



Missouri
Charter Public School Commission

February 25, 2021

Mr. David Oliver
President of the Board
DeLaSalle Education Center
3737 Troost Ave.
Kansas City, Missouri 64109

RE: 2019-2020 Annual Report

Dear Mr. Oliver:

This letter transmits the Missouri Charter Public School Commission's 2019-2020 Annual Report of DeLaSalle Education Center.

Charter schools sponsored by the Commission are reviewed annually as to their progress in meeting statutes, provisions of their performance contracts and Commission policies. Commission staff review required submissions provided by the school for accuracy, timeliness and compliance. Typically, the annual report includes a summary of the submission review, a report on the formal annual site visit and supplementary exhibits.

The 2019-2020 school year presented unprecedented challenges for schools. We recognize that the COVID-19 pandemic impacted schools academically, financially, and operationally. Through these challenges we have been impressed with how your board and school leadership has pivoted to ensure the students in your care continue to have support academically and social-emotionally.

The pandemic has made it difficult to evaluate the school's academic progress using the measures agreed upon in our contract. Without the administration of the MAP test the academic section of the annual report is rated "not applicable" for this year.

The board should be proud of the hard work that was put into correcting the financial position of the school and the continued diligence in managing finances. Additionally, DeLaSalle met expectations in both learning environment and governance.

School operations have also been improving with one significant exception, Commission reporting compliance. This area continued to be an issue for the school with only 20% of documents submitted on time with 87% accuracy. This is a critical function of the school to ensure compliance and accountability. The Commission had multiple conversations with leadership regarding timeliness of reporting. As of the date of this letter, personnel changes have been made to address this issue. We will continue to monitor your performance throughout the next reporting period. If significant improvements are not made in this area additional interventions may be necessary.

The Commission hopes your board will thoroughly review the annual report and use it to inform current and future plans. We recognize that this was an incredibly difficult year and look forward to working with you to determine how to measure excellence during these trying times. If you have any questions related to the report please reach out.

Sincerely,

A handwritten signature in cursive script that reads "Robbyn G. Wahby".

Robbyn G. Wahby
Executive Director

CC: DeLaSalle Education Center Board of Directors
Sean Stalling, DeLaSalle Education Center Executive Director
Members, Missouri Charter Public School Commission
Rachel Uptergrove, Department of Elementary and Secondary Education

Attachments

2019-2020 Annual Report
2019-2020 Site Visit Report
EpiCenter Compliance Summary
FY20 DESE Assurance Checklist



Missouri
Charter Public School Commission

DeLaSalle Center

2019-2020 Annual Report

Annual Performance: **Partially Meets**

Year Opened: 2010-2011

Next Renewal: 2025-2026

Location: Kansas City

Enrollment: 140

Grades Served: 9-12



Academics

Exceeds



Financial
Management

Meets



Learning
Environment

Meets



Governance

Meets



Operations

Partially Meets

Performance Summary

| STANDARDS AND INDICATORS | SECTION STANDARD RATING |
|--|-------------------------|
| I. ACADEMICS | |
| Due to the COVID-19 pandemic, Missouri’s FY20 state assessment test was cancelled. Many national interim assessments are unable to provide a valid year end measure. | |
| Postsecondary Readiness | Falls Far Below |
| School-Specific Academic Measure(s) | Partially Meets |
| II. FINANCE | |
| Near-Term Financial Health | Meets |
| Financial Sustainability | Meets |
| III. LEARNING ENVIRONMENT | |
| School Environment | Meets |
| Education Program Compliance | Meets |
| Student Rights and Requirements | Meets |
| V. GOVERNANCE | |
| Board Oversight and Accountability | Meets |
| Board Development, Growth and Operations | Meets |
| IV. OPERATIONS | |
| Financial Management | Meets |
| Compliance and Reporting | Partially Meets |
| Employee Rights and Requirements | Meets |

Understanding this Report

Dear Reader,

This report is distributed annually for each school sponsored by the Commission so parents/care givers, community members, elected officials and other stakeholders are informed about the performance of the schools we sponsor. The Commission monitors five key performance areas:

- I.  **Academics** – *How well are the students performing on national, state and interim assessment? Is the school meeting their performance contract goals? Is the school meeting its mission?*
- II.  **Finance** – *Has the school appropriately managed tax payer and philanthropic dollars to ensure the school is sustainable?*
- III.  **Learning Environment** – *Has the school met federal and state requirements so students are safe and have all the rights afforded to them?*
- IV.  **Governance** – *Has the board of directors provided the stewardship, oversight and accountability required of a public school board and a Missouri non-profit?*
- V.  **Operations** – *Has the school operated effectively, safely and in compliance with policies, regulations and statutes?*

The first two pages of this report provide readers with a quick summary of the schools performance. The Annual Performance of the school is rated **Meets**, **Partially Meets** or **Falls Far Below** based on results in each of the performance areas. Academics can also be rated **Exceeds** if it is higher than the state average. Ratings are color coded throughout the report, as outlined in this chart

| PERFORMANCE RATINGS DEFINED | |
|--|---|
|  Exceeds | Exceeding expectations and showing exemplary performance. Academic Performance is the only standard eligible for Exceeds. |
|  Meets | Generally meets the criterion, is performing well, is meeting expectations for performance, and/or minor concern(s) are noted. |
|  Partially Meets | Meets some aspects of the criterion, but not others and/or moderate concern(s) are noted. |
|  Falls Far Below | Falls far below the stated expectations and/or significant concern(s) are noted. The failures are material and significant to the viability to the school. |

Each key performance area contains a specific indicators and measures. Indicators gage these essential compliance and performance areas. The direction of the arrow will tell you if the school’s performance for each specific area is improving or declining since last year’s report.

| PERFORMANCE OVER TIME | |
|---|---|
|  | Increasing, moving in the right direction over time |
| No Arrow | Neither increasing or decreasing |
|  | Decreasing, moving in the wrong direction over time |

Each indicator is made up of measures, based on observations and data collected by the Commission. Pages 5-13 detail the results of these measures for the current year. When possible, prior year performance and a three year average are noted. Pages 14-19 provide an explanations of the various measures, computations (where appropriate), and the source of the data.

The Commission wishes to express its gratitude to the National Association of Charter School Authorizers for use of its research and publications, especially Core Performance Framework and Guidance. The Commission has adopted NACSA’s Principles and Standards for authorizing. We have built our performance framework and annual report on NACSA’s research and continue to strengthen our work based on national best practices in charter school accountability.

Sincerely,

Missouri Charter Public School Commission

DeLaSalle Charter School Overview

| | |
|-----------------------|---|
| GRADES SERVED | 9-12 |
| SCHOOL ADDRESS | 3737 Troost Ave. Kansas City, MO 64109 |
| SCHOOL WEBSITE | www.delasallecenter.org |
| AREAS SERVED | Citywide |
| LEADERSHIP | Sean Stallings, Executive Director David Oliver, Board President |
| SCHOOL MISSION | DeLaSalle Education Center is committed to serving students in a high school setting where personalized education, holistic services, and workforce development are all incorporated to benefit our students. |

Student Demographics

| | |
|-------------------------|-------------------|
| TOTAL ENROLLMENT | 140 |
| ATTENDANCE | 15%/90% |
| RACE/ETHNICITY | % OF TOTAL |
| Asian/Pacific Islander | * |
| Black | 92.1% |
| Hispanic/Latino | 6.4% |
| Multiracial & Other | * |
| Native American | * |
| White/Caucasian | * |

| | |
|--|-------------------|
| HISTORICALLY UNDERSERVED POPULATIONS % OF TOTAL | % OF TOTAL |
| Free or Reduced-Price Lunch | 100% |
| Students with Disabilities | 8.6% |
| English Language Learners | * |
| Homeless/Migrant Students | 10.7% |

| | |
|-------------------------------------|-------------------|
| DISCIPLINE INCIDENTS – TOTAL | 26 |
| RACE/ETHNICITY | % OF TOTAL |
| Asian/Pacific Islander | 0% |
| Black | 100% |
| Hispanic/Latino | 0% |
| Multiracial & Other | 0% |
| Native American | 0% |
| White/Caucasian | 0% |

| STAFF AND BOARD DEMOGRAPHICS | | | |
|-------------------------------------|--------------|----------------------|-----------------|
| | BOARD | ALL EMPLOYEES | TEACHERS |
| TOTAL NUMBER | 7 | 20 | 12 |
| RACE/ETHNICITY % OF TOTAL | | | |
| Asian/Pacific Islander | 0% | 0% | 0% |
| Black | 28% | 80% | 75% |
| Hispanic/Latino | 0% | 0% | 0% |
| Multiracial & Other | 0% | 0% | 0% |
| Native American | 0% | 0% | 0% |
| White/Caucasian | 82% | 20% | 25% |

| STUDENT ENROLLMENT BY GRADE | |
|------------------------------------|----|
| PK | |
| K | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | 19 |
| 10 | 10 |
| 11 | 43 |
| 12 | 68 |

I. Academic Performance

N/A

This section provides an overview of the school’s performance in the year reviewed on a variety of academic measures, and a view of recent historical trends the school is accountable for achieving, as established by applicable federal and state law and the charter contract. The measures provide information about student growth and outcomes. (See Page 14 for more information on measures and data sources.)

| INDICATORS AND MEASURES | STANDARD | SCHOOL PERFORMANCE | | | RATING | | NOTES |
|---|------------|--------------------|-------|------|--------|-----------|--|
| | | 3YR AVG | FY19 | FY20 | Rating | Direction | |
| FEDERAL & STATE ACCOUNTABILITY | | | | | | | |
| ESEA Designation | No Rating | | | | | | Due to COVID19, there the 2020 MAP test was not administered |
| State Rating | Accredited | N/A | N/A | N/A | N/A | N/A | Due to COVID19, there the 2020 MAP test was not administered |
| STUDENT ACADEMIC PROFICIENCY | | | | | | | |
| Proficiency – English (All) | N/A | N/A | 22.2 | N/A | N/A | N/A | Due to COVID19, there the 2020 MAP test was not administered |
| Proficiency – English (Subgroups) | N/A | N/A | 22.2 | N/A | N/A | N/A | Due to COVID19, there the 2020 MAP test was not administered |
| Proficiency Comparison – English | N/A | N/A | -10.2 | N/A | N/A | N/A | Due to COVID19, there the 2020 MAP test was not administered |
| Proficiency – Math (All) | N/A | N/A | 0.0 | N/A | N/A | N/A | Due to COVID19, there the 2020 MAP test was not administered |
| Proficiency – Math (Subgroups) | N/A | N/A | 0.0 | N/A | N/A | N/A | Due to COVID19, there the 2020 MAP test was not administered |
| Proficiency Comparison – Math | N/A | N/A | -19.7 | N/A | N/A | N/A | Due to COVID19, there the 2020 MAP test was not administered |
| Proficiency – Science (All) | N/A | N/A | 8.0 | N/A | N/A | N/A | Due to COVID19, there the 2020 MAP test was not administered |
| Proficiency – Science (Subgroups) | N/A | N/A | 10.9 | N/A | N/A | N/A | Due to COVID19, there the 2020 MAP test was not administered |
| Proficiency Comparison – Science | N/A | N/A | -1.2 | N/A | N/A | N/A | Due to COVID19, there the 2020 MAP test was not administered |

| STUDENT ACADEMIC GROWTH | | | | | | | |
|-----------------------------------|-----|------|------|------|-----------------|---|--|
| Growth – English (All) | N/A | N/A | N/A | N/A | N/A | N/A | Due to COVID19, there the 2020 MAP test was not administered |
| Growth – English (Subgroups) | N/A | N/A | N/A | N/A | N/A | N/A | Due to COVID19, there the 2020 MAP test was not administered |
| Growth – Math (All) | N/A | N/A | N/A | N/A | N/A | N/A | Due to COVID19, there the 2020 MAP test was not administered |
| Growth – Math (Subgroups) | N/A | N/A | N/A | N/A | N/A | N/A | Due to COVID19, there the 2020 MAP test was not administered |
| POSTSECONDARY READINESS | | | | | | | |
| Graduation Rate | | 37.4 | 36.4 | 40.3 | Falls Far Below |  | |
| College Matriculation Rate | | 26.6 | 30.6 | 21.3 | Falls Far Below |  | |
| SAT Performance | | N/A | N/A | N/A | N/A | N/A | |
| ACT Performance | | 13.8 | 14.4 | 13.8 | Falls Far Below |  | |
| SCHOOL-SPECIFIC ACADEMIC MEASURES | | | | | | | |
| APR - English | N/A | N/A | N/A | N/A | N/A | N/A | 2020-2021 English II: Status= Approaching, Progress = On Track |
| APR - Math | N/A | N/A | N/A | N/A | N/A | N/A | 2020-2021 Algebra 1: Status = Approaching; Progress= Approaching |
| Promotion | 80% | N/A | N/A | 90% | Exceeds | | Annually, 80% of the ninth grade students will successfully be on-track to graduation (passing three-out-of-four core classes AND earning a minimum of five credit hours), including the summer term |
| Promotion | 75% | | | 95% | Exceeds | | Annually, at least 75% of students not classified as 9th grade will advance one full grade-level in a full academic year, including the summer term. |
| Graduation | 90% | | | 94% | Exceeds | | Annually, 90% of students identified as seniors by credits will graduate within 12 months of the start of the August academic year. |
| Graduation (7 Year Rate) | 80% | 65% | 69.2 | 52.5 | Falls Far Below |  | Annually, the seven-year graduation rate will be at least 80%. |
| MO Options | 70% | | | | | | Annually, at least 70% of students in the Missouri Option Program will successfully earn their high school diploma by age 21, as measured by their academic plan. |

II. Financial Performance

Meets

This section provides an overview of the school’s performance in the year reviewed and a view of recent historical trends on financial measures the school is accountable for achieving. These measures are established by applicable federal and state law and the charter contract. They provide information about the school’s financial health and sustainability.

Near-Term Measures

- **Current Ratio** measures a school’s ability to pay its obligations over the next 12 months.
- **Unrestricted Days Cash on Hand** indicates how many days the school could operate without receiving additional funding.
- **Enrollment Variance** shows how well the school is meeting its enrollment projections. Schools less than 5 years old will see greater fluctuation.
- **Debt Default** indicates whether a school is meeting its debt obligations or covenants.
- **Fund Balance** must be 3% or greater to meet state statute.

- **Total Margin** measures a school’s revenues compared to its expense. In other words, did the school operate at a surplus or deficit in the given time period.
- **Aggregated Three-Year Margin** measures the long-term financial stability of the school.
- **Liabilities to Asset Ratio** compares the school’s financial liabilities to its assets.
- **Cash Flow** indicates the trend in the school’s cash balance over a period of time (similar to Days Cash on Hand, but indicating long-term vs. near-term sustainability).
- **Debt Service Coverage Ratio** indicates a school’s ability to cover its debt obligations in the current year.

Sustainability Measures

| INDICATORS AND MEASURES | STANDARD | 3-YR AVG. | FY19 VALUE | FY20 VALUE | RATING | NOTES |
|--------------------------------|--|-----------|------------|------------|--------|--|
| NEAR-TERM MEASURES | | | | | | |
| Current Ratio | >1.0 | 1.6 | .7 | 3.5 | Meets | ➡ |
| Unrestricted Days Cash on Hand | 30/60/90 | 62 | 76 | 88 | Meets | ➡ DeLaSalle will have at least 60 days cash on hand each year over the next contract term. |
| Enrollment Variance | =>95% | | 77% | 116.7% | Meets | ➡ |
| Debt Default | Making payments; comply with covenants | Meets | Meets | Meets | Meets | |
| Fund Balance | 3% or greater | 12.19% | 16.74% | 21.56% | Meets | ➡ DeLaSalle will have at least a 15% fund balance each year over the next contract term. |
| SUSTAINABILITY MEASURES | | | | | | |
| Total Margin | Positive | .29 | .19 | .65 | Meets | ➡ |

| | | | | | | |
|-----------------------------|-------------------------|-----------|-----------|-----------|-------|---|
| Debt to Asset Ratio | <.9 | .4 | .2 | .05 | Meets |  |
| Cash Flow | Multiple years positive | \$104,903 | \$205,843 | \$107,556 | Meets |  |
| Debt Service Coverage Ratio | =>1.1 | 0 | 0 | 0 | Meets | |

III. Learning Environment Compliance

Meets

This section reports the school's overall performance in fulfilling its obligation to provide a safe, healthy and equitable place for children to learn and grow. These measures are established in mostly in federal and state statutes, as well as those items required in the school's charter and contract.

| INDICATORS AND MEASURES | STANDARD | RATING | NOTES |
|---|--------------------|--------|---|
| SCHOOL ENVIRONMENT | | | |
| Complying with facilities and transportation requirements | Material Compliant | Meets | |
| Complying with health and safety requirements | Material Compliant | Meets | |
| Handling student information and data appropriately | Material Compliant | Meets | |
| EDUCATION PROGRAM COMPLIANCE | | | |
| Implementing the material terms of the education program as defined in the current charter contract | Material Compliant | Meets | |
| Complying with applicable education requirements | Material Compliant | Meets | |
| Protecting the rights of students with disabilities | Material Compliant | Meets | |
| Protecting the rights of English Language Learner (ELL) students | Material Compliant | Meets | |
| STUDENT RIGHTS AND REQUIREMENTS | | | |
| Protecting the rights of all students | Material Compliant | Meets | |
| Open, free access to apply and enroll | Material Compliant | Meets | |
| SCHOOL SPECIFIC GOALS | | | |
| Attendance | N/A | N/A | The average daily attendance for all students enrolled will be at least 80% in school years 2020-21 and 2021-22. This attendance number will rise by 3% over the remaining three years of the contract. |
| Market Value Assets | N/A | N/A | Annually, at least 20% of senior students, as identified by credit, will graduate with a Market Value Asset starting in the 2020-21 school year. This percentage will increase by 15% per year over the next contract term. |

IV. Governance

Meets

This section reports the board of directors overall performance in the year in fulfilling legal requirements and fiduciary/public stewardship responsibilities. Compliance with state statutes and Commission policies relevant to governing a public school and Missouri non-profit are also rated in this section.

| INDICATORS AND MEASURES | STANDARD | RATING | NOTES |
|---|---|--------|---|
| BOARD OPERATIONS | | | |
| Board Training | 100% of board members have participated in training | Meets | |
| Committee Structure | Structure is in place and committees are meeting | Meets | |
| Review and Updates Board Policies Annually | Material Compliant | Meets | |
| Strategic Plans, Board Goals | Annual goals and plans adopted by Board | Meets | |
| HOLDING MANAGEMENT ACCOUNTABLE | | | |
| CEO Evaluation | Completed | Meets | |
| CMO Evaluation | Completed | Meets | |
| Monitor Performance, School and Board Goals | Demonstrated Consistent Monitoring | Meets | |
| COMPLIANCE AND REPORTING | | | |
| Missouri Ethic Commission Filings | Material Compliant | Meets | |
| ASBR | Material Compliant | Meets | |
| Missouri Sunshine Law Compliance | Material Compliant | Meets | |
| Registered with the Secretary of State | Material Compliant | Meets | |
| SCHOOLS SPECIFIC GOALS | | | |
| Board Attendance | 80% attend >= 80% | Meets | At least 80% of the DeLaSalle Board members will attend 80% of the meetings in a fiscal year, as documented by Board records. |

V. Operational Compliance

Partially Meets

This section reports the school’s overall performance in the year reviewed in fulfilling legal and contractual requirements and responsibilities relevant to organizational reporting and monitoring requirements.

| INDICATORS AND MEASURES | STANDARD | RATING | NOTES |
|--|--------------------|-----------------|---------------------------|
| FINANCIAL MANAGEMENT AND OVERSIGHT | | | |
| Meeting financial reporting and compliance requirements | Material Compliant | Meets | |
| Following Generally Accepted Accounting Principles (GAAP) | Material Compliant | Meets | |
| EMPLOYEE RIGHTS AND REQUIREMENTS | | | |
| Respecting employee rights | Material Compliant | Meets | |
| Completing required background checks | Material Compliant | Meets | |
| Meeting teacher and other staff credentialing requirements | Material Compliant | Meets | |
| COMPLIANCE AND REPORTING | | | |
| Federal and State reporting requirements | Material Compliant | Meets | |
| Local Reporting requirements | Material Compliant | Meets | |
| Commission reporting requirements | Material Compliant | Falls Far Below | 20% on time; 87% accurate |
| Document Retention requirements | Material Compliant | Meets | |

Terms, Calculations and Sources

I Academic Performance

| Indicators/Measures | Definition | Source |
|---|--|--|
| Federal Accountability (ESEA Designation) | Public schools are required to comply with federal education law. The State of Missouri files a statewide plan with the US Department of Education, outlining how MO will hold schools accountable, according to federal guidelines. For our purposes, we are concerned if a school is designated out of compliance or not meeting standard. | Department of Elementary and Secondary Education |
| State Accountability (State Rating) | The State Board of Education sets standards required academic outcomes for all Missouri students. Its accountability program is called Missouri School Improvement Program, or MSIP. If district schools are meeting standards, the schools are accredited. If they are not, they are classified as provisionally accredited or unaccredited. <u>Charter schools do not fall under MSIP, but instead have 5 or 10 year contracts.</u> Nevertheless, DESE classifies all LEAs in Missouri. | Department of Elementary and Secondary Education |
| Student Academic Proficiency | This is the academic performance of students measured by the statewide MAP test. Students are expected to performance at Proficient or Advance. Those who preform below expectations are at Basic or Below Basic. Students are tested annual in communication arts, mathematics, science and social studies. | Annual MAP test results can be found on the DESE Portal https://apps.dese.mo.gov/MCDS/home.aspx |
| Student Academic Growth | Students are expected to grow at least a year each academic year. This measure compares the performance of students to other <u>like</u> students (i.e. grade, super subgroup, prior year performance) to determine if student growth meets expectations. | Annual MAP test results can be found on the DESE Portal https://apps.dese.mo.gov/MCDS/home.aspx |
| Post-Secondary Readiness | Students who leave high school must be ready to continue their education and training, join the military, or work force. These various measures help us better understand student success after graduation. | Annual MAP test results can be found on the DESE Portal https://apps.dese.mo.gov/MCDS/home.aspx |
| School Specific Goals | School boards determined the goals for their charter. Academic goals are specific to a school's mission and student population served. These goals are incorporated in their performance contract. | Interim Assessments Site visits Annual MAP test results Student Surveys |

II Financial Performance

| Indicators/Measures | Calculation | Source |
|---|---|--|
| Near Term | This indicator is a collection of four measures listed to the left. It gages the school's financial position and viability in the upcoming year. Schools that meet these standards are at a low risk for financial stress in the coming year. | Current Ratio Unrestricted Days Cash Enrollment Variance Debt Default |
| Current Ratio | Calculated as the ration of short-term asset to short-term liabilities. If it is greater than 1.0 assets exceed liabilities, and the school can meet its obligations. Less than 1.0 means the school does not have sufficient cash to cover its liabilities. | Audited balance sheet |
| Unrestricted Days Cash | Calculated as the school's total cash divided by the average daily cost to operate the school. At least one month of operating expenses is a standard minimum measure of financial health. 60 days is sufficient health, but 90 days is strong financial health. A school showing growth is also a sign of strong financial health. | Audited balance sheet and income statement |
| Enrollment Variance | Calculated as actual enrollment divided by enrollment projection in the school's board approved budget. Schools with fewer than five years old experience greater fluctuations in enrollment. Mature school's enrollment should be equal to or greater than 95% of projections. It is a primary measure of financial health and a secondary measure of organizational aptitude. | Reported enrollment to MCPSC and DESE; school's budget |
| Debt Default | When a school is not making payments on its debit, when it is out of compliance with other debt covenants, or is not making payments to the state pension system. | Noted to the audited financial statement |
| Sustainability | This indicator is a collection of four measures below. It gages the school's financial position and viability over time. Schools that meet these standards are a low risk of financial stress in the future. | Total Margin and Aggregated 3-Year Total Margin Debt to Asset Ratio Cash Flow Debt Service Coverage Ratio |
| Total Margin and Aggregated 3-Year Total Margin | Calculated as revenue less expenses for the year. Total margin tells us if the school is living within its means. It is a measure of sustainability. We use a three year average to smooth over the impact of a single year fluctuation. A school may decide to spend from its reserves. That will be noted. | Three years of audited income statements |
| Liabilities to Asset Ratio | Calculated as liabilities divided by assets. This measure the extent to which the school relies on borrowed funds to finance its operation. Simply put, does the school OWN more than it | Audited balance sheet |

| | | |
|-----------------------------|--|------------------------------------|
| | OWES. | |
| Cash Flow | Year 3 Total Cash minus Year 1 Total Cash = Multi-Year Cash Flow Year 2 Total Cash – Year 1 Total Cash = One-Year Cash Flow We’re looking for a positive cash flow over time. | Three years audited balance sheets |
| Debt Service Coverage Ratio | (Net Income plus Depreciation plus Interest Expense) divided by (Annual Principal plus Interest). We are looking for a ratio of 1.1 or better, which shows the school can cover its debt obligations the current year. | Audited financial statements |
| School Specific Goals | School boards determined their goals in their charter application. These goals are incorporated in their performance contract. | Based on goals |

III Learning Environment

| Term | Definition | Source |
|---|---|--|
| Complying with facilities and transportation requirements | Charter schools are public schools and must provide students with safe facilities that meets health, safety and occupancy codes and ordinances as determined by the city and county where it resides. Furthermore, the facilities must be in compliance with IDEA, in alignment with local laws. Charter schools are not required to provide transportation to all students, but may elect to do so. All public schools, including charter public schools must provide any student with Individual Learning Plans with transportation as outlined in their plan. | Facilities: Occupancy, health department, fire marshal permits Transportation: Special education and federal grants monitoring; financial reporting on transportation funds; bus driver background checks Insurance coverage for facilities and transportation |
| Complying with health and safety requirements | Charter schools are public schools and must provide students with safe facilities that meets health, safety and occupancy codes and ordinances as determined by the city and county where it resides. | Occupancy permit Food service requirements, including health permits Appropriate dispensing of pharmaceuticals/nursing services |
| Handling student information and data appropriately | Student level data includes all information about a student that is not found in a school directory. This includes, but is not limited to testing, evaluations, immunizations and other medical care (including medicines), special education data, and parent/guardian information. Data can be shared with school | Board policy Site visit on security of student data, and compliance with Family Educational Rights and Privacy Act State aligned Student Information System |

| | | |
|---|--|--|
| | personnel and members of the board of directors as outlined in school policy. | Transfer of Student Records Proper and secure maintenance of testing records |
| Implementing the material terms of the education program as defined in the current charter contract | Each charter includes a sections on curriculum, instructions and assessments. Each charter has articulated its mission, vision and philosophy. These are among the issues a sponsor considers with approving an application for opening. Charter school contract requires the charter school to remain faithful to their mission or request an amendment to their charters. | Site visits Board policies Budgets Board minutes |
| Complying with applicable education requirements | Charter schools must adhere to the regulations of the State Board of Education as well as federal and state statutes regarding the delivery of educational services. | Instructional Minutes Graduation Requirements Missouri Learning Standards MAP Testing Federal and State Program Compliance |
| Protecting the rights of students with disabilities | Charter schools must adhere to the regulations of the State Board of Education as well as federal and state statutes regarding to service for children with disabilities. This includes providing a high-quality learning environment, fair and equal access, identification, proper management and staffing, the implementation of IEP and Section 504 plan, as well as the appropriate use of categorical funds. | State and Federal Laws ADA Compliant Facilities Occupancy Permit Enrollment Policies and Practices Special Education Policies and Practices Enrollment, attendance, discipline of students with disabilities Compliance with State and Federal Program funds Records and Record transfers |
| Protecting the rights of English Language Learner (ELL) students | Charter schools must adhere to the regulations of the State Board of Education as well as federal and state statutes regarding to service for children who are English Language Learners. This includes providing a high-quality learning environment, fair and equal access, identification, proper management and staffing, the implementation of Lau Plan, as well as the appropriate use of categorical funds. | State and Federal Laws Lau Plan Enrollment Policies and Practices ELL Policies and Practices Enrollment, attendance, discipline of ELL students Compliance with State and Federal Program funds Records and Record transfers |
| Protecting the rights of all students | All students in public schools have the protections of the US Constitution, federal, state and local laws and the policies of the charter school they attend. The board, management, staff and students must comply with all applicable laws to ensure | Federal and State Law Policies and Procedures, including those concerning enrollment, speech, dress code, assembly, discipline. Law Suites |

| | | |
|---------------------------------------|--|--|
| | | Access to advance placement, gifted, dual credit etc. programs Student information is collected and protected |
| Open, free access to apply and enroll | All students who live within the charter school service area and grades served have a right to attend. Application and enrollment policies and practices must ensure all children have equal access. Priority selections must comply with state law. | Application policies, documents, procedures Enrollment policies and procedures Lottery, wait lists, |
| Meeting attendance goals | Student attendance is used in the calculation of state accreditation standards and the distribution of financial aid. Schools set attendance goals to ensure student achievement. | Attendance policies, procedures and reporting Audited financials include attendance audit Chronic absenteeism monitoring and analysis – by grades, student population Mandated reporter policy and practice |
| School Specific Goals | School boards determined their goals in their charter application. These goals are incorporated in their performance contract. | Based on goals |

IV Governance

| Term | Definition | Source |
|--------------------------------|--|---|
| Board Operations | Board effectiveness is directly related to the quality of the management, finances, operations and academic performance of the charter school(s) they oversee. Boards must comply with a variety of governance requirements. | Chapter 355 Missouri State Statutes Board Policies updated annually Bylaws Board Composition and Membership Committee structure and activity Board meeting materials Strategic Plan/Goals/Board Self-Assessment |
| Holding Management Accountable | Charter school boards hire, review, retain and release the school's chief executive. | CEO Evaluation Succession Planning CMO ESP |
| Compliance and Reporting | Charter school boards are the legal entity that holds the charter contract. They hold fiduciary responsibility. They are public boards governing a Missouri Non-Profit. Boards must comply with both education statutes and non-profit statutes. | Missouri Ethics Report Background checks Missouri Open Meeting "Sunshine Law" Conflict of Interest Filings Law Suits ASBR Annual Financial Audit and Positioning SEA reporting |

| | | |
|-----------------------|--|----------------|
| School Specific Goals | School boards determined their goals in their charter application. These goals are incorporated in their performance contract. | Based on goals |
|-----------------------|--|----------------|

V Operational Performance

| Term | Definition | Source |
|--------------------------------------|---|---|
| Financial Management and Oversight | Charter schools are required to implement effective and efficient fiscal management systems. | Selection of Auditor Attendance, Course Completion Monitoring, Reporting, Auditing Financial Controls – Policy and Procedures Two signatures on bank account Bank Account and Investments Secured Surety Bonds |
| Employee Rights and Responsibilities | Charter schools are to have written policies and procedures related to employment. The school operates in compliance with all federal, state and local (when applicable) employment laws. | Board policies, including information about former employees Pension funded Employee Handbook |
| Compliance and Reporting | The charter school is in material compliance with applicable laws, rules, regulations, and contractual requirements of sponsor, DESE, and federal authorities. | Responsive, accurate and timely submissions to DESE and federal authorities. Responsive, accurate and timely submissions to MCSPC Amendments to charter/charter contract Response to Letters of Concern/Probation Secretary of State of Missouri filings Open Meeting Laws Record Retention Requirements Custodian of Records IRS tax filings Missouri Ethics Commission |
| School Specific Goals | School boards determined their goals in their charter application. These goals are incorporated in their performance contract. | Based on goals |

SCHOOL: DeLaSalle Charter High School
YEAR: SY2019-2020
DATES: MAY 5-6, 2020

School Overview and History

DeLaSalle, founded in 1971, has remained committed to serving over-aged, under-credited youth at risk of not completing high school since its inception. For more than 20 years before opening its doors as a charter school in 2010, DeLaSalle operated as a private school, providing alternative education services to the students of the Kansas City Public Schools District through a contractual relationship. In the 1980s and 1990s, the school served as a national model for replicating alternative schools throughout the country.

However, for multiple years, the school struggled with enrollment and attendance, which resulted in a budget crisis and threatened the financial solvency of the school. The school's unsustainable financial model led to placement on the State's Financial Watch list and a \$1.5 million deficit. Beyond finances, attendance and performance challenges persisted. Four-year cohort graduation rates hovered around 40 percent, enrollment was declining, and attendance rates were low. Thus, in the summer of 2017, the Board of Trustees, along with support from a variety of partnerships from SchoolSmarkKC, EdOps, consultants, etc., began a restructuring process to stabilize the school financially and operationally. A new board was constituted, new leadership was hired, and almost the entire staff was replaced.

Today, DeLaSalle's mission and vision are rooted in an unwavering commitment to every student's long-term success and pursuit of their ambitions. The mission is to engage its students in education that prepares them for learning, work, and life after high school. Through development of an entrepreneurial mindset, career experiences, an academic program connecting lessons to the real world, and focusing on critical thinking and application, DeLaSalle believes students can achieve at high levels and ultimately change their life trajectories.

The school strives to ensure that every student graduates with more than just a high school diploma, but with a plan for the future rooted in academics and careers. To realize the mission, vision, and core values, DeLaSalle intends to offer a stimulating hands-on education that prepares students for the future while meeting their social and emotional needs and supporting their development as good citizens. They are working to create an educational environment that is meaningful, relevant, and engaging in which instruction is connected to students' lives with authentic projects, experiential learning, and portfolios. Beyond the classrooms, they want to provide students with access to workforce experiences that lead to confidence in clear plans after high school.

While remaining committed to serving as an opportunity to youth who have historically attended the school, DeLaSalle also wants to recruit rising high school students from throughout the city, fighting against the idea that the school is a last resort, alternative school. To transform DeLaSalle, while providing every student with a valuable

opportunity, three core groups of students will be served moving forward:

1. Rising ninth grade students who join the Freshman Academy;
2. Traditionally-served students who are off-track and in need of credit recovery, a change of environment, or simply another chance; and
3. Students who are over-aged, under-credited, and eligible for programming that gets them to graduation in a non-traditional structure (Missouri Option Program).

100% of DeLaSalle students qualify for free or reduced-price lunch. The school's student population is almost 90% African American. Almost 10% of the student population is homeless, and a little less than 10% are special education students. They have zero English Language Learners.

Site Visit Process Overview

MCPSC conducts site visits in years one, two, and three of a school's charter. In year four a School Quality Review is conducted instead. As a school that was recently renewed, a site visit is a normal and expected activity. As agreed with school administration, the team conducted the site visit May 5th and 6th.

The team consisted of Martha McGeehon, MCPSC's Deputy Director for Accountability, and Marisol Rodriguez, Founder of Insignia Partners, who has been contracted to serve as the Site Visit Coordinator for the Commission's site visits in 2020.

Sean Staling, Executive Director, organized the focus groups and provided email addresses for each individual. Due to COVID-19 and the school moving to a virtual model, the site visit protocol was modified for a virtual site visit. Thus, all interviews and focus groups were conducted via Zoom video conferencing. The site visit included focus groups with teachers, the student support team (including the Dean of Climate and Culture and Director of Academy Services), the contracted Special Education team, and the Board of Directors. We also interviewed the Executive Director and Chief Academic Officer.

Given the current health crisis and to alleviate additional pressure on the school, the site visit team did not ask for focus groups with external stakeholders, students, or parents. Observations were not intended to assess the academic quality of the school, or the actual performance of any group or individual, but were focused on all compliance issues as outlined in the Site Visit Protocol.

General Observations

Given the virtual nature of this site visit, no comments can be made on general observations about the building, student engagement, or the general environment.

The site visit team observed a regularly scheduled board meeting on April 14th. The meeting came to order a few minutes passed the scheduled time with all board members present via Zoom. The meeting followed Roberts Rules of Order and was run efficiently. It began with approving the consent agenda, including the previous meeting minutes.

Robbyn Wahby from the Commission spoke during the public comment section about the importance of board leadership and support during this time. She also expressed the Commission's support for the school. She flagged the need for the board to figure out how they are going to measure success, since state testing has been canceled. The board asked for suggestions on how other schools are dealing with this issue and for any advice on added legal protection the school might need at this time. The Executive Director chimed in on this conversation and stated that the school was operating with a "do no harm" grading model, where students will be able to move up, but not down, from the grades they had at the end of the third quarter before COVID-19 caused the school's closure. The Executive Director commented that the school is focused on connecting and engaging with students but noted some equity concerns about the grading system as some students have more access than others. Some policy changes are needed to ensure consistency and compliance during this unique time and thus the board asked for the Executive Director to make a list of all needed policy changes before the next board meeting so they can add an "in a declared crisis" section to the policy documents that gives the Executive Director the authority to make whatever changes are needed in a timely manner.

The financial report was given. EdOps is working on closing out this school year and budgeting for next year, and also instituting a three-year budget that looks at growth, enrollment, and staffing. The goal would be that a draft budget will be ready for review at the May board meeting with a final version ready for approval in June. Regarding immediate financial health given the COVID-19 crisis, DeLaSalle's Paycheck Protection loan was approved and over \$56,000 in savings has been achieved due to cutting some services that are not needed since no students are in the building. The board also reviewed the check register.

The Executive Report followed. The Executive Director announced that a new principal has been hired and a lead 9th grade teacher has been finalized. Finances were discussed again, specifically around fundraising from SchoolSmartKC, Health Forward, Sherman Family Foundation, Russ Family Foundation and Oppenstein Brothers Foundation. The ED noted that the school is not planning to outsource Special Education next year and that the dual enrollment program has restarted. The conversation then shifted to recruitment and enrollment. A virtual townhall was held with a few other schools on creating a feeder model into DeLaSalle, which reached over 3,000 families. However, families do not appear to be applying to schools at this time and it is hoped that this summer, assuming things return to a more normal setting, the school will see an increase in applications. The ED noted that he is hearing an uptick in enthusiasm about DeLaSalle and that he plans to promote the new talent being brought onboard to hopefully increase enrollment.

The board asked how the staff was holding up given the current crisis. The ED explained that he talks with them formally once a week but checks on them routinely. He reported that the staff is really mature

and supportive of the students, and how lucky he feels to be working with them as they are doing a phenomenal job. He noted that when the crisis hit, 30 students didn't have the technology needed to make the shift to online learning, but that number is down to eight students today. These students receive paper copies currently but the hope was to provide them the technology needed by the end of the week.

The board chair gave a report and stated that they didn't get the necessary documents to conduct a performance review of the Executive Director. He stated that the board would go into Executive Session before the next board meeting to conduct this annual review.

The meeting concluded with the board making a resolution to give the Executive Director authority to make any emergency changes needed in times of a crisis. They then moved that we are in such an emergency now. This was approved unanimously.

It was obvious that DeLaSalle is in transition. Everyone was new and there was a general sense of things changing constantly throughout the year, which is not atypical for a "new" school. Even with this, aside from the special education consulting firm, teachers and administration appeared satisfied and committed to DeLaSalle; hopeful that next year things will be more clear and consistent. Many shifts were made throughout the school year, the biggest being in curriculum, but others were around roles and responsibilities, which led to staff confusion and sometimes frustration. Almost all stakeholders described this as a "year zero" with hope that next year things would improve.

Findings

Criteria 1: Faithfulness to Charter

Areas of Strength

All stakeholders interviewed were able to speak to the mission of DeLaSalle, noting that the school serves students who haven't been served well at other schools, ensuring they have opportunities, exposure, and pathways to both higher education and jobs/trades. However, in speaking with the Executive Director, there appears to also be a shift in this mission to serve all students, not only those who have not been successful in other schools or who are considered "at risk" which did not translate to the rest of the staff.

When asked about the school's goals, it was obvious that "market value asset" has been a theme this year. There was consistency in how all staff spoke about the goals of the school (i.e. exposure, graduation, individualized attention, real-world experience, etc.). Yet, no one spoke with any specificity around numbers or percentages or how these goals were being tracked. Many stated this was a "year zero" and consistently expressed goals for next year around increasing academic rigor.

Areas of Growth

The school does not appear to have a strategic plan, but instead is operating off of its renewal application. No clear goals, except "increase academic rigor" were expressed consistently for next year (which may simply be a product of the increasing uncertainty due to COVID-19).

As mentioned above, there is a lack of clarity, even amongst the administrative team, as to who DeLaSalle aims to serve. Running a school for "at risk" students is very different than running one for "all" students. This mission change needs to be consistent, and will need to be infused into everything DeLaSalle does, including how and who it recruits.

There is concern about recruitment and enrollment for next year, especially given COVID-19 and the inability to recruit door-to-door or attend large scale enrollment fairs. Staff feel they are ahead of their recruitment goals as compared to last year, however, recruiting all types of students, not only "at-risk" students which has been the case historically, will be incredibly challenging and the school should prepare for different enrollment scenarios.

Criteria 2: Student's Opportunity to Learn

Areas of Strength

Although mid-year, which caused a bit of confusion and chaos, the change in curriculum to meet the needs of students and to listen to student feedback was positive. Staff reported that the online curriculum initially selected (Summit Learning) led to an unsatisfied and upset student body. Moving to a more traditional structure appeared to support the needs of DeLaSalle's students better.

The Student Support Team appeared engaged with families to a degree, although no formal process appeared to exist. Wraparound services were mentioned, although not in any great detail. DeLaSalle has contracted with Special Education Services for all SPED services in the past. Special Education Services appeared strong and their on-the-ground support and teachers were praised. (Due to cost, DeLaSalle has decided to no longer contract for SPED services for the 2020-2021 school year.) Swope Health provides mental health services, however Special Education Services stated that they were not as present in the school this year as in previous years. Teachers also mentioned that budget cuts led to a decrease in social and emotional support for students. The Special Education Services team noted that many of DeLaSalle students have a history of trauma and strong mental and behavioral health services are needed.

Areas of Growth

No clear approach to instruction was mentioned. With the change in curriculum halfway through the year, it wasn't exactly clear how the approach to instruction then also changed in any systemic way. Engage New York was mentioned as being used for math, but no ELA or reading curriculum was named. During the debrief with the Executive Director, he explained that the new principal would lead the curriculum build out this summer, which will include elements from a number of different curriculums and some curriculum writing of their own.

Although the school has a Student Support Team, there didn't appear to be any systemized approach to intervention. No tiered intervention system appeared to be in place and although staff talk about Restorative Justice, it did not appear to be used in a deeply strategic and meaningful way. Most stakeholders noted that students have experienced some sort of trauma yet using trauma-informed practices were not discussed by any group interviewed. Teachers reported that supports specifically for ELL students need to be improved.

Teachers did not seem to engage with families in any fully strategic or systematized way. There was no mention of expectations around family engagement and contact points.

It should be noted that the school's learning environment could not be fully evaluated due to the virtual nature of this visit.

Criteria 3: Instructional Leadership

Areas of Strength

Two staff members remained from the previous year, which provided some continuity for parents and students (however, both of these teachers will not be returning for the 2020/21 school year). It appeared that everyone from this restart year will be returning next year, which will provide necessary consistency given the extreme staffing change from last year.

Except for the contracted SPED team, everyone else described the working environment to be collegial, collaborative, and even as a "family". Teachers noted that this was a rebuilding year and it took time to build trust with administration. Administration felt as though this was a high stakes year and everyone was expected to perform at a high level. It was apparent that teachers felt less heard and supported than administration, with more hesitancy around leadership approachability from teachers than from administrators.

Each Wednesday morning, time is given to professional development, which is led primarily by teachers and the leadership team. Teachers reported feeling the PD was relevant.

The relationship between the board and Executive Director was incredibly positive. The board obviously has great trust and faith in the ED's leadership and decision making. The ED reported feeling supported and in partnership with the board. The board would like the ED to be less formal and the ED reported wanting the board to be even more engaged in the school.

Areas of Growth

No one was able to describe which assessments were being used and how the data collected informed teaching practices. NWEA was mentioned, but teachers didn't appear to know if that assessment was still being used, when it was to have been administered again, and gave no indication that the data collected from NWEA informed teaching practices. It was unclear how students would know how they are doing academically and how teachers would know where their students fall academically, what interventions may be needed, and what growth targets are being set besides eventual graduation.

Teachers described classroom observations and continuous feedback loops (which they appreciated) but no formal evaluation process appeared to be in place. Administration could also not describe any formal evaluation process. Similarly, the board acknowledged that they had not instituted an evaluation process for the Executive Director.

The team from Special Education Services described the working climate to be hostile, authoritarian, and even unsafe. There was a very apparent difference in the description from this group that cannot go without mentioning. It was unclear if this was due to their recent discovery of their contract not being renewed, or if it was more honest feedback that other groups did not feel comfortable sharing in this virtual setting.

Criteria 4: Organizational Viability

Areas of Strength

The board was very clear on their role as a governing, not operating, body. There was clearly a strong relationship with the Executive Director and a true support partnership to help implement the Executive Director's vision.

The school has undergone a financial turnaround, with strong systems in place for financial monitoring and a commitment to keep the school financially solvent. Even with this, stakeholders reported having the resources they needed to accomplish their goals and that resources were, for the most part, aligned with the goals of the school. Strong financial and operational systems are in place to ensure compliance with petty cash, online orders, digitized records, student records, etc. Bamboo appears to work well to help track vacation and sick leave.

Areas of Growth

The board was in the process of creating a dashboard to monitor academic progress when COVID-19 hit. A dashboard will need to be created to accurately monitor this information in the future.

Administrative office staff mentioned the need for additional training which will be important given their role in ensuring strong operations continue as the school grows.

One final note is that the website is not up to date, thus it will be difficult to recruit using outdated information, including leadership and staffing.

Home > Compliance Statistics

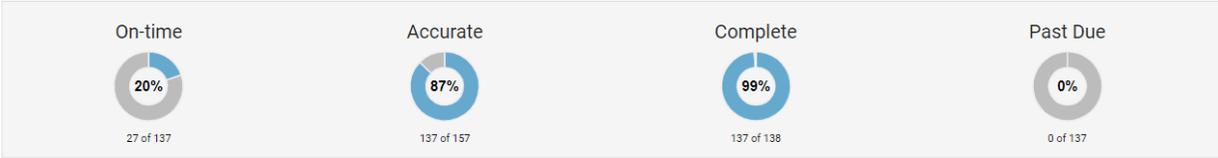
Statistics Summary Detail Calendar Status



Classifications (12) Entities (2) Submission Types (154) Time Period Sorting and Outputs

Due Dates from 7/1/2019 through 7/2/2020

Items 1-2 of 2 |< < > >|



| | | | | |
|---------------------------------|----------|-------|------|--|
| DeLaSalle Charter School Board | | | | |
| Compliant | On-time | 13/63 | 21% | |
| ★ ★ ★ | Accurate | 63/69 | 91% | |
| | Complete | 63/64 | 98% | |
| DeLaSalle Charter School School | | | | |
| Compliant | On-time | 14/74 | 19% | |
| ★ ★ ★ | Accurate | 74/88 | 84% | |
| | Complete | 74/74 | 100% | |

Items 1-2 of 2 |< < > >|



2019-20 MISSOURI CHARTER SCHOOL ASSURANCE CHECKLIST

| | |
|--|--|
| CHARTER SCHOOL NAME DeLaSalle Charter School | COUNTY-DISTRICT CODE 048923 |
| CHARTER SCHOOL CONTACT NAME Sean Stalling | CHARTER SCHOOL CONTACT PHONE NUMBER 816-561-4445 |
| CHARTER SCHOOL CONTACT EMAIL stallings@delasallecenter.org | FORM DUE DATE July 15, 2020 |

INSTRUCTIONS

Charter Schools are required to be compliant with state and federal laws and State Board of Education regulations. The Missouri Department of Elementary and Secondary Education (DESE) has created this assurance checklist to assist charter schools with this compliance as well as to assist charter sponsors in the review of charters. All charters shall send responses to their sponsor by the date specified by the sponsor. Sponsors must submit the completed forms by **July 15, 2020** to msip@dese.mo.gov or mail to:

Department of Elementary and Secondary Education
Missouri School Improvement Program
P.O. Box 480
Jefferson City, MO 65102-0480

Mark each item in the left column as **Yes, No, K-8 or N/A** (not applicable). If answering “No” or “N/A,” you must provide an explanation in the comment box below.

QUESTIONS: Contact your area supervisor or the School Improvement Section at 573-751-4104 or msip@dese.mo.gov.

CERTIFICATION

| | |
|--------|--|
| yes(1) | 1. At least 80 percent of teachers are appropriately licensed or certificated to teach in Missouri public schools (substitute certificates are not appropriately certified) (Section 160.420, RSMo). |
| yes(1) | a. Teachers |
| yes(1) | b. Other certificated staff |

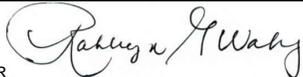
FINANCE

| | |
|--------|--|
| 2 | 1. The charter is organizationally and fiscally viable as defined in Section 160.405, RSMo , not having: |
| 2 | a. a negative balance in its operating funds; |
| 2 | b. a combined balance of less than three percent of the amount expended for such funds during the previous fiscal year; or |
| 2 | c. expenditures that exceed receipts for the most recently completed fiscal year. |
| yes(3) | 2. The charter school implements effective and efficient fiscal management systems that ensure accountability of charter school funds and provides charter financial and budgetary information to the public (Section 160.066, RSMo and 5 CSR 30-4.030). |

GOVERNANCE

| | |
|----------|--|
| | 1. The charter school employs appropriate procedures to assure the accurate and timely reporting of data to state and federal agencies. |
| na(4) | a. Core Data and Missouri Student Identification System (MOSIS) (Section 161.092, RSMo) |
| Yes (15) | b. Self-Monitoring Documents |
| yes | c. Child Abuse and Neglect Hotline (Section 210.115, RSMo) |
| yes (5) | d. School safety provisions (Sections 160.522 , 162.680.2 , 167.023 , 167.113 , 167.117 , 167.627 , 211.188 , 302.272 , 475.060 , 569.155 , 571.010 and 571.030 , 574.085 , 574.115 , 575.090 , 579.030.1(1) and 579.060, RSMo) |
| na(6) | e. Drug-Free Schools Act (Sections 161.500 to 161.508, RSMo) |
| yes | 2. The board has adopted a written policy relating to information that the charter school will provide about former employees (certified and non-certified) to other public schools (Section 162.068, RSMo). |
| na (14) | 3. The charter school reports school dropouts to the Missouri Literacy Hot Line (Section 167.275, RSMo) . |
| Yes | 4. The charter school has policies and procedures in place regarding suspension, expulsion and re-enrollment of students (Section 167.171, RSMo). |
| NA(14) | 5. The charter school waives proof of residency requirements for a child whose parent or guardian is serving on specified active duty military orders (Section 160.2000, RSMo). |

| | |
|--|--|
| NA(14) | 6. The charter school has adopted a policy consistent with the Missouri Student Religious Liberties Act (Section 160.2500, RSMo). |
| No (16) | 7. The charter school ensures that an American Flag is displayed in front of each school building and the Pledge of Allegiance is recited in at least one scheduled class of every pupil enrolled in the school, no less often than once per school day (Section 171.021, RSMo). |
| yes (7) | 8. The charter school ensures that, if requested by any recognized organization, it allows at least 30 minutes to provide unbiased information on organ, eye and tissue donation to the school board or governing body of a charter (Section 170.311, RSMo). |
| INSTRUCTION/CURRICULUM/ASSESSMENT | |
| NA(8) (14) | 1. The charter school has developed standards for teaching (Section 160.045, RSMo). |
| yes | 2. The charter school complies with state high school graduation requirements (Section 170.345, RSMo and 5 CSR 20-100.190). |
| NA(17) | 3. The charter school provides one-half unit of high school health and personal finance credit for graduates (5 CSR 20-100.190). |
| NA(17) | 4. The charter school provides regular instruction in the United States and Missouri Constitutions , as well as American history, American institutions and American civics. Unless an exception applies, students are required to successfully complete a course of such instruction that is at least one semester in length, as required by Section 170.011, RSMo . |
| NA(17) | 5. The charter school ensures that all students entering ninth grade after July 1, 2017, pass an examination on the provisions and principles of American civics as required by Section 170.345, RSMo . |
| NA (14) | 6. The charter school ensures that each high school distributes to its students the information on critical need occupations as provided by the Missouri Department of Elementary and Secondary Education each year before November 1 st (Section 167.902, RSMo). |
| | 7. The charter school ensures that it has policies and procedures in place allowing students to participate in the Missouri Course Access and Virtual School Program (MOCAP) (Section 161.670, RSMo). |
| yes | a. The charter school has adopted an enrollment policy that requires enrollment requests for MOCAP to be treated similarly to those for traditional courses. |
| yes | b. The charter school provides for an appeal process upon denial of enrollment in MOCAP courses. |
| yes | c. The charter school informs parents of their child's right to participate in the program by making program availability clear in the parent handbook, registration documents and by featuring it on the home page of the charter school's website. |
| NA (14) | 8. The charter school shall determine a child is gifted only if the child meets the definition of "gifted children" as provided in Section 162.675, RSMo , and has a policy in place that meets the requirements of this statute. |
| yes | 9. The charter school's course materials relating to sexual education instruction shall comply with statute (Section 170.015, RSMo). |
| NA (17) | 10. The charter school ensures that it conducts dyslexia screenings for students and provides reasonable classroom support consistent with the guidelines developed by the Department of Elementary and Secondary Education (Section 167.950, RSMo). |
| NA (17) | 11. The charter school ensures that all pupils (during the pupil's four years of high school) receive 30 minutes of cardiopulmonary resuscitation instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking. Instruction is to be included in the charter school's existing health or physical education curriculum and must meet the requirements of Section 170.310, RSMo . |
| PROFESSIONAL LEARNING | |
| yes | 1. The charter school ensures that all educators in its employ, who hold a career continuous certificate, complete a minimum of 15 contact hours of professional development annually unless exempt (Section 168.021, RSMo). |
| NA (17) | 2. The charter school provides two hours of in-service training for all practicing teachers annually regarding dyslexia and related disorders (Section 167.950, RSMo). |
| yes | 3. All school personnel shall participate in a simulated active shooter and intruder response drill conducted by law enforcement professionals, as described in statute. Program instructors must be certified by the Department of Public Safety's Peace Officers Standards Training Commission (Section 170.315, RSMo). |
| SAFETY | |
| yes | 1. The charter school has a written discipline policy; provides the policy to students, parents and guardians; and follows the requirements of Section 160.405, RSMo . |
| yes | 2. The charter school complies with statute related to posting child abuse and neglect hotline information (Section 160.975, RSMo). |
| yes | 3. The charter school requires the reporting of child abuse, including allegations of sexual misconduct involving a teacher or other employee of the charter school, and provides employee training in accordance with law (Sections 160.261 , 162.069 and 210.115 , RSMo). |
| NA(14) | 4. The charter school maintains immunization records as required by statute and reports such data required by the Missouri Department of Health and Senior Services (Sections 167.181 and 167.183 , RSMo). |
| NA (9)(14) | 5. The charter school complies with all statutes related to the transportation of students (Sections 162.064 , 162.065 , 163.161 , 167.231 and 167.241 , RSMo). |

| | |
|--|--|
| Na(10) | 6. The charter school complies with the Persistently Dangerous Schools provision of the Every Student Succeeds Act (ESSA) (P.L. 114-95) and 5 CSR 20-100.210 . |
| Na(10) | a. Allow students who attend a persistently dangerous school to attend a safe public school within the charter school LEA. |
| Na(10) | b. Allow students who have been a victim of a violent criminal offense while in or on the grounds of the public school to attend a safe public school within the charter school LEA. |
| COMPLIANCE | |
| Yes (15) | 1. The charter school complies with all the regulations of the state and federal programs in which the charter school participates (5 CSR 20-100.130 , 5 CSR 20-100.140 and 5 CSR 20-300.110 to .120). |
| Yes (15) | 2. The charter school meets state and federal special education requirements for students with disabilities, economically disadvantaged students, migratory children, students whose native or home language is other than English and homeless youth (Sections 162.680 and 167.020, RSMo , 5 CSR 20-100.130-.140 and 5 CSR 20-300.110 to .120). |
| | 3. The charter school complies with statutory standards including: |
| NA(11) | a. Administration of the statewide system of academic assessments, as designated by the State Board of Education under Section 160.518, RSMo ; |
| NA (12) | b. Assurances for the completion and distribution of an annual report card as prescribed in Section 160.522, RSMo ; |
| Yes | c. Collection of baseline data during the first three years of operation to determine the longitudinal success of the charter school (Section 160.405.7, RSMo); |
| yes | d. Measurement of pupil progress toward the pupil academic standards adopted by the State Board of Education under Section 160.514, RSMo ; |
| NA (12) | e. Publication of each charter school's Annual Performance Report (Section 160.405, RSMo); |
| NA (13)(14) | f. Compliance with laws and regulations of the state, county or city relating to health, safety and state minimum educational standards, including requirements relating to student discipline under Sections 160.261 , 167.161 , 167.164 and 167.141 RSMo ; |
| yes | g. Notification to law enforcement authorities of criminal conduct under Sections 167.115 and 167.117, RSMo . |
| yes | h. Transmittal of school records as required by Section 167.020, RSMo ; |
| yes | i. Provision of the minimum amount of school time as required by Section 171.031, RSMo ; |
| yes | j. Performance of employee background checks as required by Section 168.133, RSMo . |
| COMMENTS | |
| Comment(s) are required for any item that has been marked as No or N/A | |
| <ol style="list-style-type: none"> 1. State statute does not exclude substitute certificates as valid certificates and DESE's practice has been to include those certificates in the 80%. 2. We are unable to certify this information for the 2019-2020 school year as we do not have audited or year-end financials. We can however, verify this to be true for FY19. 3. We are certifying compliance with the FY 19 audit and ASBR submission. We are unable to certify FY20 at this time. 4. Statute references powers of the state board. 5. The following statutes in this line do not apply to charter schools: 160.522, 167.023, 211.188, 475.066, 571.010, 161.500 5 to 161.508 6. The following statutes are definitions and have nothing to monitor: 574.115, 575.090, 597.030, 579.060 7. Signed contract states that school will comply with federal and state law. Federal or state agencies have not notified the school or sponsor they are out of compliance. 8. Statute states only applicable to charters operated by the board of a school district. 9. The following statutes in this line do not apply to charter schools: 163.161, 167.231. 167.241 does not apply to schools in our portfolio. 10. This does not apply to schools in our portfolio. 11. Assessments were cancelled in FY20 12. The referenced statute is related to DESE produced report card- nothing to monitor. 13. 167.141 does not apply to charter schools 14. Uses terms school or district; does not apply to charters 15. We requested verification from the DESE offices that monitor compliance to specific programs and only received a response from one office. This office verified there are no issues with compliance. Federal or state agencies have not notified the school or sponsor they are out of compliance. 16. MCPSC has communicated with the school regarding compliance and this will be corrected in FY21. 17. Statute waived due to COVID-19 per DESE memo dated April 3, 2020 | |
| ASSURANCES | |
| The superintendent/chief executive officer assures compliance with each of the items on the checklist. | |
| SIGNATURE OF SUPERINTENDENT | DATE |
| The Charter Sponsor annually reviews the charter school's compliance with statutory standards, as required by Section 160.405.7, RSMo . | |
| SIGNATURE OF SPONSOR  | DATE 7/15/20 |