

March 12, 2024

Beto Lopez, Chair Board of Directors
Guadalupe Centers Schools
1015 Avenida Cesar E Chavez
Kansas City, MO 64108

RE: Transmittal of MCPSC's 2022-2023 Annual Report

Dear Mr. Lopez,

This letter transmits the Missouri Charter Public School Commission's 2022-2023 Annual Report of Guadalupe Center Schools (GCS).

This report reflects the first year of the LEA's five-year contract. GCS's overall rating for FY23 is **Partially Meets**. GCS's academic performance as measured by the MAP test decreased slightly from FY22 to FY23; which resulted performance below Kansas City Public Schools, for the same tested grades, and remains far below the state average for similar students in all subjects. We are alerting GCS that if this trend continues the school could be at risk of nonrenewal. The board is advised to continue to analyze the data and strategies in place to address the decline.

Charter schools sponsored by the Commission are reviewed annually as to their progress in meeting the Commission's performance framework standards, provisions of their performance contacts and Commission policies. Commission staff review required submissions provided by the school for accuracy, timeliness, and compliance. This report is one item in the *comprehensive body of evidence* used in evaluating schools sponsored by the Commission.

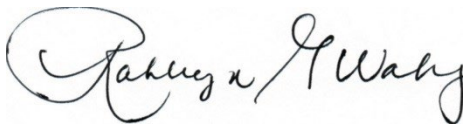
Our review determined GCS is **Partially Meets** based on:

- The academic performance of the school is designated **Partially Meets**. GCS met or exceeded state standard for growth on the MAP test. Additionally, GCS met the goal for percent of students demonstrating AEP or meeting growth targets on the ACCESS test. However, the overall proficiency rates on the MAP test declined from FY22 to FY23. The Commission encourages the board to review the strategies outlined in the renewal plan and determine if they are the correct strategies for producing the desired results in academic achievement for students.
- The financial performance is designated **Meets**. GCS carries a healthy fund, and the majority of the financial indicators are meets. The Commission encourages the board to continue to monitor the financial position of the school to ensure fiscal viability especially in light of the end of federal ESSR funding.
- The learning environment, operations and governance were designated **Meets**. GCS offers a positive learning environment and continues to demonstrate strong governance.

The Commission strongly encourages your board to review the information in this report thoroughly and use this information as you plan for the 2024-2025 school year. A member of our team will be presenting the report at the March 21 board meeting and will be able to answer any questions from you or your board at that time.

We have attached some questions you and your board may find helpful as you review the annual report. We recognize that this data has likely already been analyzed by the board and MCPSC encourages the board to continue to analyze the identified areas of improvement in this report and continue to build on the progress and changes already made.

Sincerely,



Robbyn G. Wahby
Executive Director

CC: Jim Hammen, Superintendent
Members, Guadalupe Centers Schools Board of Directors
Members, Missouri Charter Public School Commission

Attachments

Examining your Annual Report Questions
2022-2023 Annual Report
FY23 DESE Assurance Checklist
FY23 Site Visit Report

Charter Boards: Examining Your Annual Report from the Commission

The Missouri Charter Public School Commission has a contract with the Board of each of our sponsored charter public schools. The Annual Report is one of the Commission’s tools to promote a positive and forward-looking relationship with the Charter School Board relative to their accountability for the performance of the school and to the conditions of the contract.

Student, school, and education system data is reasonably complex. The Annual Report, by itself, may not tell a complete story about the progress and circumstances of the school enterprise. Here are some questions that members of Boards may find useful in working with, and supporting, their School Leader in using the Annual Report data to focus the efforts of the Board.

	Considerations When You Look at the Annual Report
For Board Chairs	<ul style="list-style-type: none"> • Does our Board’s Annual Calendar force us to routinely examine the key elements of the Annual Report? • Does our Board, collectively, have a clear understanding of both where we are and where we expect to be? • Does our Board, collectively, understand what it will take in resources and support to accelerate achievement gains? • Has our Board taken the necessary Policy, Program, and Partnership actions to support the School Leader and team?
For Board Members Chairing or Serving on a Student Performance Committee	<ul style="list-style-type: none"> • How do our current and future approaches to Curriculum Alignment and Quality Instruction assure accelerating gains in student performance? • What are the specific Policies, Programs, or Partnership options that are most likely to improve student learning? What is required for local implementation/adaptation as well as fidelity to best practice? • What unique assets and impediments to improvements exist in our school, student population, and community?
For All Members of the Board	<ul style="list-style-type: none"> • What is our expected rate of improvement for the MAP Performance Index, Student Growth, and Annual Performance Review Points? • How do our most recent results compare to our Performance Contact expectations? • What are the Board and school’s most important levers for accelerating student performance in the next 18 to 36 months?

Guadalupe Centers Schools

2022-2023 Annual Report

Annual Performance: **Partially Meets**

Year Opened: 1999-2000

Next Renewal: 2026-2027

Location: Kansas City

Enrollment: 1,569

Grades Served: PK-12

Contract Year: 1/5



Academics

Partially Meets



Financial
Management

Meets



Learning
Environment

Meets



Governance

Meets



Operations

Meets






Performance Summary

STANDARDS AND INDICATORS	SECTION STANDARD RATING
I. ACADEMICS	
Federal & State Accountability	Partially Meets
Student Academic Proficiency	Falls Far Below
Student Academic Growth	Meets
Postsecondary Readiness	Meets
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
IV. GOVERNANCE	
Board Operations	Meets
Holding Management Accountable	Meets
Compliance and Reporting	Meets
V. 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/Does Not Meet** 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. Targets for each indicator can be found in the [performance framework](#). 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 or Does Not Meet	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. The following pages detail the results of these measures for the current year. When possible, prior year performance and a three year average are noted. Explanations of the various measures, computations (where appropriate), and the source of the data can be found <https://mcpssc.mo.gov/media/pdf/annual-report-terms-calculations-and-sources>.

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

Guadalupe Centers Schools Overview

GRADES SERVED	PK-12
SCHOOL ADDRESS	5123 Truman Rd. Kansas City, MO 64127
SCHOOL WEBSITE	www.guadalupecenters.org
AREAS SERVED	Citywide
LEADERSHIP	Mr. Beto Lopez, Board President Dr. Jim Hammen, Interim Superintendent
SCHOOL MISSION	To create and empower our school community by providing rigorous and engaging academic and cultural experiences.

Student Demographics

TOTAL ENROLLMENT	1,569
ATTENDANCE	59.6%/90%
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	*
Black	1.3%
Hispanic/Latino	96.1%
Multiracial & Other	0.5%
Native American	*
White/Caucasian	1.9%

HISTORICALLY UNDERSERVED POPULATIONS % OF TOTAL	% OF TOTAL
Free or Reduced-Price Lunch	95.1%
Students with Disabilities	7.6%
English Language Learners	68.2%
Homeless/Migrant Students	2.2%

DISCIPLINE INCIDENTS – TOTAL	4
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	25%
Black	0%
Hispanic/Latino	25%
Multiracial & Other	0%
Native American	0%
White/Caucasian	50%


STAFF AND BOARD DEMOGRAPHICS			
	BOARD	ALL EMPLOYEES	TEACHERS
TOTAL NUMBER	7	226	128
RACE/ETHNICITY % OF TOTAL			
Asian/Pacific Islander	0%	1.7%	1.5%
Black	0%	6.2%	3.1%
Hispanic/Latino	100%	35%	22.7%
Multiracial & Other	0%	0.9%	1.6%
Native American	0%	0.4%	0.8%
White/Caucasian	0%	55.8%	70.3%




STUDENT ENROLLMENT BY GRADE	
PK	67
K	124
1	123
2	120
3	118
4	117
5	112
6	107
7	120
8	117
9	116
10	118
11	107
12	103



I. Academic Performance

Partially Meets

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. Due to COVID19, APRs were not produced in FY20 or FY21. FY22 and FY23 APRs were produced under MSIP 6 guidelines.

INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE				RATING		NOTES
		3YR AVG	FY21 *	FY22	FY23	Rating	Direction	
FEDERAL & STATE ACCOUNTABILITY								
ESEA Designation	In Compliance (IC)		IC	IC	IC	Meets		Elementary School identified for Targeted Support in 2022.
State Rating	≥70%	N/A	N/A	72%	69.6%	Partially Meets		This is a combination of performance and continuous improvement points established by DESE for districts in MSIP 6.
State Rating Academic Achievement	≥70%			63.8%	59.2%			This number only includes academic achievement points generated using MSIP 6 calculation for the APR.
STUDENT ACADEMIC PROFICIENCY								
Proficiency – English (All)	On Track for APR Status	16.1	13.7	18.4	16.2	Partially Meets		Approaching rating on 2023 APR with MPI of 329.6
Proficiency – English (Student Group)	On Track for APR Status	16.1	13.7	18.3	16.2	Partially Meets		Approaching rating on 2023 APR with MPI of 329.5
Proficiency Comparison – English	Meet or Exceed Local District	-7.5	-11.1	-5.9	-5.5	Falls Far Below		
Proficiency – Math (All)	On Track for APR Status	12.8	6.6	16.2	15.5	Partially Meets		Approaching rating on 2023 APR with MPI of 310.7
Proficiency – Math (Student Group)	On Track for APR Status	12.8	6.6	16.3	15.6	Partially Meets		Approaching rating on 2023 APR with MPI of 310.8
Proficiency Comparison – Math	Meet or Exceed Local District	-4.3	-5.7	-2.5	-4.6	Falls Far Below		



INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE				RATING		NOTES
		3YR AVG	FY21 *	FY22	FY23	Rating	Direction	
Proficiency – Science (All)	On Track for APR Status	12.6	8.7	14.7	14.3	Partially Meets		Approaching rating on 2023 APR with MPI of 325.3
Proficiency – Science (Student Group)	On Track for APR Status	12.6	8.7	14.8	14.4	Partially Meets		Approaching rating on 2023 APR with MPI of 325.3
Proficiency Comparison – Science	Meet or Exceed Local District	-6.2	-9.3	-5.2	-4.2	Falls Far Below		
Proficiency – Social Studies (All)	On Track for APR Status	14.6	24.0	8.1	11.7	Partially Meets		Approaching rating on 2023 APR with MPI of 349.9
Proficiency – Social Studies (Student Group)	On Track for APR Status	14.7	24.0	8.1	12.0	Meets		On Track rating on 2023 APR with MPI of 349.5
Proficiency Comparison – Social Studies	Meet or Exceed Local District	-8.7	+1.3	-15.4	-12.1	Falls Far Below		
STUDENT ACADEMIC GROWTH								
Growth – English (All)	On Track for APR Status	51.7	52.1	52.2	50.7	Meets		Average rating on 2023 APR earning 68% of growth points
Growth – English (Student Group)	On Track for APR Status	51.6	52.1	52.2	50.6	Meets		Average rating on 2023 APR earning 68% of growth points
Growth – Math (All)	On Track for APR Status	53.3	52.6	56.3	51.1	Exceeds		Above Average rating on 2023 APR earning 77% of growth points
Growth – Math (Student Group)	On Track for APR Status	53.3	52.6	56.3	51.0	Exceeds		Above Average rating on 2023 APR earning 75% of growth points
Growth – Science (All)	On Track for APR Status	N/A	N/A	N/A	51.3	Meets		Average rating on 2023 APR earning 68% of growth points
Growth – Science (Student Group)	On Track for APR Status	N/A	N/A	N/A	50.3	Meets		Average rating on 2023 APR earning 60% of growth points
Growth – Social Studies (All)	On Track for APR Status	N/A	N/A	N/A	47.8	Partially Meets		Below Average rating on 2023 APR earning 38% of growth points
Growth – Social Studies (Student Group)	On Track for APR Status	N/A	N/A	N/A	N/A	Meets		Average rating on 2023 APR earning 50% of growth points

INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE				RATING		NOTES
		3YR AVG	FY21 *	FY22	FY23	Rating	Direction	
POSTSECONDARY READINESS								
Graduation Rate	On Track for APR Status	70.1	67.6	70.5	72.1	Meets		On Track status in 2023 APR
Postsecondary Rate	On Track for APR Status	82.3	54.7	100	92.1	Exceeds		Target status in 2023 APR
ACT Performance	On Track for APR Status	15.4	16.5	15.1	14.6	Partially Meets		Approaching status in 2023 APR
SCHOOL-SPECIFIC ACADEMIC MEASURES								
Increase the MPI in ELA	335	N/A			330	Partially Meets		This goal was established in a contract amendment in the 22-23 school year.
Increase the MPI in Math	311	N/A			311	Meets		This goal was established in a contract amendment in the 22-23 school year.
Average NWEA Conditional Growth Index in Reading	0.05	N/A			-.32	Partially Meets		This goal was established in a contract amendment in the 22-23 school year. 4 of 8 grade levels met the old average CGP goal of 35.
Average NWEA Conditional Growth Index in Math	0.05	N/A			-.37	Partially Meets		This goal was established in a contract amendment in the 22-23 school year. 6 of 8 grade levels met the old average CGP goal of 35.
Percent of ELL students demonstrating AEP or meeting growth target on ACCESS 2.0 test.	25%	28%	14%	40%	31%	Meets		

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. They provide information about the school’s financial health and sustainability.

INDICATORS AND MEASURES	STANDARD	3-YR AVG.	FY21 VALUE	FY22 VALUE	FY23 VALUE	RATING	NOTES
NEAR-TERM MEASURES							
Current Ratio	>1.0	N/A		No liabilities	No liabilities	Meets	
Unrestricted Days Cash on Hand	30/60/90	N/A		170	68	Does Not Meet	Short Term Cash restricted due to investments, resulting in decrease in Days Cash on Hand; MCPSC requires minimum of 90 days
Enrollment Variance	=>95%	N/A		96%	96%	Meets	
Debt Default	Making payments; comply with covenants	N/A		Meets	Meets	Meets	
Fund Balance	3% or greater	N/A		49.04%	52.46%	Meets	
SUSTAINABILITY MEASURES							
Total Margin	Positive	N/A		11.8%	10.8%	Meets	
Debt to Asset Ratio	<.9	N/A		0.0	0.0	Meets	
Cash Flow	Multiple years positive	N/A		Positive \$2,498,182	Negative \$6,127,085	Meets	Change is an investment in US Treasury bills, not an expense. See Note D in FY23 Audit
Debt Service Coverage Ratio	=>1.1	N/A		1370	No Debt	Meets	

NOTE: FY22 was the first year Guadalupe Center Schools was sponsored by the Commission and therefore FY21 financial data is not included in this report.

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	

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	
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	

V. Operational Compliance

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	Does Not Meet	Materially compliant; On time: 79%; Accurate 99%
Document Retention requirements	Material Compliant	Meets	



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF QUALITY SCHOOLS – MISSOURI SCHOOL IMPROVEMENT PROGRAM

2022-23 MISSOURI CHARTER SCHOOL ASSURANCE CHECKLIST

CHARTER SCHOOL NAME Guadalupe Centers Schools	COUNTY-DISTRICT CODE 048-902
CHARTER SCHOOL CONTACT NAME Beto Lopez	CHARTER SCHOOL CONTACT PHONE NUMBER 816-421-1015
CHARTER SCHOOL CONTACT EMAIL blopez@guadalupecenters.org	FORM DUE DATE June 30, 2023

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. Administrative Rules are located on the Missouri Secretary of State’s website at: www.sos.mo.gov/adrules. All charters shall send responses to their sponsor by the date specified by the sponsor. Sponsors must submit the completed forms by June 30, 2023 to charters@dese.mo.gov or mail to:

Department of Elementary and Secondary Education
Office of Quality Schools
Attn: Charter Schools
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 and plan for resolution of the deficiency in the comment box below.

QUESTIONS: Contact your Area Supervisor or the Charter School Section at 573-751-8247 or charters@dese.mo.gov.

CERTIFICATION

	1. At least 80 percent of teachers are appropriately licensed or certificated to teach in Missouri public schools (Section 160.420, RSMo).
YES (1)	a. Teachers
YES (1)	b. Other certificated staff
YES (1)	2. Districts and charter schools shall annually provide information to DESE regarding: use of third party employment agencies for substitute teachers, daily rate of substitute pay, employment of full-time and part-time substitute teachers, substitute teacher recruitment efforts, the substitute teacher interview process, and use of current school staff as substitute teachers during other assigned time, in accordance with Section 168.037, RSMo .
YES (1)	3. The charter school provides all substitute teachers with a link to a web-based survey each day as required by Section 168.037, RSMo .

FINANCE

	1. The charter is organizationally and fiscally viable as defined in (Section 160.405, RSMo), not having:
YES (1)	a. a negative balance in its operating funds;
YES (1)	b. a combined balance of less than three percent of the amount expended for such funds during the previous fiscal year; or
YES (1)	c. expenditures that exceed receipts for the most recently completed fiscal year.
YES (1)	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 (Sections 160.066, RSMo and 5 CSR 30-4.030).
YES (1)	3. If the charter contracts for pre-kindergarten services and claims attendance for state purposes, the pre-kindergarten provider meets the state pre-kindergarten program standards (Sections 163.018, 163.161, RSMo and 5 CSR 25-100.320).

GOVERNANCE

	1. The charter school employs appropriate procedures to assure the accurate and timely reporting of data to state and federal agencies.
YES (1)	a. In accordance with the annual data acquisition calendar (160.405.4(2), RSMo)
YES (1,4)	b. Self-Monitoring Documents
YES	c. Child Abuse and Neglect Hotline (Section 210.115, RSMo)
YES (1,3,5)	d. School Safety Provisions (Sections 160.522, 162.680.2, 167.023, 167.117, 167.627, 302.272, 569.155, 571.030, 574.115, 575.090, and 579.030.1(1), RSMo)

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

YES (1)	2. The charter school complies with federal laws relating to the protection of pupil rights, 20 U.S.C 1232h(b).
YES (1, 3)	3. The charter school reports school dropouts to the Missouri Literacy Hotline (Section 167.275, RSMo) .
YES (1)	4. 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).
YES (1)	5. The charter provides for student religious liberties in a manner consistent with Section 160.405.4(1) .
YES (1)	6. 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 (1)	7. 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 governing body of a charter (Section 170.311, RSMo).
INSTRUCTION/CURRICULUM/ASSESSMENT	
NA (6)	1. The charter school has developed standards for teaching (Section 160.045, RSMo).
YES (1)	2. The charter school complies with state high school graduation requirements (Section 170.345, RSMo and 5 CSR 20-100.190).
YES (1)	3. The charter school provides one-half unit of high school health and personal finance credit for graduates (5 CSR 20-100.190).
YES (1)	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).
YES (1)	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).
YES (1, 8)	6. The charter school ensures that each high school distributes to its students the information on critical need occupations as provided by the DESE 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 (1)	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 (1)	b. The charter school provides for an appeal process upon denial of enrollment in MOCAP courses.
YES (1)	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.
YES (1)	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).
YES (1)	9. The charter school's course materials relating to sexual education instruction shall comply with statute (Section 170.015, RSMo).
YES (1)	10. The charter school ensures that it conducts dyslexia screenings for students and provides reasonable classroom support consistent with the guidelines developed by DESE (Section 167.950, RSMo).
YES (1)	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).
	12. The charter school will: (Section 167.268, RSMo .)
YES (2)	a. Implement a reading success plan policy (Section 167.268, RSMo);
YES (2)	b. Assess all students enrolled in kindergarten through grade three at the beginning and the end of each school year for their level of reading or reading readiness on state-approved reading assessments (Section 167.645, RSMo);
YES (2)	c. Assess any newly enrolled student in grades one through five for their level of reading or reading readiness on a reading assessment from the state-approved list (Section 170.014, RSMo); and
YES (2)	d. Provide reading success plans to students with substantial reading deficiencies and to those students who have been identified as being at risk of dyslexia. (Section 167.645, RSMo).
YES (2)	13. The charter school assesses all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading or reading readiness on a reading assessment from state-approved reading assessments (Section 167.645, RSMo).
	14. The charter school provides a reading success plan at the beginning of the school year to any student who:
YES (2)	a. Exhibits a substantial deficiency in reading which creates a barrier to a child's progress learning to read;
YES (2)	b. Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia (Section 167.645, RSMo).
YES (2)	15. The charter school has established a reading program in kindergarten through grade five based in scientific research (Section 170.014, RSMo).

	16. The charter school provides instruction: in Braille reading and writing to eligible students as outlined in the BRITE Act (Section 167.225, RSMo).
YES (2)	a. In Braille reading and writing to eligible students as outlined in the BRITE Act; and
YES (2)	b. In orientation and mobility training for blind and visually impaired students (Section 167.225, RSMo).
YES (1)	17. The charter school provides mental health awareness training to students in accordance with Section 170.307, RSMo .
YES (2)	18. The charter school, if it is a high school, offers at least one computer science course in an in-person setting or as a virtual or distance course option (Section 170.018, RSMo).
YES (2)	19. The charter school provides student IDs with the three digit dialing code that directs calls and routes text messages to the Suicide and Crisis Lifeline (Section 170.048, RSMo).
PROFESSIONAL LEARNING	
YES (1,6)	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).
YES (1)	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).
This is optional	3. All school personnel may 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). This is not a required training.
SAFETY	
YES (1,5)	1. The charter school has a written discipline policy; provides the policy to students, parents and guardians; and follows the requirements of Sections 160.261 and 160.405, RSMo .
YES (1)	2. The charter school complies with statute related to posting child abuse and neglect hotline information (Section 160.975, RSMo).
YES (1)	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 160.261.2, 162.069 and 210.115, RSMo).
YES (1)	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).
YES (1,3)	5. The charter school complies with all statutes related to the transportation of students (Sections 162.064, 162.065, and 167.231 RSMo).
	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 (8)	a. Allow students who attend a persistently dangerous school to attend a safe public school within the charter school Local Education Agency (LEA).
NA (8)	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.
YES (1)	7. The charter school is required to disclose to any public school about any former employee, information regarding any violation of the published regulations of the state board of education, the district, or the governing body of the charter school by the former employee if such violation related to sexual misconduct with a student and was determined to be an actual violation of the board, of the district, or the governing body of the charter after a contested case due process hearing has been conducted, pursuant to board policy (Section 162.068, RSMo).
YES (2)	8. The charter school complies with the provisions of the Get the Lead Out of School Drinking Water Act. Effective 2023-24 school year and beyond (Section 160.077, RSMo).
Yes (1)	9. The charter school complies with the provisions of Will's Law related to individualized emergency health care plans for epilepsy and seizure disorders (Section 167.625, RSMo).
COMPLIANCE	
YES (1)	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 , and 5 CSR 20-300.110 to.120.)
YES (1)	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 , and 5 CSR 20-300.110 to .120).
	3. The charter school complies with statutory standards including:
YES (1)	a. Administration of the statewide system of academic assessments, as designated by the State Board of Education under (Section 160.518, RSMo).
YES (1,3,5)	b. Assurances for the completion and distribution of an annual report card as prescribed in (Section 160.522, RSMo).
YES (1)	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 (1)	d. Measurement of pupil progress toward the pupil academic standards adopted by the State Board of Education under (Sections 160.514 , and 160.405.6(a) RSMo).
NA (1,5)	e. Publication of each charter school’s Annual Performance Report (Section 160.405, RSMo).
YES (1)	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, 160.261.2, 167.161, 167.164 and 167.171, RSMo).
YES (1)	g. Notification to law enforcement authorities of criminal conduct under (Sections 167.115 and 167.117, RSMo).
YES (1)	h. Transmittal of school records as required by (Section 167.020, RSMo).
YES (1)	i. Provision of the minimum amount of school time as required by (Section 171.031, RSMo).
YES (1)	j. Performance of employee background checks as required by (Section 168.133, RSMo).
YES (5)	k. Protections to students and families with respect to certain surveys and evaluations as required by (Section 167.113, RSMo).
NA (8)	4. The charter school notifies parents if the local education agency (LEA) or school within the LEA scores in the bottom 5% of the Annual Performance Report (Section 162.084, RSMo).

COMMENTS

Comment(s) are required for any item that has been marked as No or N/A.

- The stated purpose of this form is “assuring that it has or will comply with state law, federal law, and State Board of Education regulations included during the 2022-23 school year.” All charter schools sponsored by MCPSC have a signed contract on file at DESE. It assures compliance with all Missouri statutes related to charter public schools. MCPSC monitors throughout the year. MCPSC annually requests verification from DESE offices that monitor compliance to specific programs at the end of each fiscal year. MCPSC monitors schools compliance of annual items on the timeline dictated by the work function.
- Statute(s) go into effect in FY24.
- The following statutes do not applicable to charter schools: 571.030, 569.115, 574.115, 575.090,597.030(1), 167.275, 160.522, 167.231
- Self-monitoring document list is not provided.
- One or more statutes in this section does not apply to charter schools, is a definition or the duty of another agency/board.
- Only applicable to charter schools operated by a school district.
- The statue cited is incorrect.
- This statute does not apply to this charter school.
- This school do not offer this or does not serve the grades where this applies.

ASSURANCES

If you provide any “personal information” as defined in Section 105.1500, RSMo, concerning an entity exempt from federal income tax under Section 501(c) of the Internal Revenue Code of 1986, as amended, you understand and agree that you are voluntarily choosing to seek a state contract and providing such information for that purpose. The Department of Elementary and Secondary Education will treat such personal information in accord with Section 105.1500, RSMo, unless such information is subject to disclosure pursuant to federal or state law.

The superintendent/chief executive officer assures compliance with each of the items on the checklist.

SIGNATURE OF SUPERINTENDENT	DATE
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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
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SCHOOL: GUADALUPE EDUCATIONAL SYSTEM

YEAR: SY2022-2023

DATES: Feb. 8th and 9th, 2023

School Overview and History

Guadalupe Education Systems was founded as a program through Guadalupe Centers, which has a long-standing history in Kansas City, Missouri.

In the early 1900's, following the Mexican Revolution, many Mexicans left their homeland to pursue a better life for themselves and their families. Many settled in the Westside Community of Kansas City, Missouri. Upon arrival, Mexican immigrants faced yet another hardship. Discrimination, Mexican children were not allowed into certain schools, while their parents were not allowed to shop in many places. Mexicans were also exploited in the workplace and basic services offered by area hospitals and government agencies were not granted to the Mexican people. Not knowing where to turn or how to respond, the need for basic services within the Mexican community continued to grow.

To answer this growing need, a Catholic women's club in 1919 decided to establish a volunteer school and clinic for the underprivileged Mexican immigrants who had settled in the Westside. Naming the entity after the patron saint of Mexico, the Guadalupe Center became one of the nation's first social service agencies for Latinos and has grown to be the heart of the Latino community within Kansas City.

Guadalupe Center (GCI) runs a number of programs including: family support services, older adults programming, teenage pregnancy prevention programming, youth development, a federal credit union, an outpatient treatment program, workforce development, youth recreation programming a financial opportunity center and Guadalupe Educational Systems.

One of the major programmatic pillars of GCI for the past three decades has been education. This is best highlighted by Plaza de Ninos Early Childhood Center established in 1985 and Alta Vista High School which started in 1989. With success occurring in both programs, GCI recognized the need to provide greater oversight and educational expertise in order to grow and improve its educational programming to meet the increased demand from the community.

In 2005, GCI created the Guadalupe Educational System (GES) as a 501(c)(3) subsidiary and appointed a nine-member board consisting of representation from GCI. The 2017-2018 school year represented a milestone when it served a full Pre-K through 12th grade program for the first time in its history.

GES serves 1,531 students across its Pre-K-12th grade program. As of 2022, all students receive free lunch. GES serves well over 50% of English Language Learners (73.62% at the elementary school, 61.36% at the middle school, and 54.65% at the high school). 96% of students at GES identify as Hispanic. The schools serve between 8% and 13% special education students depending on building.

Site Visit Process Overview

MCPSC will conduct compliance site visits every year with GES, as they are in year one of a five-year charter. The team consisted of Martha McGeehon, Deputy Director of Accountability, and Tonya Richardson, Program Specialist, of Missouri Charter Public School Commission, and Marisol Rodriguez, Founder of Insignia Partners. Insignia Partners has been contracted to serve as the Site Visit Coordinator for the Commission's site visits in 2023.

Jim Hammen, Superintendent, organized the focus groups and interviews. The site visit included interviews with the Superintendent, Assistant Superintendent, the Superintendent and Board Chair, Director of Operations, CFO, and focus groups with principals, assistant principals, directors, the board and families. The student focus groups were scheduled at the middle and high school, but had to be cancelled due to a snow day on day two of the site visit. The site visit team observed the January 26th board meeting.

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

GES continues to move in the right direction. The mission of the school and the population it serves are highly aligned. All employees care deeply about GES students and families and work to provide a warm, caring educational experience. Consistency in many leadership positions has contributed to increased teacher retention rates, in spite of issues nationally. Overall, leadership at the Cabinet and building level work well together and are aligned on the direction and focus of the school. The board is well-versed in the school's academic performance, has systems in place for tracking, and is aligned to the strategic direction of the school system.

The major concern for GES is quality growth. Many expressed concerns about increased growth, lack of space, and lack of people. Given the high ELL population, additional personnel may be needed to support language acquisition. While a long-term plan is in the works, additional communication throughout the system on "the plan" to address space concerns could help alleviate current frustrations and concerns.

Findings

Criteria 1: Faithfulness to Charter

Areas of Strength

The mission of GES continues to be consistent and relevant. The entire PreK-12th system is aligned in mission and goals. It is clear that individuals at all levels understand and are bought into the "WIG" ("wildly important goal") and understand how their day-to-day actions are aligned. Cabinet and building level leaders are aligned in implementing the strategic plan, which is in place and being used to drive decisions. Contract goals are aligned to the strategic plan and individuals at all levels could articulate these goals.

The site visit team noted no concerns about equity and access when it comes to recruitment and enrollment practices. GES uses the common application system, School App KC, and

participates in a variety of recruitment events including at the Central Library, open houses, and at the Mexican Consulate. Information is provided in both English and Spanish and bilingual staff are always present. Currently GES has a wait list of over 400 students across the entire system.

Areas of Growth

A stronger system wide vision could be set, especially with the changes in leadership at the district and middle school building level. Some staff are looking for a clearer north star.

Criteria 2: Students' Opportunities to Learn

Areas of Strength

There is a system-wide focus this year on being culturally responsive and providing SEL support. Teachers noted this in their discussion about student empowerment, growing confidence, and helping students be problem solvers.

Although everyone described not being satisfied with where any of the schools are academically, everyone described appropriate assessments, interventions, professional development, coaching, and data teaming. Literacy is a focus system-wide. The high school teachers feel academic performance is trending in the right direction with 11th graders very close to hitting the 75% benchmark on NWEA.

The board has operationalized tracking academic performance and were able to describe where the school is academically. They noted that they track NWEA throughout the year and compare year-to-year. They are also tracking WIDA scores and how many students are progressing or graduating out. They have established an instructional committee that dives deep into the data and then reports out during board meetings.

The school prioritized safety a few years ago and has strong safety plans in place that have been tested. They have not only hired KCPD to be partners in the buildings, they have upgraded wiring in the buildings to support technologies like Syntrex to issue ID cards, have security camera, and door systems along with proper protocols in place. Teachers described feeling safe and clear behavior expectations are in place.

Parents described being “blown away” by the SPED department and the services provided to their students. Teachers were accurately able to describe the process for referring a student for services using a S.I.T. team. Before school begins teachers get support to understand student’s IEPs and any accommodations that need to be made.

Areas of Growth

ELL continues to be a focus and concern for most adults at GES. Because of the high numbers of ELL students and families, staff at all levels are looking for additional strategies and resources to ensure these students reach grade-level proficiency. Currently GES has engaged a consultant to conduct a dual language program feasibility study.

Elementary teachers described how students are growing but are frustrated that the growth is not enough to catch them up. They are excited about the new reading curriculum and feel it is contributing to increased growth, but worry it still isn't enough. They progress monitor, use small intervention groups, and strong Tier 1 instruction – which they noted is a big focus for the entire district. Many believe that students in elementary school are coming in further behind than before due to the pandemic.

Middle school teachers expressed a desire for more resource classes, integrationists, and clarity on expectations for providing tutoring. Additionally, at the middle school, while teachers could describe the S.I.T. process, they felt it was not as strong as it had been in prior years. The student culture at the middle appears to be fractured. Teachers noticed inconsistencies in expectations, communication issues, a lack of accountability and follow through this year. One teacher described it as “when there is a lack of cohesion and structure at the adult level it is going to be felt at the student level. When there is structure, students feel empowered to experience school in a positive way. Students don't know where the boundaries they can and cant cross.”

The relationship between teachers and cabinet level staff was mixed. Some expressed concern about not getting additional support they need for particular students. They noted that while some cabinet-level staff greet you by name, others appear to not know who you are.

Although parents felt as though the schools have high expectations for their students, there was a desire to see even higher expectations set. They asked for additional communication around sending kids to college and more consistency in behavior expectations. One parent expressed concern about bullying at the middle school and would like to see additional programming to support anti-bullying efforts. Parents also noted the increase in vaping amongst students and were concerned that it appears to be “trickling down” to the middle and even elementary school.

Criteria 3: Instructional Leadership

Areas of Strength

The transition of leadership at the cabinet level appears to have been very smooth. A number of people in leadership positions have some longevity, which provides a sense of calm over the entire system. Teachers noted that retention has been better (except at the middle school) over the past several years and attributed that to the strong retention at the building and cabinet.

The student and adult culture at GES continues to be described as one of a “family”. Parents feel welcome and respected and feel communication, especially from teachers, is overall very good. Elementary teachers described a sense of community amongst the staff, how comfortable they feel asking for help or advice from others, and how supported they feel at the building level. Middle school teachers described a “growing year” but noted that GES is like a second home where they have each other to rely on. High school teachers feel very welcome and as though the school is very community based, warm, and a place where students' culture is respected and represented.

Evaluation processes are in place and transparent for all GES employees.

The board has a functioning Instructional Committee that helps monitor the educational program. GES has established a Curriculum Council that meets to decide if there is a need for a new curriculum in a specific areas. There is a schedule of when different subject areas are up for discussion. Currently they are discussing the ELA curriculum. Currently the Curriculum Council is interviewing different companies and once they decide they will bring their recommendation to the Instructional Committee, which then brings the recommendation to the board.

Shifts in professional development have contributed to teachers feeling as though it is more relevant and timelier. The board monitors PD by looking at exit surveys and then by monitoring academic performance to make sure PD is impacting teacher's practices.

Areas of Growth

The transition of leadership at the middle school has been difficult. Many teachers have left and others plan to leave this year. The middle school will be in a transition again next year, with many new staff members.

Although PD is now more relevant and timelier, some veteran teachers expressed a desire for more differentiated PD. As is typical, building level PD often feels more relevant than district-wide PD.

Criteria 4: Organizational Viability

Areas of Strength

The board meeting the site visit team observed was run effectively, followed the posted agenda and had strong representation. The board asked appropriate questions and approved suggested changes to the strategic plan. A committee structure is in place and appears to be functioning very well to support the work of the board.

Overall GES staff feels appropriately resourced when it comes to materials (although elementary teachers would like to not have to ask parents to bring in classroom supplies like tissues). Leadership described being able to get the curricular resources they need.

Areas of Growth

The relationship between GCI and GES continues to be difficult at times. Although efforts have been made to address some of the issues, the organizations have different priorities which cause tension. GCI provides a number of services to GES, but no operating agreements appear to be in place. Food service and janitorial services are particular pain points, with individuals at all levels complaining of lack of quality service in both areas. Teachers and students complained about dirty classrooms, with teachers bringing in vacuums to make sure their rugs get cleaned. One teacher even enlisted a reward system to students who help her clean her tables and vacuum the floors. GES expressed concern about the quality of the services it receives but also felt pressure to not go outside GCI for services it needs.