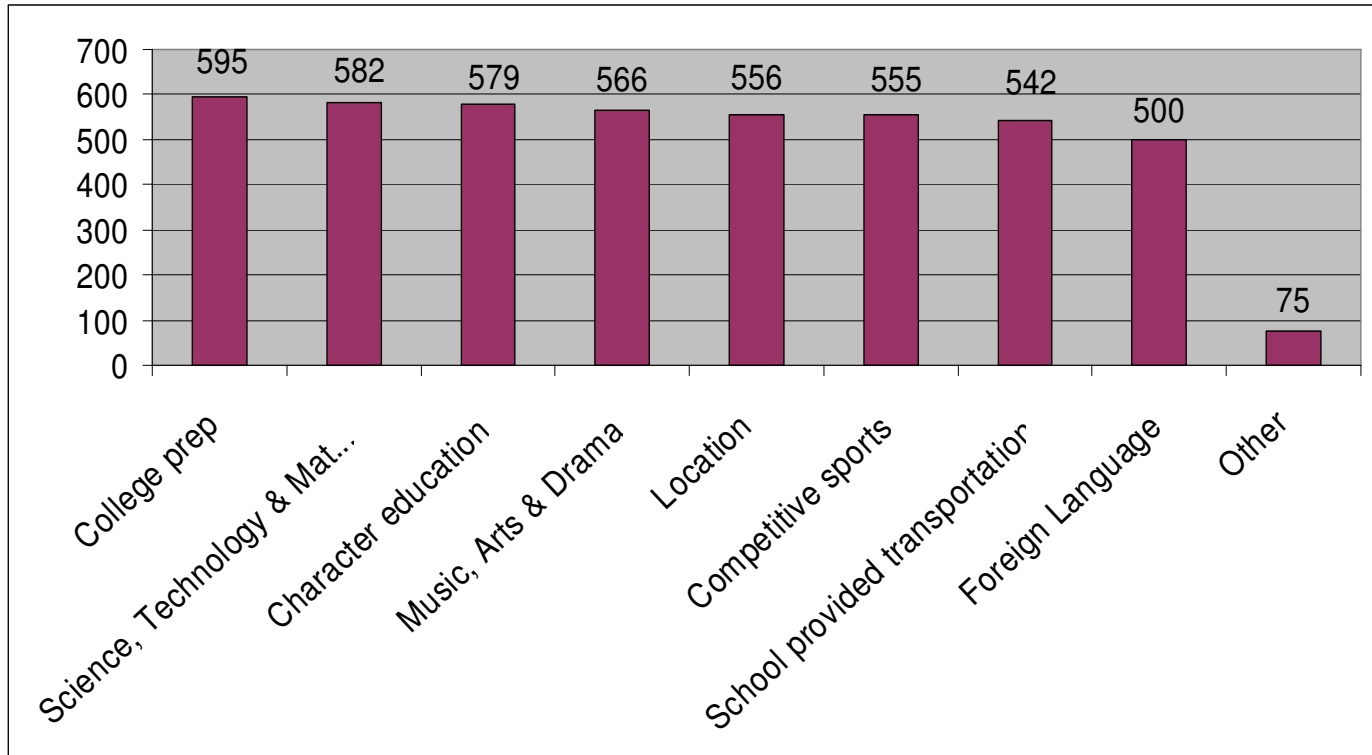


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Twin Peaks Charter Academy – Renewal and Expansion

Question: What are your family’s priorities for a high school?



B. EDUCATION PROGRAM

The joint high school feasibility committee visited several schools and investigated a variety of programs. The primary objective of the education program was to create a curriculum that is a natural extension of Core Knowledge as no formal high school program is available.

Based on the assessment of several successful charter schools and the investigation of the educational foundation of those schools, the high school feasibility committee proposed a curriculum that is Classical in nature. A Classical Education Program subscribes to six core elements that include three stages of learning, application of history on modern issues, a language based medium, a liberal arts curriculum, the study of Latin, and the pursuit of virtue. Based on a white paper (appendix D) from Shelley Coleman, Imagine Charter School at Firestone President, Classical Education achieves what publicly-funded education demands; acquire, understand, and use knowledge. This education model is natural extension of Core Knowledge and provides the foundation for post-secondary learning and productive citizenship.

Focused on college prep and character development, the intention of high school program is to uphold and enhance the standards of the district. Please see appendix E for the proposed curriculum mapping and course descriptions.

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Twin Peaks Charter Academy – Renewal and Expansion

C. GRADUATION REQUIREMENTS

DIPLOMA REQUIREMENTS

| Course | Classical Diploma | Honors Diploma |
|---------------------|---|---|
| Math | 30 | 40 |
| Literature | 40 | 40 |
| Science | 30 | 30 |
| History/SS | 40 | 40 |
| Latin | 5 | 10 |
| 2nd Language | 30 (credits of language up to level 400) | 30 (credits of language up to level 400) |
| Fine Arts | 10 | 20 |
| Technology | 5 | 5 |
| Health | 5 | 5 |
| PE | 20 | 20 |
| Electives | 45 | 20 |
| Total | 260 | 260 |

Graduation Requirement Evaluation Process

- Local district graduation requirements were reviewed and considered.
- Review of graduation requirements for Ridgeview Classical, The Classical Academy, and Peak to Peak Charter schools were reviewed and considered.
- Compliance with HEAR 2010 (Higher Education Admission Requirements Phase II) were reviewed and included.
- A Survey of 130 selective colleges and universities on entrance requirements was reviewed and considered.

| Subject | Units (Average) | Subject | Units (Average) |
|----------------|------------------------|-----------------|------------------------|
| English | 4.0 | Science | 3.2 |
| Math | 3.6 | Lab Science | 2.3 |
| History | 1.8 | World Languages | 2.6 |
| Social Studies | 2.7 | Fine Arts | 1.1 |

- Research on average ACT scores and progress in scores based on changes by common course patterns was studied and considered. Please see a sample profile report in Appendix F.

To renew charter for 15 years beginning in the 2011-2012 school year and expand the charter to include grades 9-12.



Twin Peaks Charter Academy – Renewal and Expansion

HONORS SCHEDULE AND SEQUENCE EXAMPLE

| Subject | 1st Year | 2nd Year | 3rd Year | 4th Year | Total |
|------------------------|--------------------------------|---------------------|---------------|-----------------------|------------|
| Literature | Classical Lit. | British Lit. | American Lit. | Modern Lit. (Elec) | 40 |
| History | Foundations of Western Civ. | European History | US History | Government | 40 |
| Math | Algebra I | Geometry | Algebra II | Math Elective | 40 |
| Science | Biology | Chemistry | Physics | | 30 |
| Language | Latin I | Language I | Language II | Language III | 40 |
| Fine Art | | | Art / Music | Art / Music | 20 |
| Health | | .5 | | | 5 |
| Tech | .5 | | | | 5 |
| P.E. | 1 | 1 | | | 20 |
| Total req'd | 6.5 | 6.5 | 6 | 5 | 240 |
| Electives | (up to 0.5) | (up to 0.5) | (up to 1) | (up to 2) | 20+ |
| | | | | | 260+ |

CLASSIC SCHEDULE AND SEQUENCE EXAMPLE

| Subject | 1st Year | 2nd Year | 3rd Year | 4th Year | Total |
|--------------------|--------------------------------|---------------------|---------------|-----------------------|------------|
| Literature | Classical Lit. | British Lit. | American Lit. | Modern Lit. (Elec) | 40 |
| History | Foundations of Western Civ. | European History | US History | Government | 40 |
| Math | Algebra I | Geometry | Algebra II | | 30 |
| Science | Biology | Chemistry | Physics | | 30 |
| Language | Latin I-A | Language I | Language II | Language III | 35 |
| Fine Art | | | | Art / Music | 10 |
| Health | | .5 | | | 5 |
| Tech | .5 | | | | 5 |
| P.E. | 1 | 1 | | | 20 |
| Total req'd | 6.5 | 6.5 | 5 | 4 | 215 |
| Electives | (up to 0.5) | (up to 0.5) | (up to 2) | (up to 3) | 45+ |
| | | | | | 260+ |

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Twin Peaks Charter Academy – Renewal and Expansion

D. ENROLLMENT POLICY

The St. Vrain Valley School District has created a feeder system and outlined a strategic objective, “to guarantee that all feeder systems identify a comprehensive plan to guide transitions for students at critical times in their schooling from pre-kindergarten to post-secondary.” The proposed charter high school subscribes to this model and will ensure successful transition by offering children of Core Knowledge programs consistency in competencies throughout their education. The Charter High School Committee would like to provide a feeder system for all Core Knowledge Schools, but recognizes the limitations of such an endeavor. As such, the Charter High School will recruit from all Core Knowledge schools, but will only request enrollment preference for Twin Peaks Charter Academy. The following summarizes the proposed enrollment policy:

- Enrollment policies for the high school will be written by the governance committee based on existing policies from TPCA, which are available upon request.
- Enrollment preference will be given to existing students, siblings and staff of TPCA.
- A lottery system will be used to fill all other available classroom seats.

E. PROJECTED STAFF:

TPCA employs a large percentage of highly qualified individuals and will continue to recruit quality teachers that have diverse skills to cross subjects and grades in order to maintain an efficient staffing model. The Charter High School will uphold the licensing and qualification standards of the District and as required by State law and NCLB.

| Teachers | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 |
|----------------------|--------------|--------------|--------------|--------------|--------------|
| ART | 1.28 | 1.33 | 2.00 | 2.17 | 2.17 |
| PE | 0.50 | 0.50 | 0.83 | 0.83 | 1.00 |
| MUSIC | 0.67 | 0.67 | 1.50 | 1.67 | 1.67 |
| LANGUAGE ARTS | 1.17 | 1.67 | 2.17 | 2.50 | 2.50 |
| MATH | 0.83 | 1.67 | 2.67 | 3.33 | 3.33 |
| SCIENCE | 1.67 | 2.67 | 3.50 | 3.83 | 3.83 |
| HISTORY | 0.83 | 1.33 | 1.83 | 2.17 | 2.17 |
| FOREIGN LANGUAGE | 2.00 | 2.67 | 3.33 | 3.67 | 3.67 |
| TOTAL | 8.95 | 12.50 | 17.84 | 20.17 | 20.34 |
| Rounded Total | 9.00 | 13.00 | 18.00 | 21.00 | 21.00 |

| Administration | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 |
|-------------------------------|--------------|--------------|--------------|--------------|--------------|
| HS Principal | - | 1.00 | 1.00 | 1.00 | 1.00 |
| Office Clerk | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Athletics/Activities Director | - | - | 0.50 | 1.00 | 1.00 |
| Executive Principal | - | - | - | 1.00 | 1.00 |
| Librarian | 0.50 | 0.50 | 1.00 | 1.00 | 1.00 |
| Facilities | - | - | - | - | - |
| Health Clerk | - | - | - | - | - |
| Guidance Counselor | 0.50 | 0.50 | 1.00 | 2.00 | 3.00 |
| SPED | 1.00 | 1.00 | 1.00 | 2.00 | 2.00 |
| Janitor | 1.00 | 1.00 | 1.50 | 1.50 | 1.50 |
| Total | 4.00 | 5.00 | 7.00 | 10.50 | 11.50 |

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Twin Peaks Charter Academy – Renewal and Expansion

F. PROJECTED ENROLLMENT

Primary enrollment is expected to come from the existing local charter schools.

Number of students by grade

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|-------|-----------|-----------|-----------|-----------|-----------|
| 9 | 120 | 135 | 135 | 135 | 135 |
| 10 | 90 | 110 | 135 | 135 | 135 |
| 11 | 0 | 80 | 100 | 120 | 120 |
| 12 | 0 | 0 | 70 | 90 | 90 |
| Total | 210 | 325 | 440 | 480 | 480 |

G. PRELIMINARY BUDGET

The High School Charter committee acknowledges the fiscal challenges of the upcoming years and the difficulty of this undertaking in such uncertain times. However, the sponsor school, Twin Peaks Charter Academy, is well positioned to commit to the capital needs of the high school due to an existing available fund balance and a favorable bond rating.

The current preliminary budget assumes conservative costs and PPR with aggressive retention of charter school children. Multiple assumptions have been run to communicate risk to the committee.

The budget assumes that inflation and compensation increases will outpace PPR growth and the charter schools will retain 60%-70% of existing students.

The following is a list of detailed assumption with a summary of the budget on the following page:

- 3% inflation
- 2% PPR growth (-3% in 2010-2011, another -3% in 2011-2012)
- Labor allowance of \$200K in 2009 & 2010 to offset startup losses
- 150% to 200% increase in most expense items to cover added high schools costs
- Staffing cost per teacher the same for HS and K-8
- 33% attrition in Junior and Senior years (i.e. 135 entrants becomes 90 graduates)
- K-8 model uses expanded enrollment to cover potential losses due to PPR reductions
- High School budget assumes that K-8 budget will be balanced

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Twin Peaks Charter Academy – Renewal and Expansion

| Inflation | 3.0% | | | | | |
|---------------------------------|------|--------------------|--------------------|--------------------|--------------------|--------------------|
| PPR growth | 2.0% | HS Open | | | | |
| Compensation | 5.0% | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
| HS Students | | 210 | 325 | 440 | 480 | 480 |
| FTE | | 210 | 325 | 440 | 480 | 480 |
| PPR | | \$6,536.72 | \$6,667.46 | \$6,800.81 | \$6,936.82 | \$7,075.56 |
| Activities Fees | | \$250.00 | \$250.00 | \$250.00 | \$250.00 | \$250.00 |
| Supplies | | \$200.00 | \$200.00 | \$250.00 | \$250.00 | \$300.00 |
| Mortgage % of income | | 28.9% | 18.7% | 14.3% | 12.7% | 13.8% |
| Cap construction | | \$100.00 | \$100.00 | \$100.00 | \$100.00 | \$0.00 |
| Activities Fees | | \$42,000 | \$65,000 | \$88,000 | \$96,000 | \$96,000 |
| Supplies Fees | | \$37,800 | \$58,500 | \$99,000 | \$108,000 | \$129,600 |
| Per Pupil Revenue | | \$1,372,712 | \$2,166,924 | \$2,992,355 | \$3,329,675 | \$3,396,269 |
| Tabor appropriation | | \$200,000 | \$200,000 | \$0 | \$0 | \$0 |
| Total Income | | \$1,652,512 | \$2,490,424 | \$3,179,355 | \$3,533,675 | \$3,621,869 |
| MS & Elem Education | | \$2,570 | \$3,655 | \$5,193 | \$6,418 | \$6,611 |
| General education | | \$50,307 | \$80,192 | \$111,825 | \$125,650 | \$129,420 |
| Gifted & Talented | | \$2,133 | \$3,401 | \$4,742 | \$5,328 | \$5,488 |
| Media | | \$10,996 | \$17,528 | \$24,442 | \$27,464 | \$28,287 |
| Art | | \$1,078 | \$1,718 | \$2,396 | \$2,693 | \$2,773 |
| Foreign Language | | \$7,187 | \$11,456 | \$15,975 | \$17,950 | \$18,489 |
| Physical | | \$2,336 | \$3,723 | \$5,192 | \$5,834 | \$6,009 |
| Music | | \$6,684 | \$10,654 | \$14,857 | \$16,694 | \$17,194 |
| Technical | | \$6,863 | \$10,940 | \$15,256 | \$17,142 | \$17,657 |
| SPED & PPR holdback | | \$92,246 | \$145,617 | \$201,086 | \$223,754 | \$228,229 |
| Co curricular | | \$15,042 | \$23,977 | \$33,436 | \$37,569 | \$38,697 |
| Prof. Development | | \$7,505 | \$10,675 | \$22,748 | \$42,174 | \$65,160 |
| General Administration | | \$32,765 | \$52,230 | \$72,832 | \$81,837 | \$84,292 |
| School Administration | | \$101,117 | \$175,944 | \$242,075 | \$448,156 | \$512,704 |
| Business Services | | \$6,852 | \$9,745 | \$13,845 | \$17,113 | \$17,626 |
| Operation/Maint. | | \$56,564 | \$80,455 | \$114,302 | \$141,277 | \$145,515 |
| Teacher Salaries | | \$602,208 | \$848,253 | \$1,228,505 | \$1,547,916 | \$1,625,312 |
| Total Expenses | | \$1,004,452 | \$1,490,164 | \$2,128,705 | \$2,764,970 | \$2,949,463 |
| Income - Expenses | | \$648,060 | \$1,000,260 | \$1,050,650 | \$768,706 | \$672,406 |
| Mortgage HS | | \$498,242 | \$498,242 | \$498,242 | \$498,242 | \$498,242 |
| Capital construction | | (\$21,000) | (\$32,500) | (\$44,000) | (\$48,000) | (\$48,000) |
| Maintenance | | \$106,090 | \$109,273 | \$112,551 | \$115,927 | \$119,405 |
| Mort & Maint Expense | | \$583,332 | \$575,015 | \$566,793 | \$566,170 | \$569,648 |
| Year total | | \$64,728 | \$425,245 | \$483,857 | \$202,536 | \$102,759 |

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Twin Peaks Charter Academy – Renewal and Expansion

H. FACILITY PLAN

In 2009, TPCA opened a 150,000 square foot facility on over 12 acres of land on South Sunset. The new facility includes 70,000 square feet of unused space intended for a future high school. The existing 80,000 square foot school includes regular and specialty classrooms, an auditorium with a stage, a gymnasium with locker-rooms, a library with computer resources, and a cafeteria with a kitchen. The existing common spaces are large enough to accommodate the high school. The existing land includes a large soccer field, outdoor play areas, and plenty of parking. TPCA is currently negotiating to purchase 13 acres of land near the existing school to accommodate sports' fields. See Appendix G for preliminary drawings of the building layout for the proposed high school.

I. DISCIPLINE

The Charter High School Committee will review the policies of all three participating charter schools to combine and create an appropriate discipline policy for the Charter High School. The policies of each charter school are available upon request.

J. PUPIL EVALUATION

The Charter High School Committee will review the evaluation programs of all three participating charter schools and the district to combine and create an appropriate high school evaluation process which will include the CSAP, ACT, PSAT, and Colorado Growth Model. Additionally, the high school committee is working to identify a process for tracking student graduation rates. Please see section IIIA for assessment tools in use at TPCA. All existing charter school programs are available on request.

K. TRANSPORTATION

All collaborating schools have organized car pool programs. The Longmont transit system is utilized by both TPCA and Flagstaff. The Charter High School Committee is requesting a bus from the District to transport high school students from Imagine Charter School at Firestone to the TPCA location.

L. FOOD SERVICE

TPCA has an existing food service agreement with the District and the facility to serve the student body of both the existing K-8 school and the proposed Charter High School.

M. ATHLETICS

The charter school committee has several volunteers with experience directing high school sports including a former athletic director. The committee is aware of studies supporting the benefits of a strong athletic program and intends to offer varsity sports. The school will facilitate participation in district programs for sports not offered by the Charter High School.

N. EXTRACURRICULAR ACTIVITIES

The charter school committee understands and supports the benefits of extracurricular activities such as, theater, music, student government, forensics, and intramural sports and will make every effort to offer a variety of opportunities for the high school students. TPCA currently has the facility to accommodate many activities and intends to enhance the facility to expand activities.

O. GOVERNANCE

The proposed Charter High School will be directed by a joint committee and governed by the established TPCA Board of Directors. Representatives will be sought out from at least two Core Knowledge feeder schools. The Committee will advise on matters of high school curriculum and culture.

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