

February 28, 2025

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

RE: Transmittal of MCPSC's 2023-2024 Annual Report

Dear Mr. Lopez,

This letter transmits Guadalupe Center Schools (GCS) 2023-2024 Annual Report prepared by the Missouri Charter Public School Commission (MCPSC).

This report reflects the first year of the LEA's five-year contract. GCS's overall rating for FY24 is ***Does Not Meet***.

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 contracts, 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.

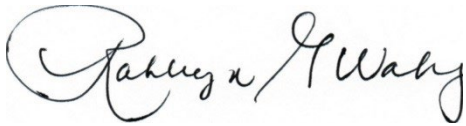
Our review determined GCS is ***Does Not Meet*** based on:

- The academic performance of the school is designated ***Does Not Meet***. GCS exceeded standard for growth on the MAP test in both ELA and Math. Additionally, GCS exceeded the goal for percent of students demonstrating AEP or meeting growth targets on the ACCESS test. However, the overall performance on the MAP test did not meet MCPSC standard or the school's academic contract goals. MCPSC does recognize, as demonstrated in the attached data summary, that the longer students are at GCS that higher their performance. MCPSC encourages the board to review the current strategies and determine if they are the correct strategies for producing the desired results in academic achievement for students. MCPSC would also welcome a conversation on differentiated goals for the unique student population served by GCS going into the next charter.
- The financial performance is designated ***Meets***. GCS carries a healthy fund balance, and all 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 and sustainability.
- The learning environment, operations, and governance were designated ***Meets***. GCS offers a positive learning environment and continues to demonstrate compliance in governance and operations.

The Commission strongly encourages your board to review the information in this report thoroughly and use this information as you plan for the 2025-2026 school year. A member of our team will be presenting the report at the March board meeting and will be able to answer any questions from you or your board at that time.

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,

A handwritten signature in black ink, reading "Robbyn G. Wahby". The signature is written in a cursive, flowing style.

Robbyn G. Wahby
Executive Director

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

Attachments

Examining your Annual Report Questions
2023-2024 Annual Report
Current Data Summary
FY24 DESE Assurance Checklist
FY24 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 Contract 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

Location: Kansas City

Grades Served: PK - 12th

Enrollment: 1595

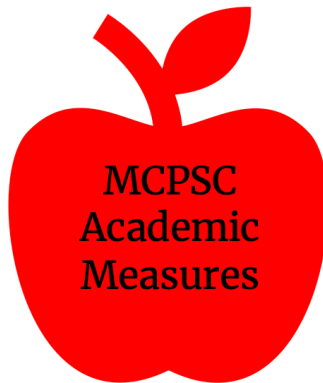
Overall Rating:
Does Not Meet

Year Opened 1999 - 2000

Next Renewal: 2027 - 2028

Contract Year: 2/5

MCPSC Performance Framework Measures



Finance

Learning
Environment

Governance

Operational
Compliance

School Contract Goals



Learning
Environment

Governance

Operational
Compliance






MCPSC Performance Framework Summary

STANDARDS AND INDICATORS	SECTION STANDARD RATING
I. Academic	
State and Federal Accountability	Partially Meets
Student Academic Performance	Does Not Meet
Student Academic Growth	Exceeds
II. Financial	
Near-Term Measures	Meets
Long-Term Sustainability Measures	Meets
Financial Management and Oversight	Meets
III. LEARNING ENVIRONMENT	
School Environment	Meets
Education Program Compliance	Meets
Student Rights and Requirements	Meets
IV. GOVERNANCE	
Board Oversight and Accountability	Meets
Board Development, Growth and Operations	Meets
V. OPERATIONS	
Workplace Requirements and Environment	Meets
Compliance and Reporting	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. <i>Academic Performance is the only standard eligible for Exceeds.</i>
 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.
 Does Not Meet	Does not meet aspects of the criterion 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.

Trends	
	More than a 5% difference from the prior year. Moving in the right direction over time
	Less than a 5% difference from the prior year. Neither increasing nor decreasing over time
	More than a 5% difference from the prior year. 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. 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>.

Acronym	Key
IC	In Compliance
NDP	No Debt Payments
NL	No Liabilities
ND	No Designation
Comp.	Comprehensive
Target.	Targeted

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 - 12th
SCHOOL ADDRESS	5123 Truman Rd., Kansas City, MO 64127
SCHOOL WEBSITE	www.gck12.org
AREAS SERVED	Citywide
SCHOOL LEADER	Jim Hammen and Alicia Miguel
BOARD PRESIDENT	Mr. Beto Lopez
SCHOOL MISSION	To create and empower our school community by providing rigorous and engaging academic and cultural experiences.

Student Demographics

TOTAL ENROLLMENT	1595
PROPORTIONAL ATTENDANCE	70%/90%
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	0.2%
Black	1.3%
Hispanic/Latino	96.7%
Multiracial & Other	0.3%
Native American	0.0%
White/Caucasian	1.6%

HISTORICALLY UNDERSERVED POPULATIONS % OF TOTAL	% OF TOTAL
Free or Reduced-Price Lunch	100.0%
Students with Disabilities	8.1%
English Language Learners	62.6%
Homeless/Migrant Students	1.8%

DISCIPLINE INCIDENTS - TOTAL	10
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	0.0%
Black	0.0%
Hispanic/Latino	40.0%
Multiracial & Other	0.0%
Native American	0.0%
White/Caucasian	60.0%

STAFF AND BOARD DEMOGRAPHICS			
	BOARD	ALL EMPLOYEES	TEACHERS
TOTAL NUMBER	7	226	128
RACE/ETHNICITY % OF TOTAL			
Asian/Pacific Islander	0.0%	1.8%	1.6%
Black	0.0%	6.2%	3.1%
Hispanic/Latino	100.0%	35.0%	22.7%
Multiracial & Other	0.0%	0.9%	1.6%
Native American	0.0%	0.4%	0.8%
White/Caucasian	0.0%	55.8%	70.3%
Non-Disclosed	0.0%	0.0%	0.0%

STUDENT ENROLLMENT BY GRADE	
PK	73
K	116
1	124
2	122
3	117
4	122
5	116
6	114
7	125
8	115
9	123
10	121
11	107
12	113

I. Academic Performance

Academic Performance Overall:
Does Not Meet

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.

INDICATORS AND MEASURES	STANDARD	FY22	FY23	FY24	RATING	TREND	NOTES
Federal Compliance	In Compliance (IC)	IC	IC	IC	Meets		
ESSA Designation	No Designation	Comp.	Comp.	Comp.	Falls Far Below		Designation for Guadalupe Centers Elementary
State Rating	N/A	81.6 / 128	85.4 / 140	108.5 / 140			Data is reported as points earned over points possible on the applicable performance standards of the state's Annual Performance Report (APR), based on the grades served by the charter school, as required by RSMo 160.405.9(2)(a).
Achievement – English (Student Group)	On Track for APR Status	334.6	329.5	331.0	Does Not Meet	→	
Achievement Comparison – English	Meet or Exceed Local District	N/A	N/A	-10.4	Does Not Meet		This indicator is a comparison of a 3 year rolling average MPI between Charter LEA and District LEA. Data for FY22 and FY23 could not be calculated due to missing accountability data as a result of COVID-19
Achievement – Math (Student Group)	On Track for APR Status	311.5	310.8	309.7	Does Not Meet	→	
Achievement Comparison – Math	Meet or Exceed Local District	N/A	N/A	-6.0	Does Not Meet		This indicator is a comparison of a 3 year rolling average MPI between Charter LEA and District LEA. Data for FY22 and FY23 could not be calculated due to missing accountability data as a result of COVID-19
Achievement – Science (Student Group)	On Track for APR Status	323.5	325.3	322.4	Does Not Meet	→	
Achievement Comparison – Science	Meet or Exceed Local District	N/A	N/A	-4.5	Does Not Meet		This indicator is a comparison of a 3 year rolling average MPI between Charter LEA and District LEA. Data for FY22 and FY23 could not be calculated due to missing accountability data as a result of COVID-19

INDICATORS AND MEASURES	STANDARD	FY22	FY23	FY24	RATING	TREND	NOTES
Achievement – Social Studies (Student Group)	On Track for APR Status	340.0	349.5	363.4	Meets		
Achievement Comparison – Social Studies	Meet or Exceed Local District	N/A	N/A	-12.9	Does Not Meet		This indicator is a comparison of a 3 year rolling average MPI between Charter LEA and District LEA. Data for FY22 and FY23 could not be calculated due to missing accountability data as a result of COVID-19
Growth – MAP ELA (Student Groups)	On Track for APR Status	53.1	50.6	52.5	Exceeds		Growth calculation has changed. We caution year over year comparison.
Growth – MAP Math (Student Groups)	On Track for APR Status	57.4	51.0	51.4	Exceeds		Growth calculation has changed. We caution year over year comparison.





SCHOOL SPECIFIC GOALS	STANDARD	FY22	FY23	FY24	RATING	TREND	NOTES
Increase the MPI in ELA	337	334.5	329.6	331.1	Does Not Meet		
Increase the MPI in Math	313	311.2	310.7	310.2	Does Not Meet		
Average NWEA Conditional Growth Index in Reading	5.0%	-13.0%	-32.0%	-5.0%	Does Not Meet		The average Conditional Growth Index (CGI) for students for Reading will be a minimum of 0.05 on the NWEA assessment each year of the performance contract.
Average NWEA Conditional Growth Index in Math	5.0%	8.0%	-37.0%	-23.0%	Does Not Meet		The average Conditional Growth Index (CGI) for students for Math will be a minimum of 0.05 on the NWEA assessment each year of the performance contract.
Percent of ELL students meeting the target for average expected annual growth determined by DESE	30.0%	40.0%	31.0%	35.0%	Exceeds		

SCHOOL SPECIFIC GOALS	STANDARD	FY22	FY23	FY24	RATING	TREND	NOTES
MVA - Graduating Seniors	90.0%	N/A	N/A	97.0%	Exceeds		90% of graduating seniors will obtain at least one Market Value Asset as defined by the Real World Learning initiative each year.

II. Finance

Finance Overall: **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.

INDICATORS AND MEASURES	STANDARD	FY22	FY23	FY24	RATING	TREND	NOTES
NEAR-TERM MEASURES							
Percentage Fund Balance	≥ 3%	49.0%	52.5%	47.7%	Meets		
Current Ratio	> 1			NL	Meets		
Unrestricted days Cash on Hand	30/60	170	68	170	Meets		
Debt Default	Making Payments, complying with covenants	Meets	Meets	Meets	Meets		
LONG-TERM SUSTAINABILITY MEASURES							
Total Margin and Three-Year Total Margin Ratio	Positive	11.8%	10.8%	7.5%	Meets		
Debt to Asset Ratio	< .9	0.00	0.00	0.00	Meets		
Debt Service Coverage Ratio	≥ 1.1	1370.3	NDP	NDP	Meets		
FINANCIAL MANAGEMENT AND OVERSIGHT							
Annual Financial Audit	Material Compliant	Meets	Meets	Meets	Meets		
Financial Reporting and Compliance	Material Compliant	Meets	Meets	Meets	Meets		
Enrollment Variance	≥95%	96%	96%	98%	Meets		

III. Learning Environment Compliance

Learning Environment Overall:
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	
STUDENT RIGHTS AND REQUIREMENTS			
Protecting the rights of all students	Material Compliant	Meets	
Protecting the rights of students with disabilities	Material Compliant	Meets	
Protecting the rights of English Language Learner (ELL) students, migrant and homeless students	Material Compliant	Meets	
SCHOOL SPECIFIC GOALS			
By January of 2023, GCS and Guadalupe Centers Incorporated will design a succinct process that clearly identifies the specific social service needs of families.		Meets	

IV. Governance

Governance Overall:
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 Oversight and Accountability			
Complying with governance requirements	Material Compliant	Meets	
Holding management accountable	Material Compliant	Meets	
Board Development, Growth and Operations			
Fulfills Governance and Fiduciary Duties	Material Compliant	Meets	
Complying with reporting requirements	Material Compliant	Meets	

V. Operational Compliance

Operational Compliance Overall:
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
WORKPLACE REQUIREMENTS AND ENVIRONMENT			
Staffing Compliance	Material Compliant	Meets	
Professional Work Environment	Material Compliant	Meets	
COMPLIANCE AND REPORTING			
Complying with Reporting Requirements	Material Compliant	Meets	
Complying with All Other Obligations	Material Compliant	Meets	

GUADALUPE CENTERS SCHOOLS DATA SUMMARY

SUMMARY OF ANNUAL REPORTS THIS TERM

Table 1. Summary of Annual Reports

	2020	2021	2022	2023	2024
Sponsor	UCM	UCM	MCPSC	MCPSC	MCPSC
Overall Annual Performance	N/A	N/A	Partially Meets	Partially Meets	Does Not Meet
Academics	N/A	N/A	Partially Meets	Partially Meets	Does Not Meet
Financial Management	Meets	Meets	Meets	Meets	Meets
Learning Environment	Meets	Meets	Meets	Meets	Meets
Governance	Partially Meets	Partially Meets	Meets	Meets	Meets
Operations	Meets	Meets	Partially Meets	Meets	Meets

Source: Annual Evaluations

Available: <https://mcpsc.mo.gov/guadalupe-centers-schools>

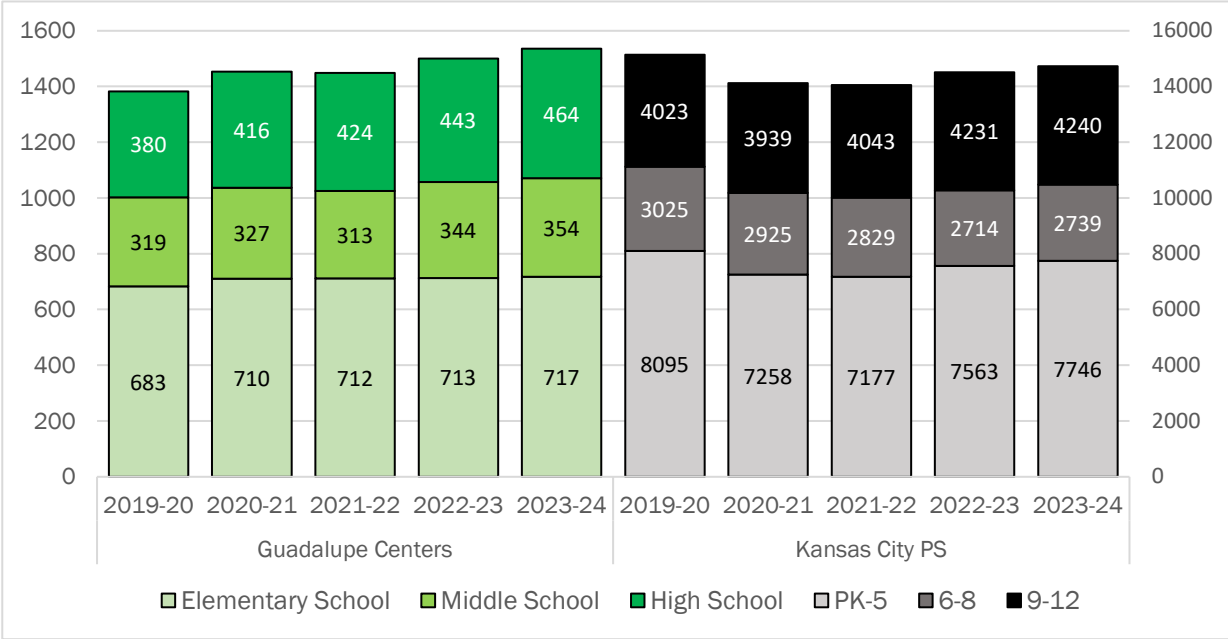
Note: GCS changed sponsorship to the MCPSC in August of 2021. Some of the above data is based on the previous sponsor's annual report.

	2020	2021	2022	2023	2024	2025
Any LOC Issued	N/A	N/A	None	None	None	Academics

Information represents letters sent during each academic year.

ENROLLMENT

Figure 1. PK-12 Enrollment



ACADEMIC PERFORMANCE

The COVID-19 pandemic resulted in no state assessment data for 2020 and per State Board of Education decision the 2021 data is not to be used for accountability purposes. 99% of Guadalupe Centers Schools students who took MAP tests in 2024 were in the Student Group. Consequently, the Student Group will be used for evaluating their academic outcomes.

Peer Schools are schools that are of like grade configurations serving similar populations and are likely to enroll the students if this charter did not. The peer schools for GCS are:

Frontier School of Innovation Elementary
James Elementary
Whittier Elementary
Frontier School of Innovation Middle School
Northeast Middle School
East High School
Frontier STEM High School
Northeast High School

Achievement on State Assessments

ENGLISH LANGUAGE ARTS MAP PERFORMANCE INDEX

Figure 2. LEA, Host District and State ELA MAP Performance Index

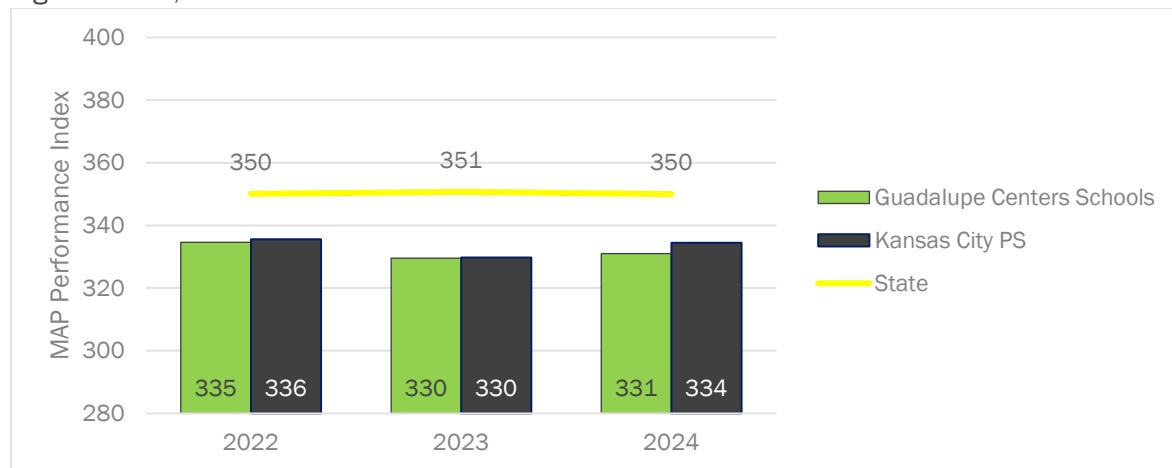


Figure 3. Elementary School, Host District and Peer Schools ELA MAP Performance Index

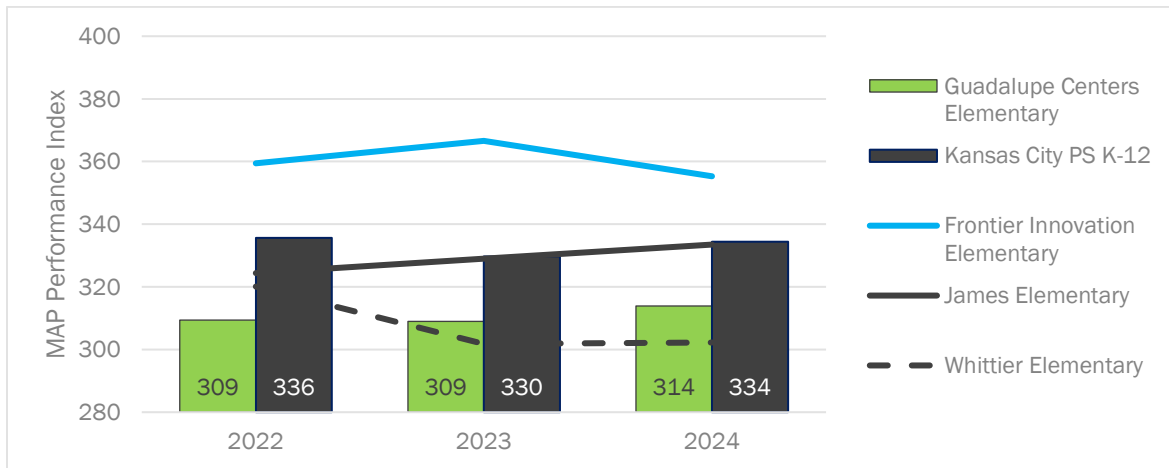


Figure 4. Middle School, Host District and Peer Schools ELA MAP Performance Index

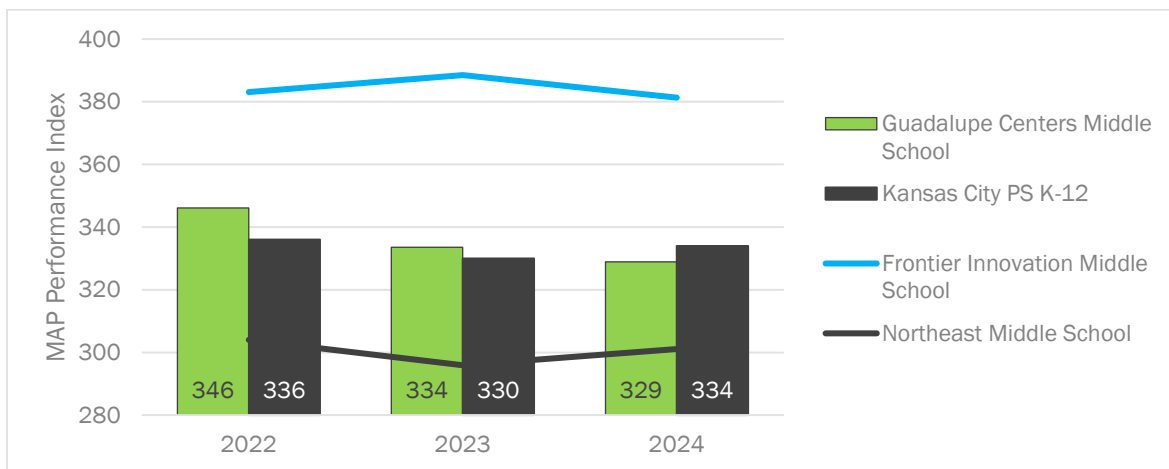
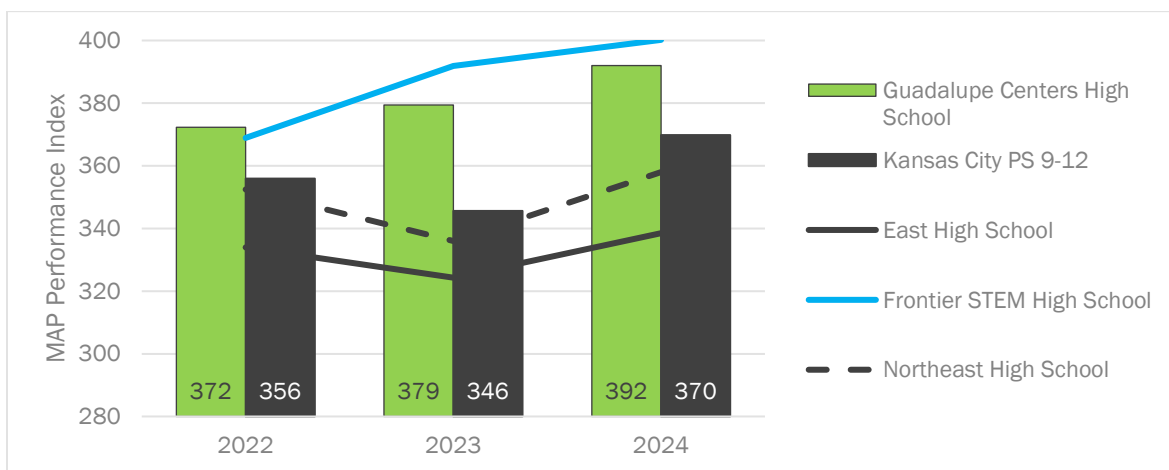


Figure 5. High School, Host District and Peer Schools ELA MAP Performance Index



MATHEMATICS MAP PERFORMANCE INDEX

Figure 6. LEA, Host District and State Math MAP Performance Index

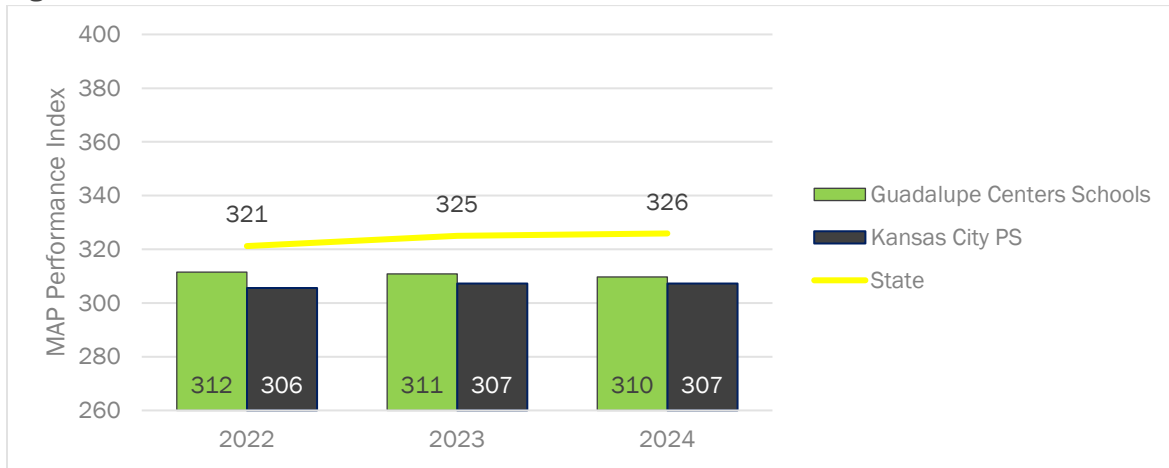


Figure 7. Elementary School, Host District and Peer Schools Math MAP Performance Index

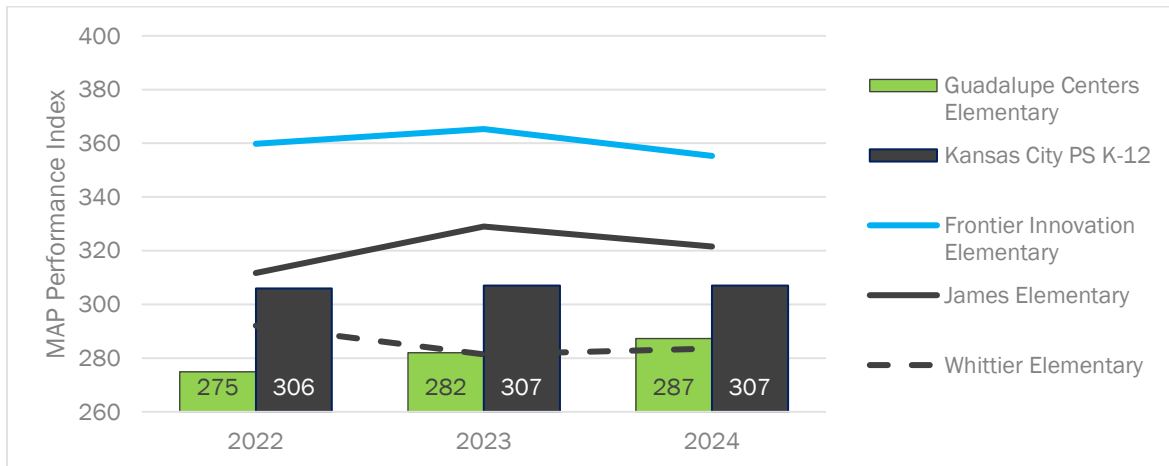


Figure 8. Middle School, Host District and Peer Schools Math MAP Performance Index

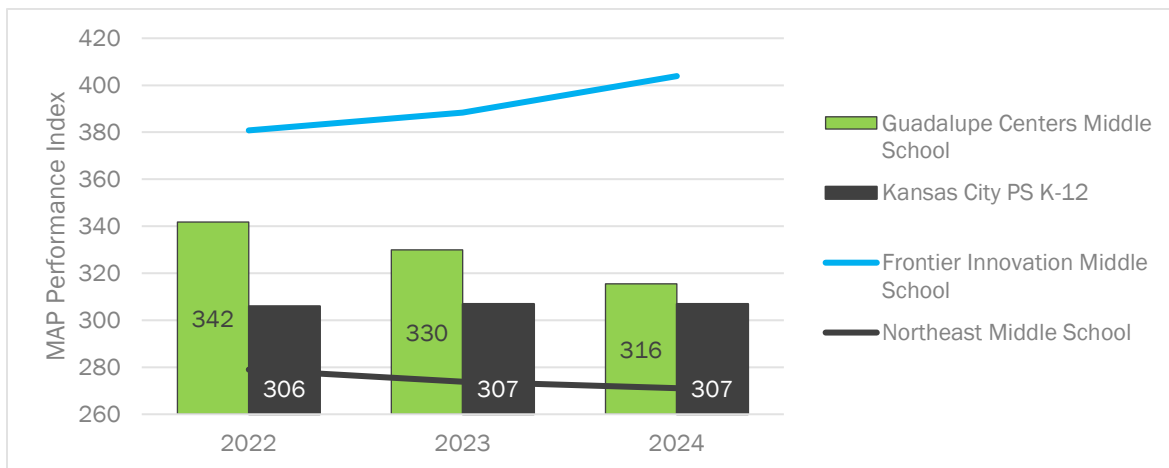
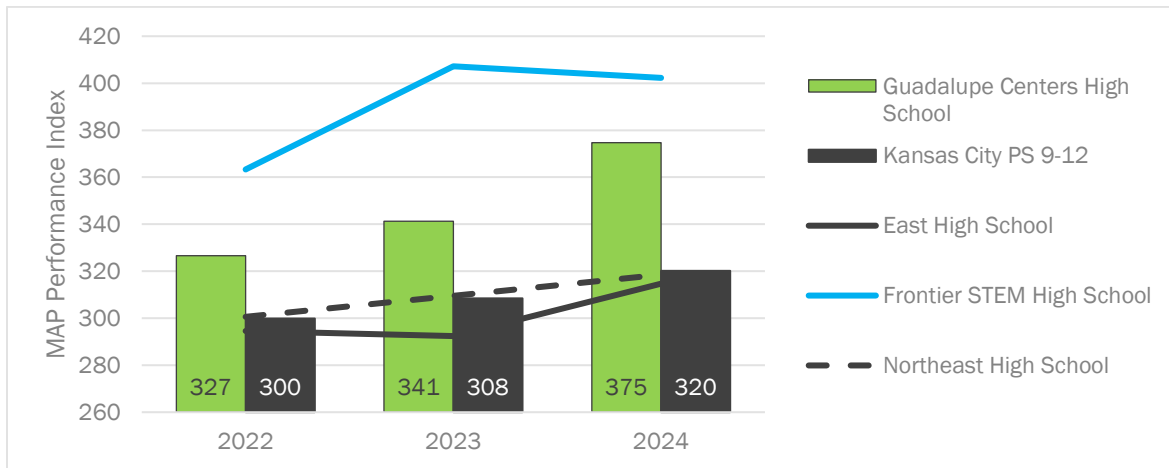


Figure 9. High School, Host District and Peer Schools Math MAP Performance Index



SCIENCE MAP PERFORMANCE INDEX

Figure 10. LEA, Host District and State Science MAP Performance Index

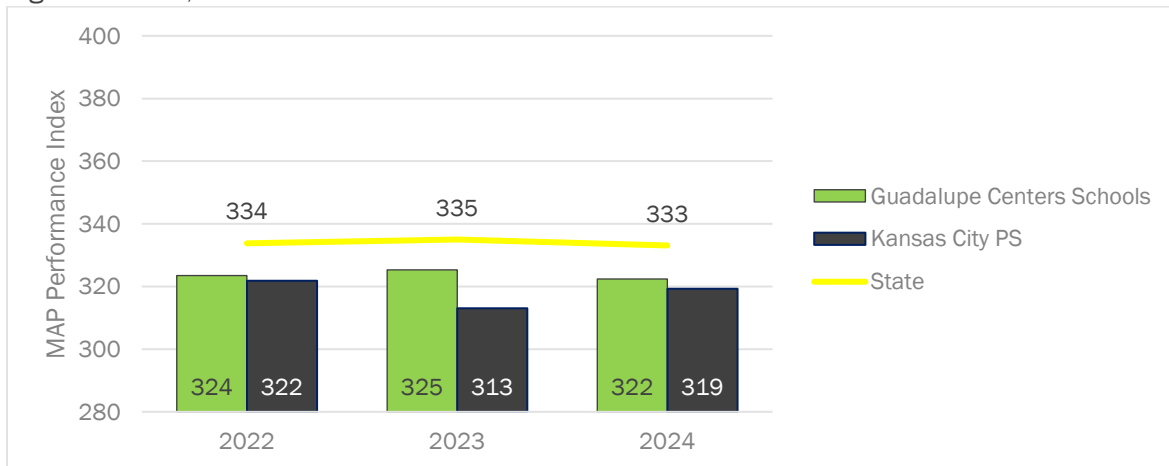


Figure 11. Elementary School, Host District and Peer Schools Science MAP Performance Index

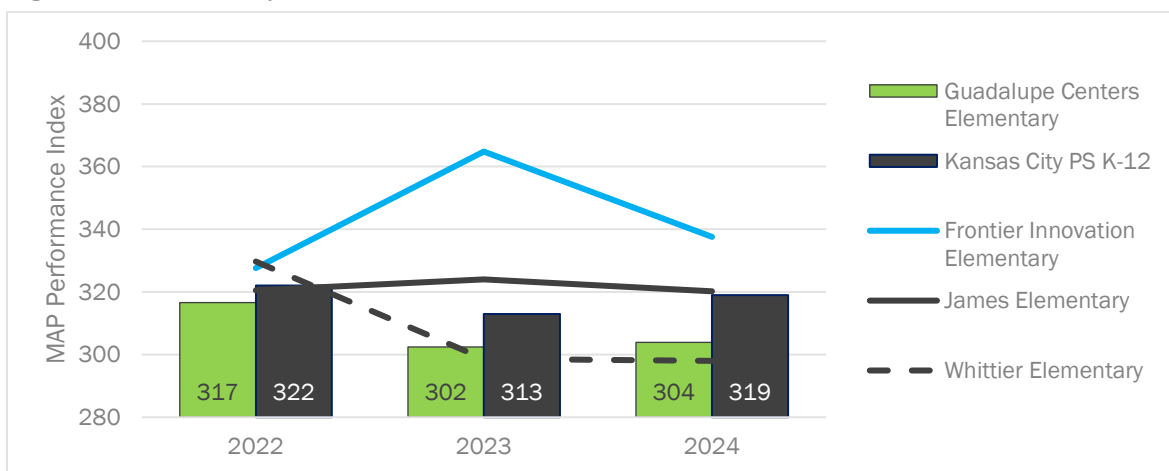


Figure 12. Middle School, Host District and Peer Schools Science MAP Performance Index

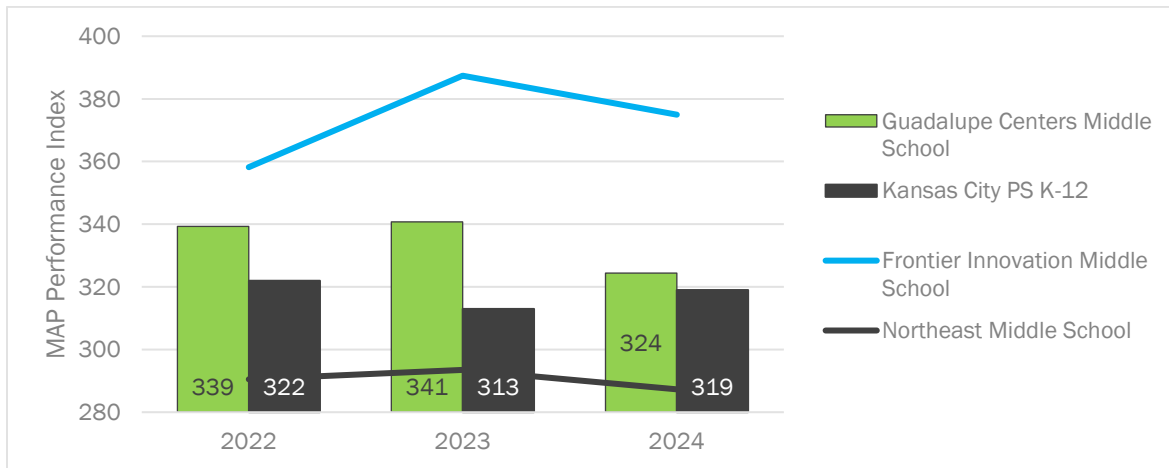
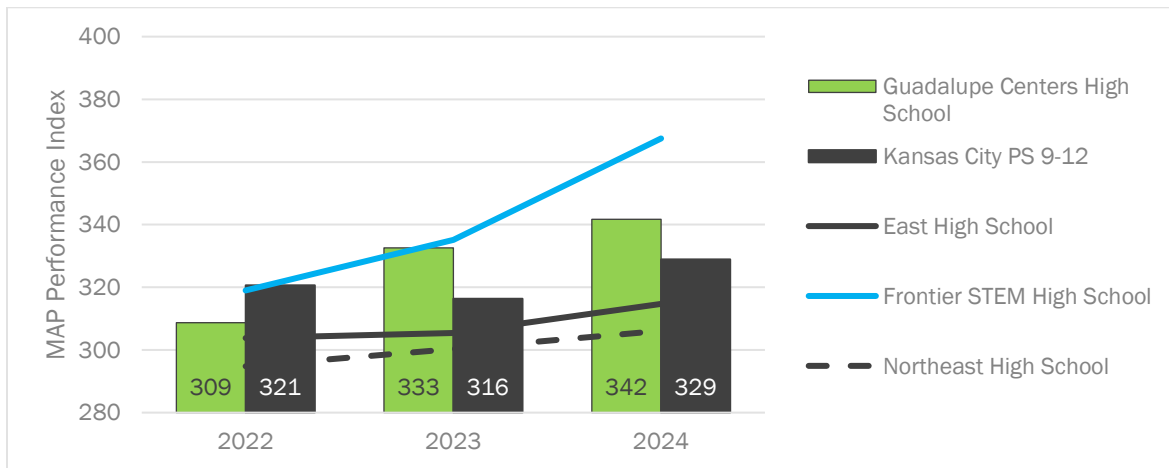
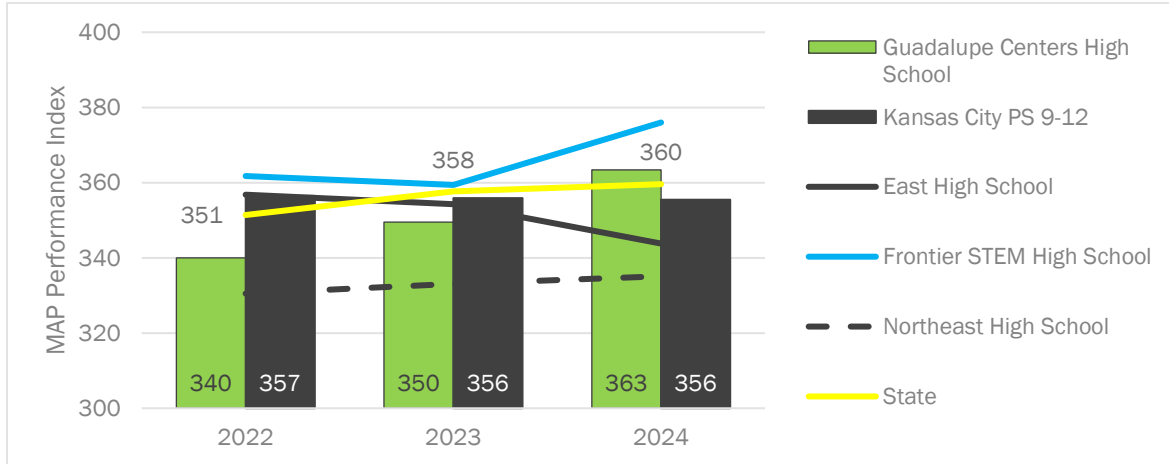


Figure 13. High School, Host District and Peer Schools Science MAP Performance Index



SOCIAL STUDIES MAP PERFORMANCE INDEX

Figure 14. High School, Host District, Peer Schools and State Social Studies MAP Performance Index



ENGLISH LANGUAGE ARTS PERCENTAGE SCORING PROFICIENT AND ADVANCED

Figure 15. LEA, Host District and State ELA MAP Proficiency Rates

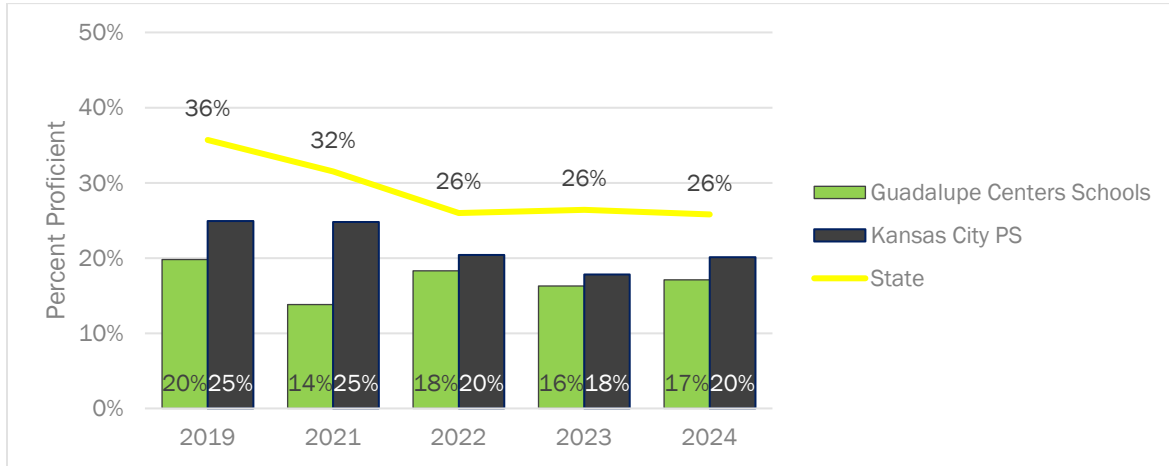


Figure 16. Elementary School, Host District and Peer Schools ELA MAP Proficiency Rates

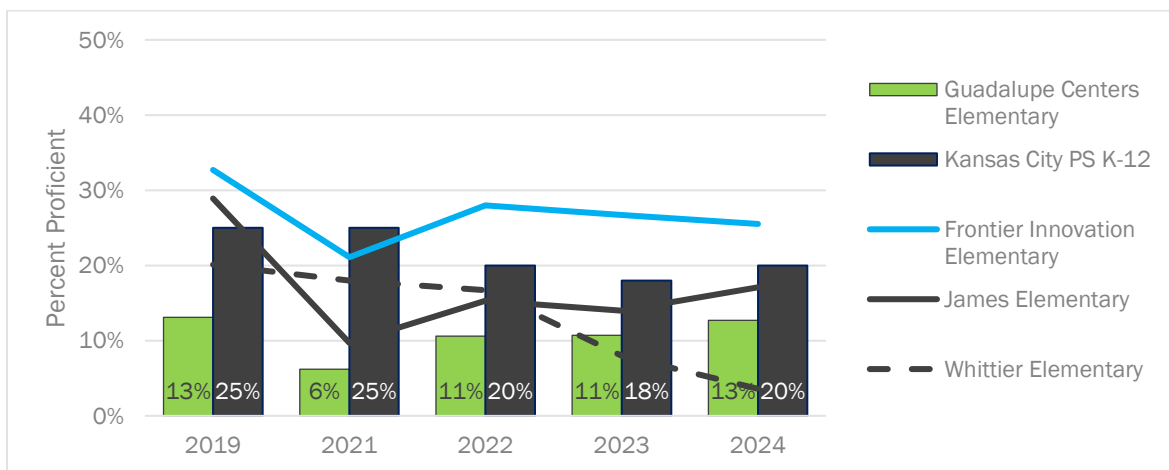


Figure 17. Middle School, Host District and Peer Schools ELA MAP Proficiency Rates

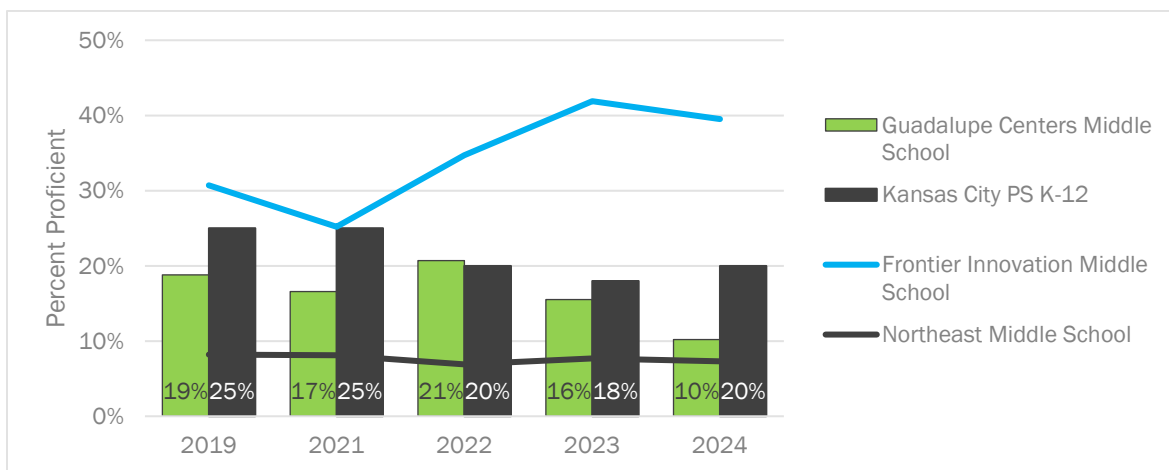
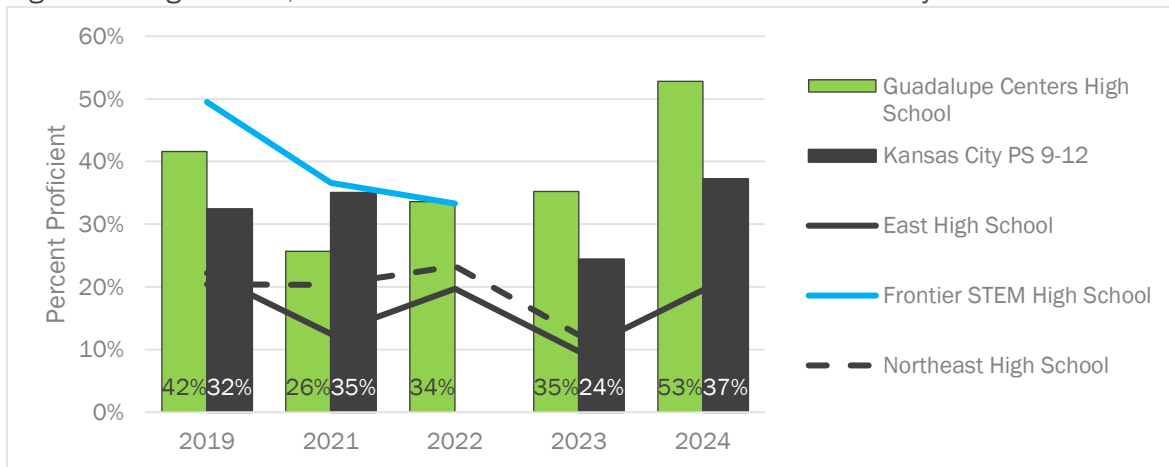


Figure 18. High School, Host District and Peer Schools ELA MAP Proficiency Rates



MATHEMATICS MAP PERCENTAGE SCORING PROFICIENT AND ADVANCED

Figure 19. LEA, Host District and State Math MAP Proficiency Rates

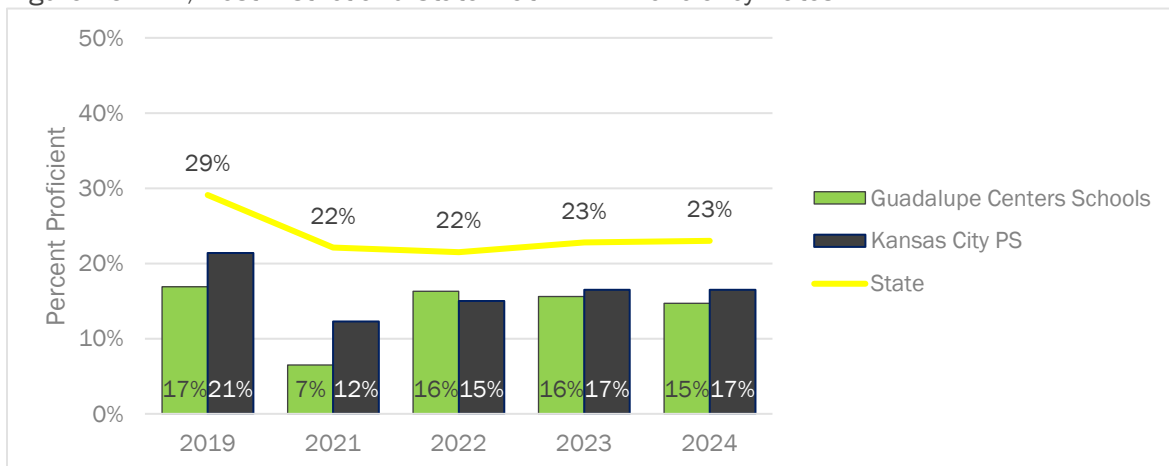


Figure 20. Elementary School, Host District and Peer Schools Math MAP Proficiency Rates

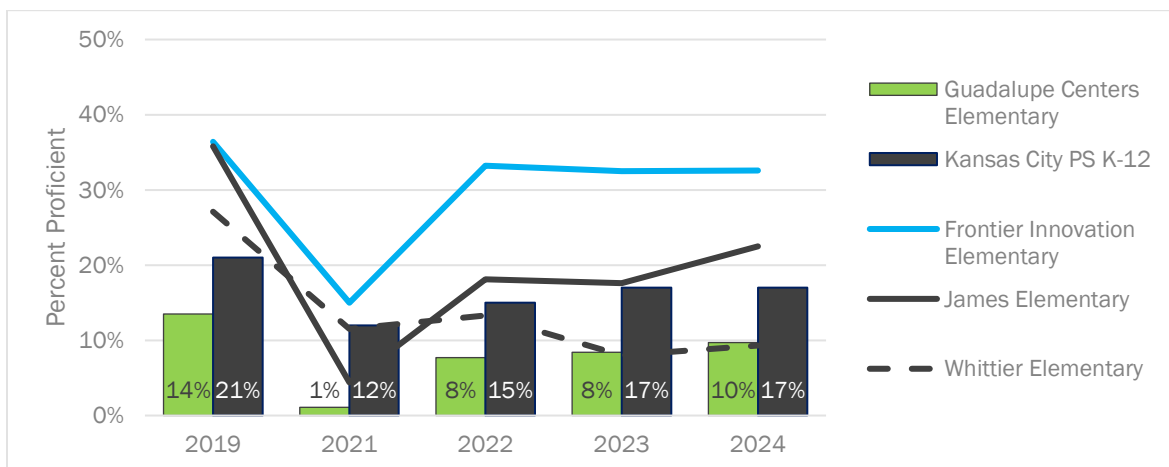


Figure 21. Middle School, Host District and Peer Schools Math MAP Proficiency Rates

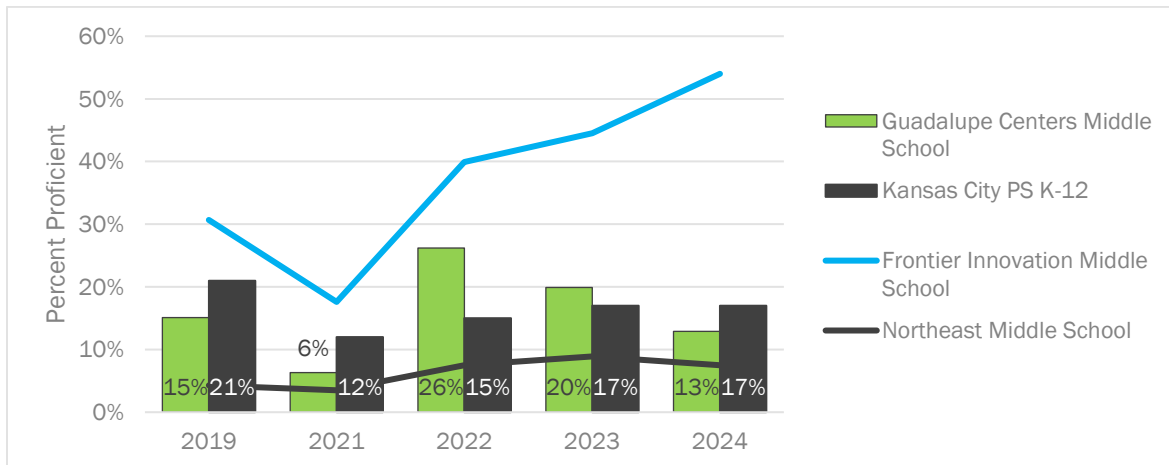
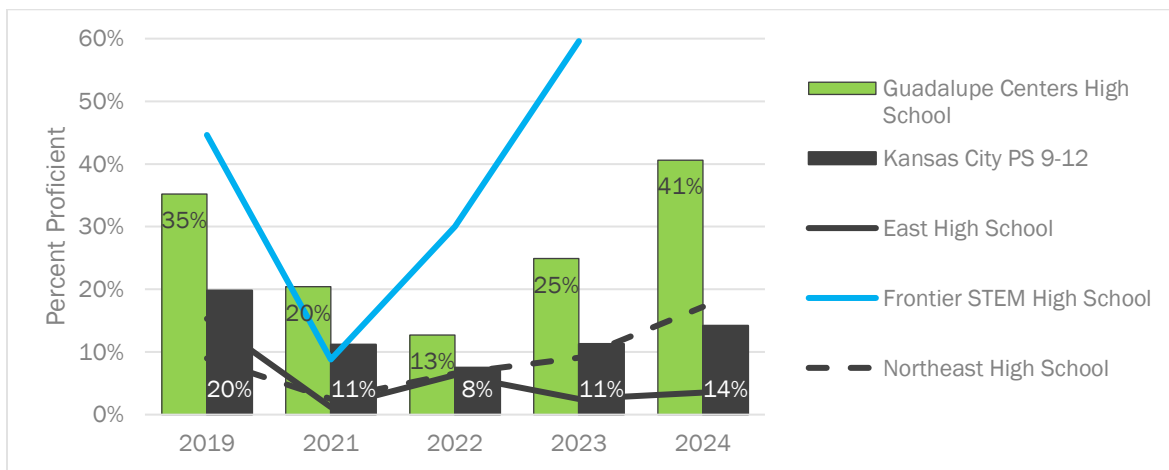


Figure 22. High School, Host District and Peer Schools Math MAP Proficiency Rates



SCIENCE MAP PERCENTAGE SCORING PROFICIENT AND ADVANCED

Figure 23. LEA, Host District and State Science MAP Proficiency Rate

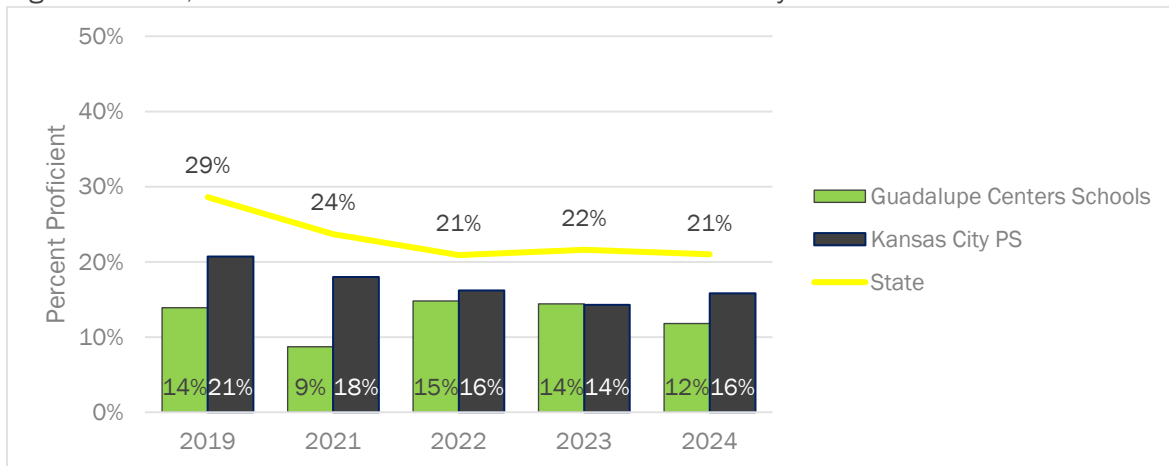


Figure 24. Elementary School, Host District and Peer Schools Science MAP Proficiency Rates

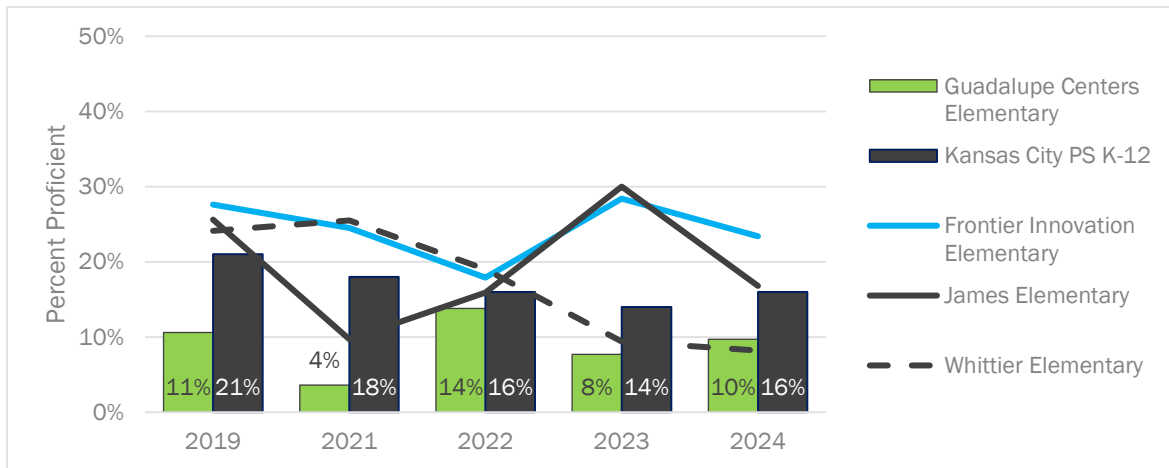


Figure 25. Middle School, Host District and Peer Schools Science MAP Proficiency Rates

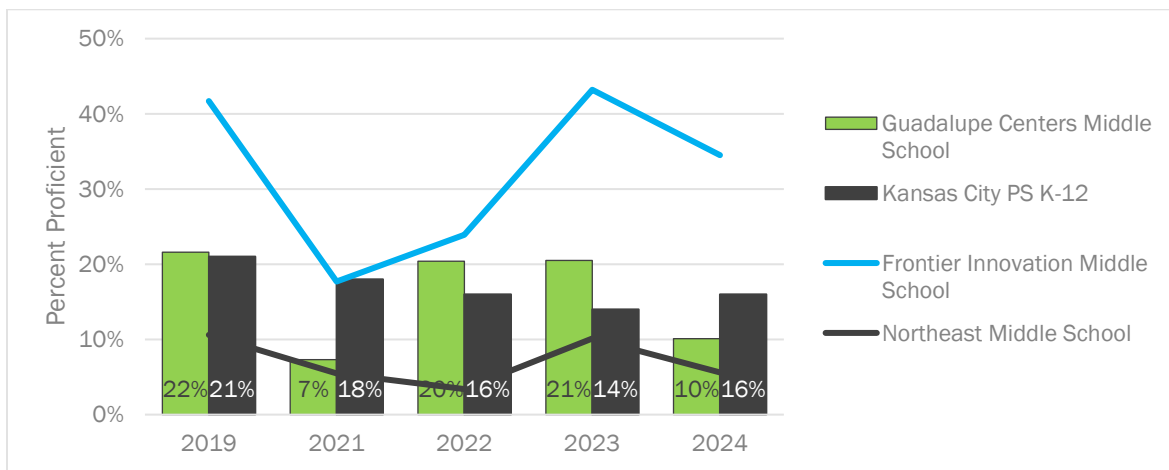
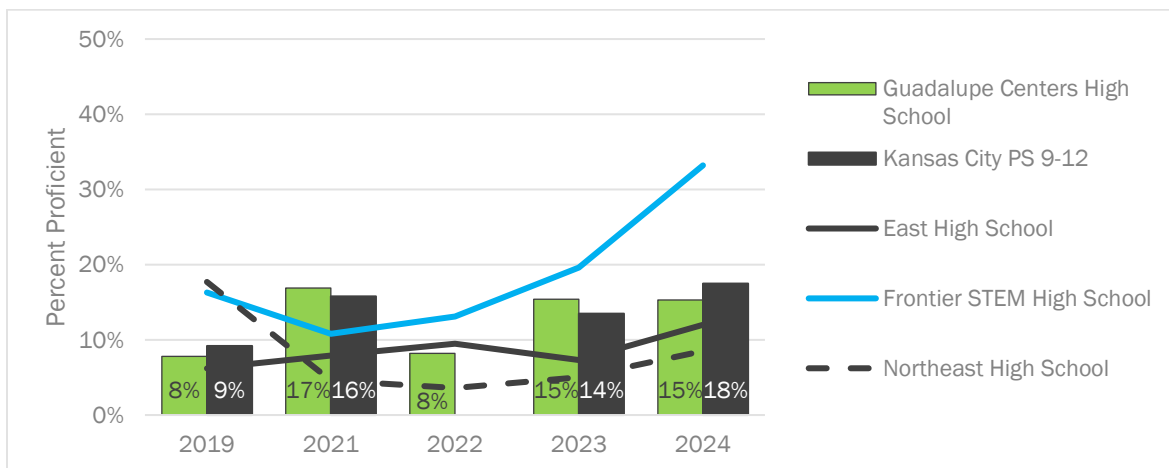
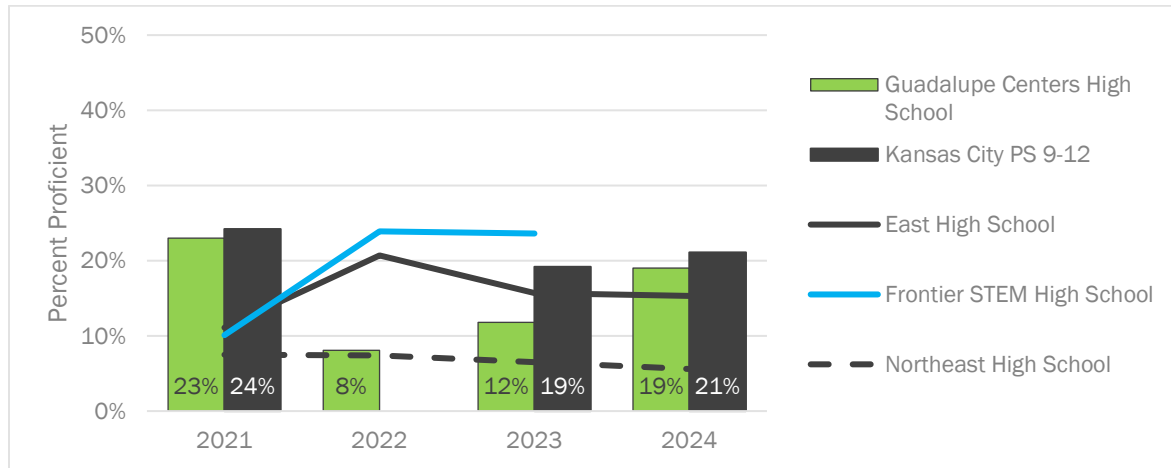


Figure 26. High School, Host District and Peer Schools Science MAP Proficiency Rates



SOCIAL STUDIES PERCENTAGE SCORING PROFICIENT AND ADVANCED

Figure 27. High School, Host District and Peer Schools Social Studies Proficiency Rates



Student Growth

Figure 28. LEA, Host District, Elementary, Middle and Peer Schools APR Student Growth in ELA

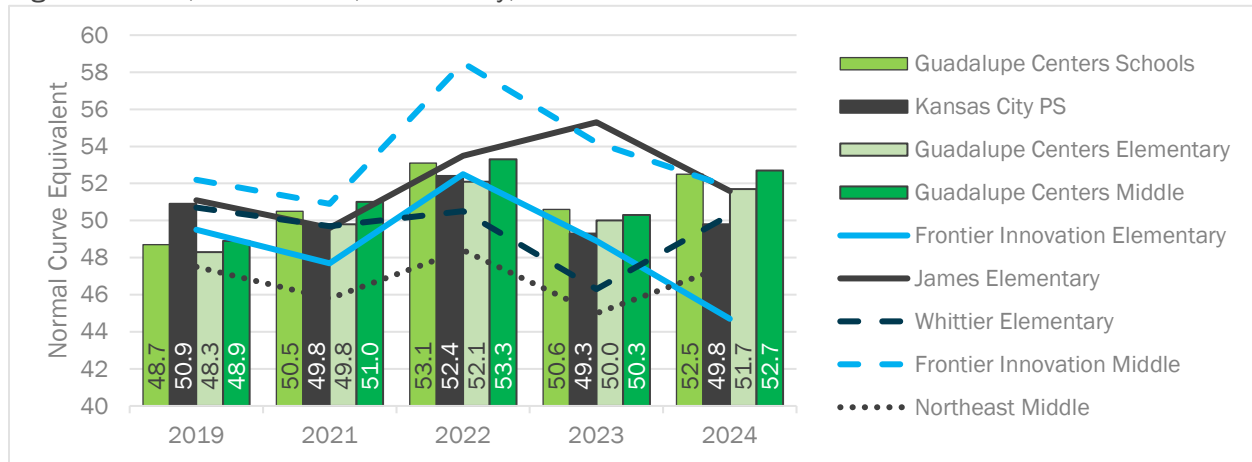
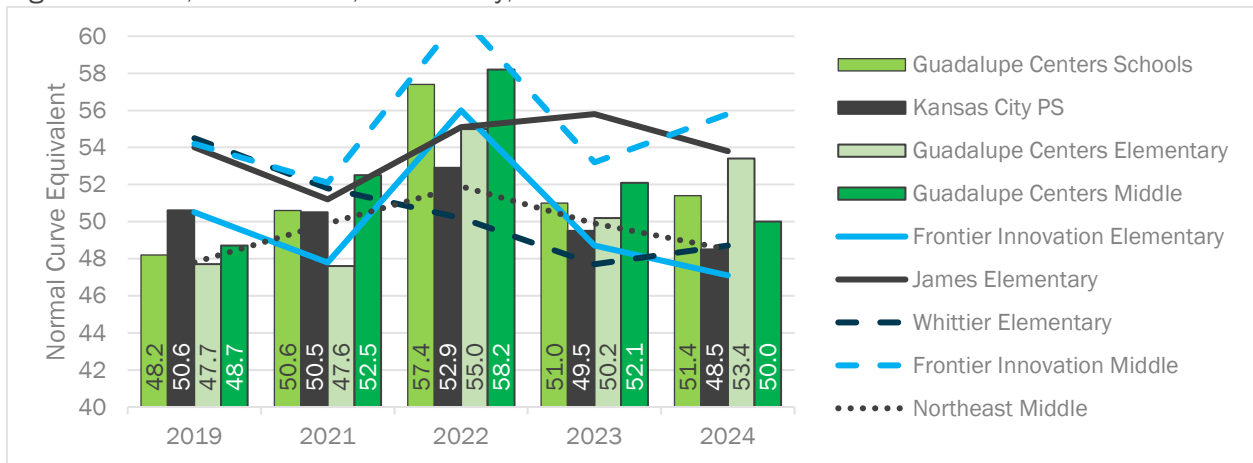


Figure 29. LEA, Host District, Elementary, Middle and Peer Schools APR Student Growth in Math



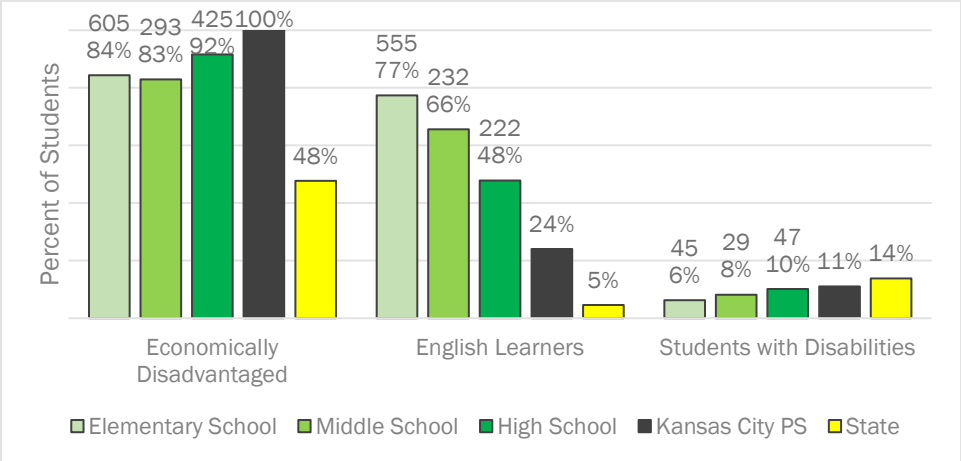
Notes: 2023 and 2024 school building data is for All Students and not the Student Group.
 A growth Normal Curve Equivalent of 50 is associated with average student year over year growth.

GUADALUPE CENTERS SCHOOLS DATA SUPPLEMENT

STUDENT CHARACTERISTICS

Kansas City PS meets the Community Eligibility Provision and report 100% of students as Economically Disadvantaged.

Figure 1. 2024 Special Programs Data



Source: MCDS State, District and School Report Cards
 Available: <https://apps.dese.mo.gov/MCDS/home.aspx>

Figure 2. LEA Special Programs Longitudinal Data

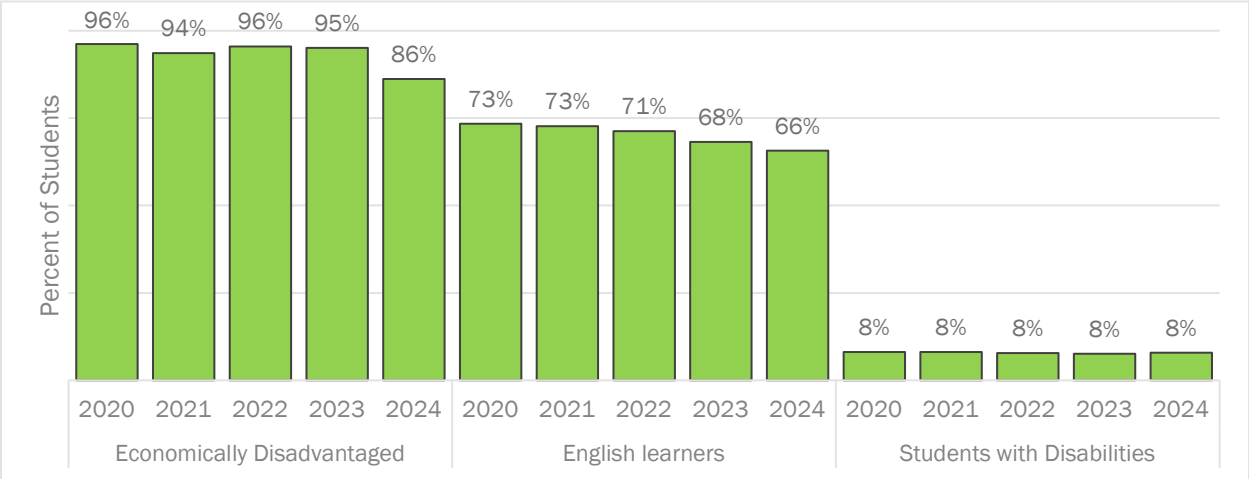


Figure 3. 2024 Race/Ethnicity Information

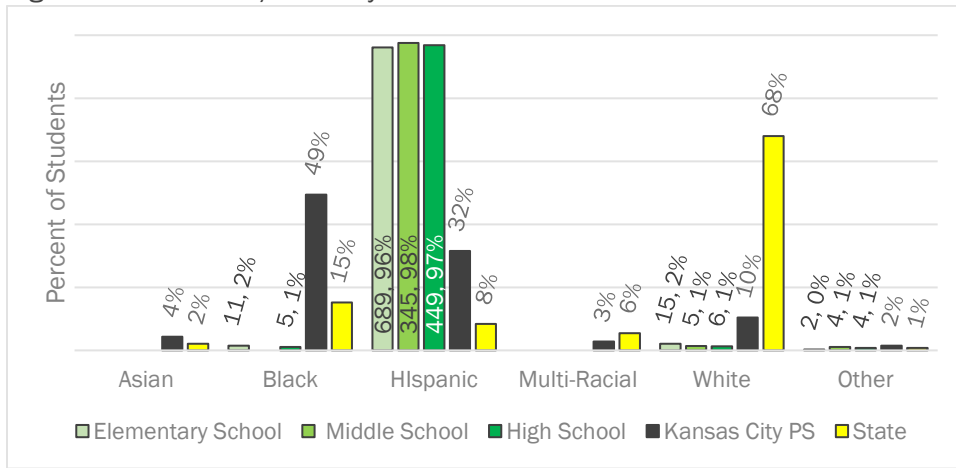


Figure 4. LEA Race/Ethnicity Longitudinal Data

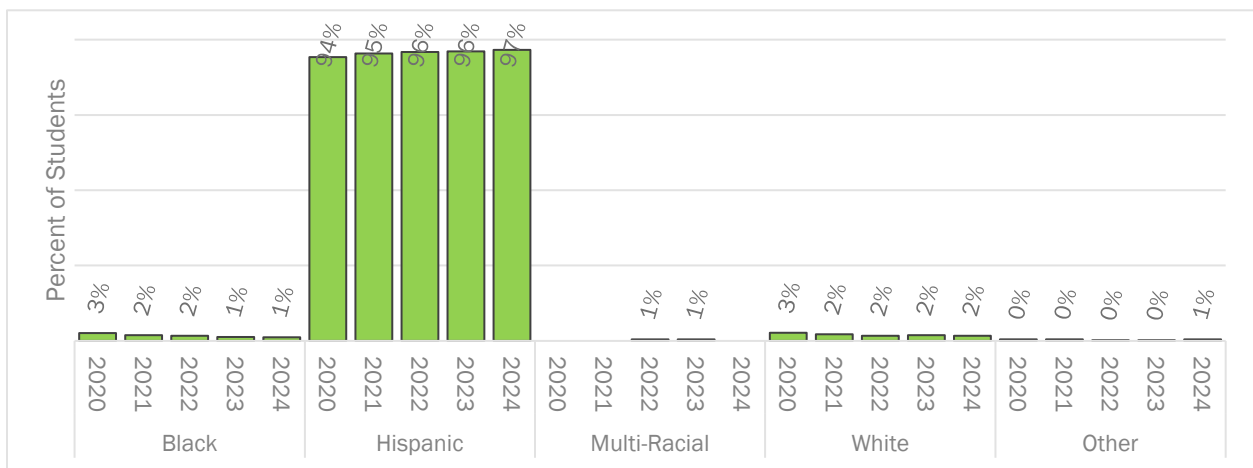
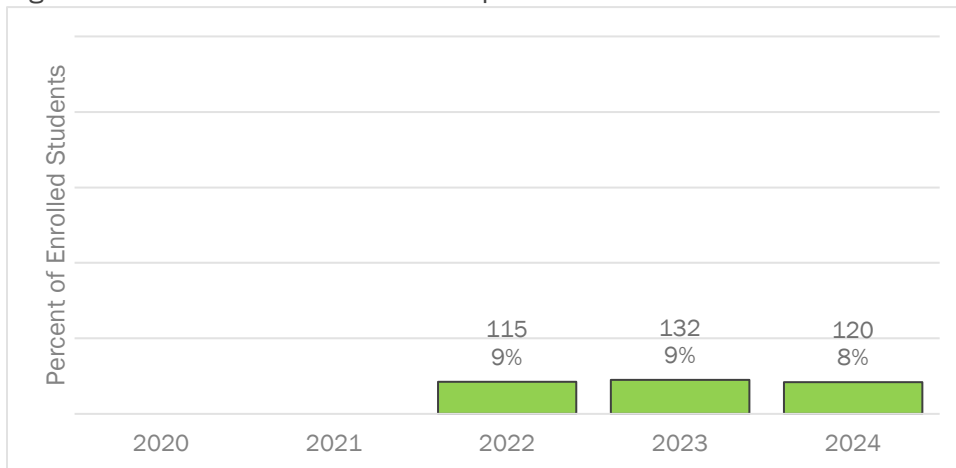
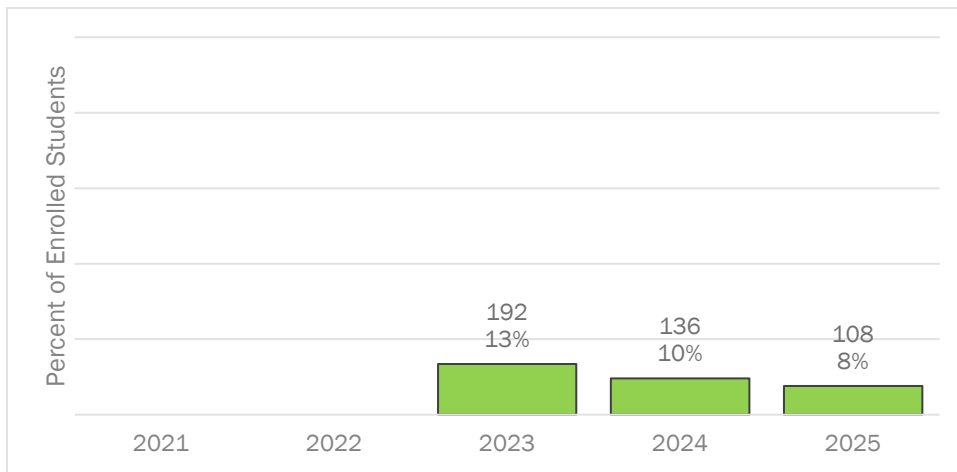


Figure 5. Student Transfers Out Or Drop Outs



Source: MOSIS OCT Student files

Figure 6. Student Transfers In



ACADEMIC PERFORMANCE

Achievement on State Assessments

PROFICIENCY RATES—STUDENT GROUPS

Figure 7. ELA Proficiency Rates for Economically Disadvantaged Students

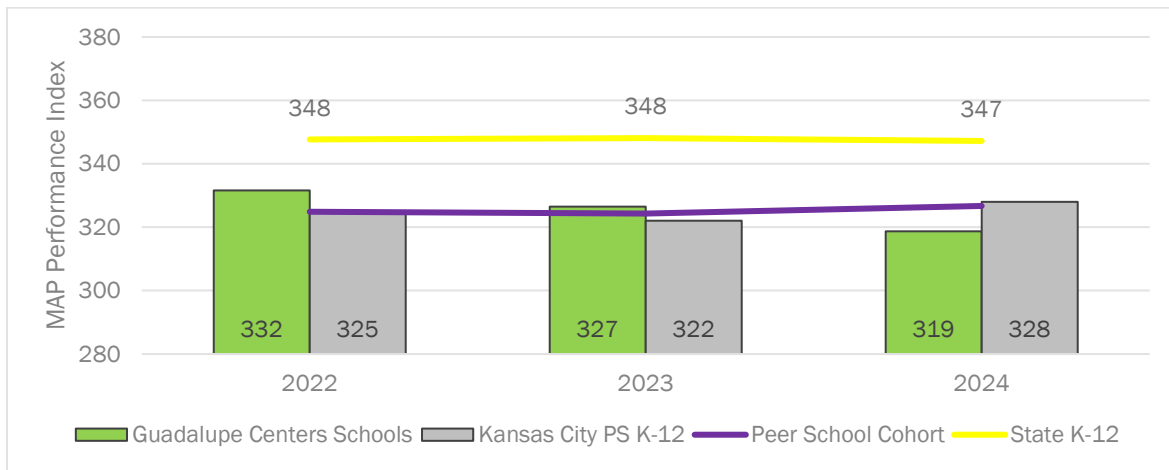
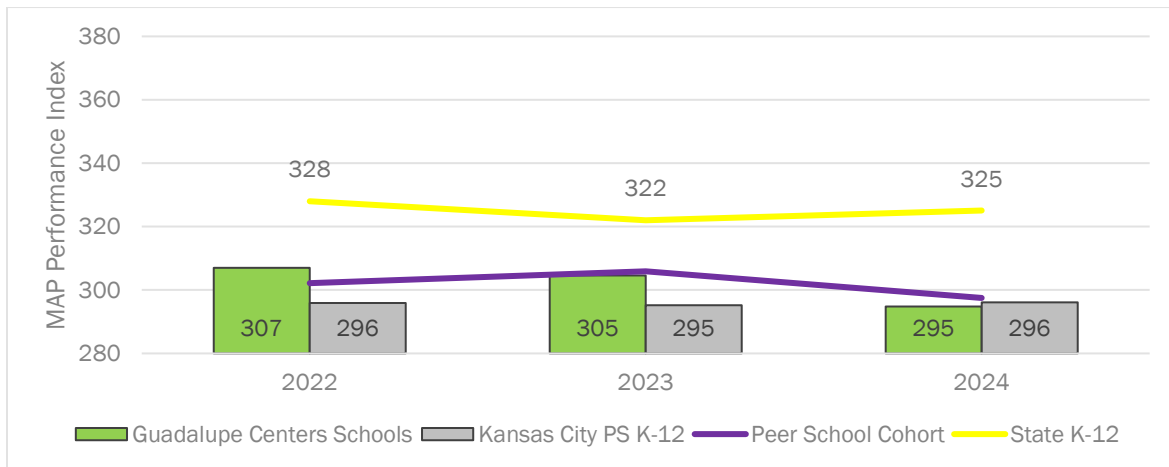


Figure 8. Math Proficiency Rates for Economically Disadvantaged Students



Note: The criteria for Economically Disadvantaged was changed from Free-Reduced Lunch (FRL) to Direct Certification in 2023. FRL is still used for Guadalupe Centers data, while Direct Certification is used for the other LEAs and schools.

Figure 9. ELA Proficiency Rates for English Language Learners

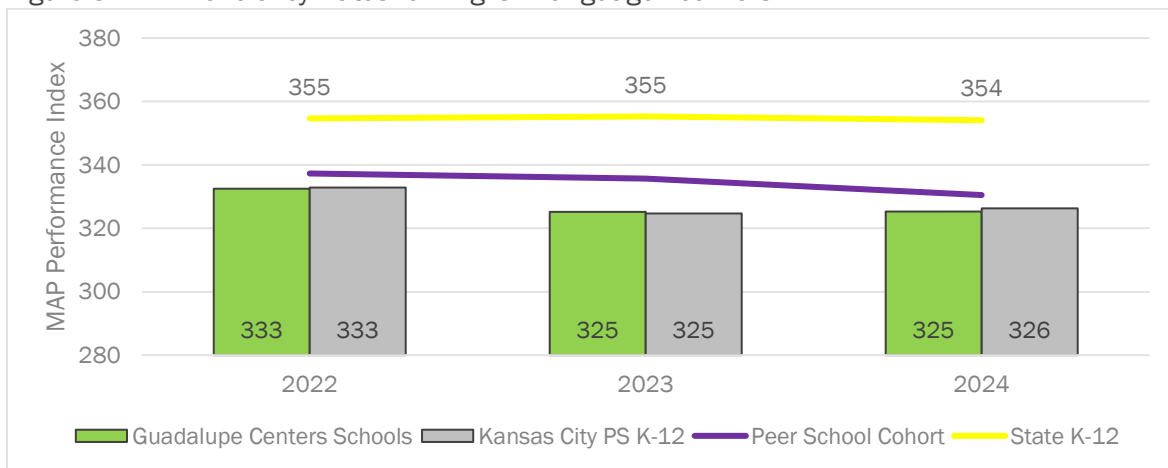


Figure 10. Math Proficiency Rates for English Language Learners

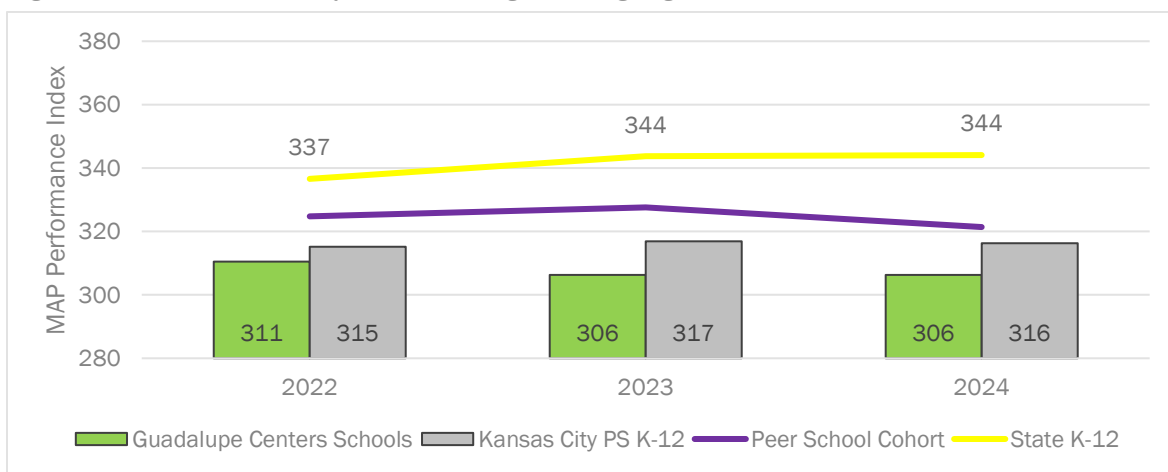


Figure 11. ELA Proficiency Rates for Students with Disabilities

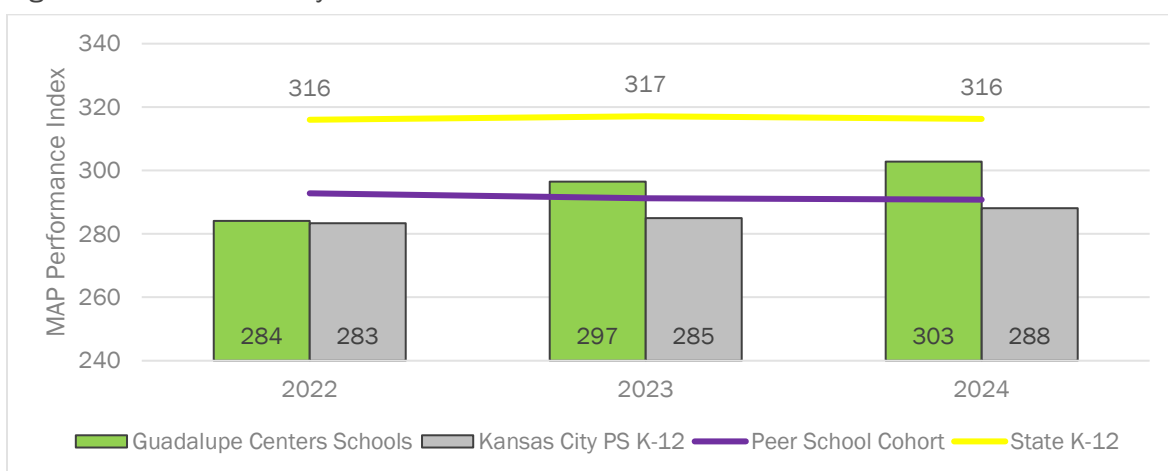
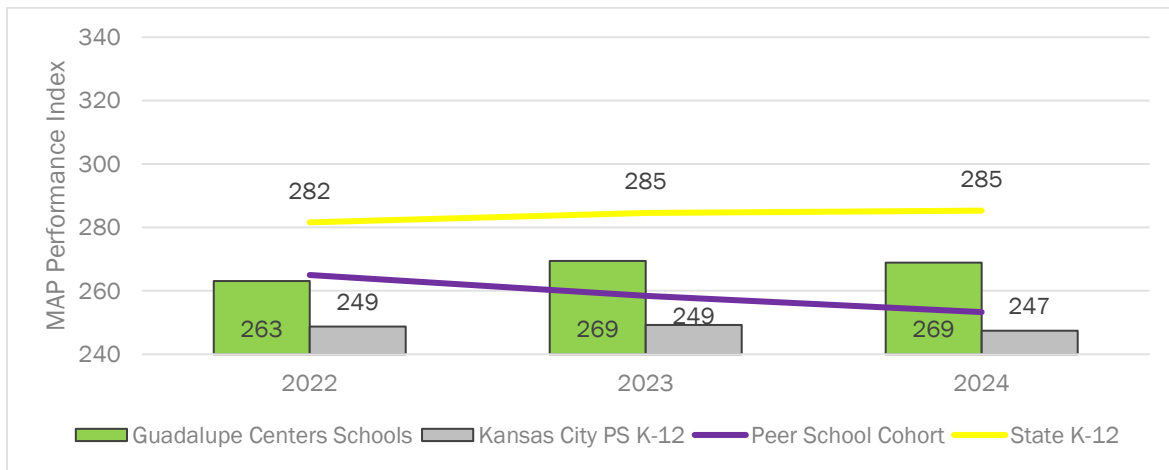


Figure 12. Math Proficiency Rates for Students with Disabilities



Source: MCDS State, District and School – content area and grade all and disag 20YY
 Available: <https://apps.dese.mo.gov/MCDS/home.aspx>

FINANCIAL PERFORMANCE

Figure 13. LEA, Host District, High School and Peer Schools Per Pupil Expenditures

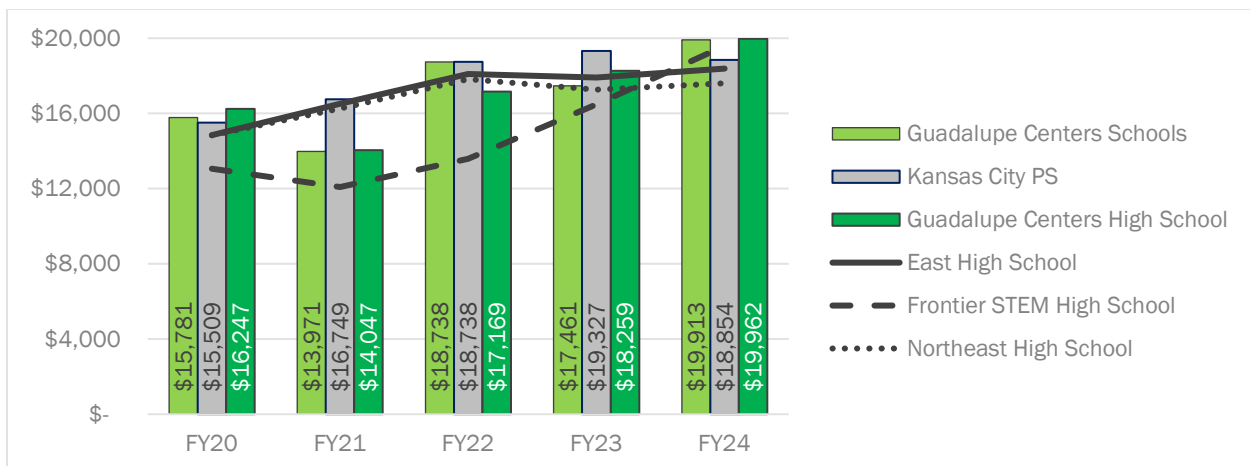
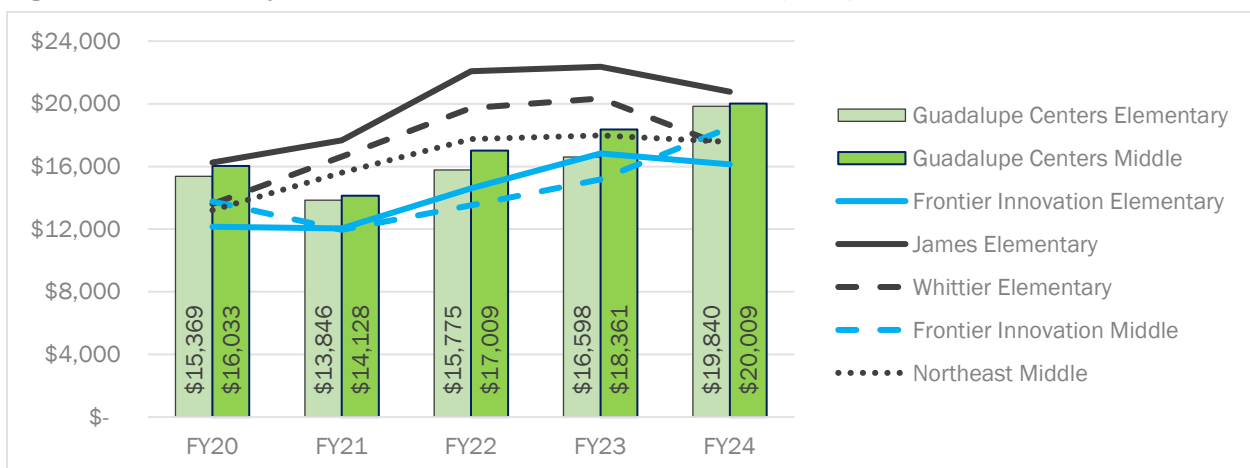


Figure 14. Elementary, Middle School and Peer Schools Per Pupil Expenditures



Source: Current Expenditure per ADA and Per Pupil District & Building Level Expenditure Report
 Available: <https://apps.dese.mo.gov/MCDS/home.aspx>



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

2023-24 MISSOURI CHARTER SCHOOL ASSURANCE CHECKLIST- K-12

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 February 24, 2024

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: <https://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 February 24, 2024, 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. All teachers must have appropriate experience, training, and skills and at least 80 percent of teachers must be appropriately certificated to teach in Missouri’s schools (Section 160.420, RSMo).
Yes (1)	a. Teachers/Instructional Personnel
Yes (1)	b. Other certificated staff
Yes (1, 7)	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. The department must calculate and publish an APR for charter schools “in the same manner” as school districts (charters must report necessary data as part of the department’s data reporting requirements). (Section 160.405.15, RSMo).
Yes (1)	b. In accordance with the annual data acquisition calendar (Section 160.405.4(2), RSMo)
Yes (1, 4)	c. Self-Monitoring Documents (Federal Programs, Special Education)
Yes	d. Child Abuse and Neglect Hotline (Section 210.115, RSMo)
Yes (1, 3)	e. 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 MO 500-3223 (Rev 12-23) PAGE 1

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. 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) RSMo .
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. If applicable, 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 (1,5)	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 (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 (1)	a. Implement a reading success plan policy (Section 167.268, RSMo);
Yes (1)	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 (1)	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 (1)	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 (1)	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 (1)	a. Exhibits a substantial deficiency in reading which creates a barrier to a child's progress learning to read;
Yes (1)	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 (1)	15. The charter school has established a reading program in kindergarten through grade five based in scientific research (Section 170.014, RSMo).
Yes (1)	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 (1)	a. In Braille reading and writing to eligible students as outlined in the BRITE Act; and
Yes (1)	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 (1)	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 (1)	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).
Yes (1)	20. If a charter school offers a social studies course related to, but not limited to, the Hebrew Scriptures, the Old Testament of the Bible, the New Testament of the Bible, it ensures compliance with Section 170.341, RSMo .
PROFESSIONAL LEARNING	
NA (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)	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 (5)	a. Allow students who attend a persistently dangerous school to attend a safe public school within the charter school Local Education Agency (LEA).
NA (5)	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 (1)	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).
Yes (1)	10. The charter complies with the Gun-Free Schools Act (GFSA) (20 U.S.C. Section 7961), including providing assurances to DESE of the number of student expulsions related to firearms that occur each year.
COMPLIANCE	
Yes (1)	1. The charter school complies with all the regulations of the state and federal programs in which the charter school participates (Section 167.161, RSMo , 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)	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).
Yes (1,3)	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 (3)	k. Protections to students and families with respect to certain surveys and evaluations as required by (Section 167.113, RSMo).
NA (5)	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.
- This school do not offer this or does not serve the grades where this applies.
- One or more statutes in this section does not apply to charter schools, is a definition or the duty of another agency/board: 571.030, 574.115, 575.090, 160.522, 167.231, 167.113.
- Self-monitoring document list is not provided.
- This statute does not apply to this charter school
- Only applicable to charter schools operated by a school district.
- Not yet developed by DESE and cannot be complied with as of the date of this checklist.

ASSURANCES

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

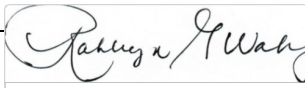
SIGNATURE OF SUPERINTENDENT

N/A See Performance Contract

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



box SIGN 157ZLLZ1*4ZL7Z9FZ

DATE

Feb 21, 2024

SCHOOL: GUADALUPE EDUCATIONAL SYSTEM

YEAR: SY2023-2024

DATES: Feb. 8th and 9th, 2024

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 1,595 students across its Pre-K-12th grade program. As of 2022, all students receive free lunch. GES serves well over almost 63% are English Language Learners and 97% of students identify as Hispanic. The schools serve 8% special education students and 1.7% are homeless.

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 Dr. Tonya Richardson, Program Coordinator at the 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 2024.

Alicia Miguel, Assistant Superintendent, organized the focus groups and interviews. The virtual site visit included interviews or focus groups with the Superintendent, Assistant Superintendents, directors, principals, teachers at all three buildings, high school students, and families. Due to a death in the board chair's family, no focus group was conducted with the board. The site visit team observed the February 22nd 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

Guadalupe appears to be headed in the right direction. There is an overall sense of stability from the central office to each building. The organization continues to narrow focus and priorities, with an emphasis on improving instruction so that students can grow more quickly. There is a culture of support and relationships that appear strong.

Building level leaders and teachers feel supported by central office leaders but struggle to balance LEA goals, building needs, and personal lives. Elementary teachers are feeling the added pressure to improve due to being an ESSA Comprehensive School and some struggle with the focus on testing. The middle school appears to be in a good place for the first time in years, with reports of improved order and behaviors, an improved focus on academics and culture building, and clear priorities and a shared vision. The high school also appears stable and consistent.

Findings

Criteria 1: Faithfulness to Charter

Areas of Strength

There was clear alignment on what the big goals are for the year. Prioritizing Tier 1 instruction, MTSS implementation, and personalized support through data-driven decisions were all mentioned as a focus. There is a clear focus on figuring out what each student needs to make gains, noting a need to also provide culturally responsive supports. Overall, there was a sense of focus on improving academic culture and ensuring students are also bought into their academic success.

GES is fully enrolled with waiting lists for many grades.

A strategic plan is in place and being implemented with fidelity.

Areas of Growth

No areas of growth for this criteria were discovered during this site visit.

Criteria 2: Students' Opportunities to Learn

Areas of Strength

GES has implemented new literacy curriculum this year and will implement a new math one next year to ensure alignment with instructional goals and standards. They have increased focus on data-driven instruction that prioritizes student interaction and engagement. Additionally, GES will launch a dual language program to better serve its English learner population. Students and parents described being held to high standards and rigor, with students also praising the early college experience offered.

GES remains data rich with numerous assessments in place at each building. While everyone agreed that academic performance is not where they want it to be, most categorized performance as below targets but improving. There is also a feeling that while proficiency isn't there, growth data is there and instruction quality is improving. Leaders also noted that there is a personalized approach to instruction and data analysis that was not previously in place.

At the middle school, teachers described clear consequences for behaviors and improved teacher communication which has helped curb issues. The BIST team meets weekly with students to process incidents, hold them accountable, and involve them in solution-making. Behavior issues were not reported at the high school. No safety concerns were noted in any building. Administration credited new safety technology and restorative practices for reducing fights and improved safety perceptions. Police officers still maintain a presence in each building.

Parent engagement was noted to have improved. Teachers discussed strong relationships with families and felt the district does a lot to support and engage families. A PTA is in place as are parent programs. Parents described feeling supported and praised the school's language and social service support. Parents feel communication is good with teachers being available and responsive. Students also praised how helpful their teachers are.

Areas of Growth

Challenges remain in improving test scores at the elementary level. Elementary teachers described feeling as though the focus on testing sometimes led to a lack of time to teach.

SPED is an area of needed improvement. An audit showed 16 compliance issues. There were concerns about timely assessments and subsequent IEP completion, staffing shortages, processes lacking clarity, and minutes not being completed. Many described students who were flagged years earlier and had not been evaluated until only recently. An external audit is underway to evaluate processes and identify areas for improvement.

At the elementary school, although there is a process in place, behavior issues were a concern, with inconsistent consequences and staffing challenges affecting support. There was a request for more behavior interventionists – instead of only having administrators in this role.

High school teachers discussed difficulty with the trimester system, especially for those students who are also enrolled in college. However, teachers noted how it hinders depth and breadth of learning, while others noted scheduling and class makeup challenges.

Criteria 3: Instructional Leadership

Areas of Strength

There is a strong emphasis on PLCs as a means to enhance student learning and instruction. Teachers are encouraged to collaborate within these communities to address student needs effectively and improve teaching practices.

Strong professional working relationships were felt at all levels. Intentional culture building from a student and staff perspective was clearly articulated as a priority. Even in areas of tension or disagreement, there appeared to be supportive relationships and ongoing communication to troubleshoot issues and provide assistance as needed. This was felt both at a student and family level all the way to the district. Teachers described feeling heard and there was a sense of responsiveness from administration, and emphasis listening. There is also a new focus on celebrating student and teacher success.

ICs were praised for their tailored approach to PD and support at the building level. Time with coaches was said to be “immensely helpful”. A new teacher support program is in place and was said to be effective and helpful by new teachers.

Teacher retention is generally high and there is overall stability at the leadership level.

Consistent and transparent evaluations systems are in place.

Areas of Growth

There is a need for a clearer alignment of LEA-level initiatives with the needs and realities of individual schools. School leaders described challenges in balancing various responsibilities, including implementing new initiatives, developing teams, and responding to LEA-level expectations. It was clear that there is still need for ongoing conversations around prioritization and PD implementational though central office level leadership noted that they continue to narrow their focus and decrease initiatives.

Teachers also described feeling a lack of time to implement new initiatives (which leadership noted as well and discussed changes to the schedule next year to address this concern). Although PD is given on new initiatives, teachers and leaders desire more flexibility at the building level to allow teachers adequate time to integrate these initiatives into their teaching practices. Teachers noted that LEA-level PD was not differentiated and led to disengagement and a feeling that time could be spent on

PLCs are in place, however some noted that often PLC time is encroached upon by other initiatives. Staff called for PLC time to be protected and used effectively for collaborative work focused on student learning and instruction.

Elementary teachers discussed difficulty in collaborating and vertically aligning due to the campus layout.

Criteria 4: Organizational Viability

Areas of Strength

Like other schools, transportation was an issue this year. As a solution, GES purchased three buses and two vans and hired three full time drivers. This allowed the school the ability to fill in cancelled routes and the have flexibility to provide transportation to students to after school activities, sporting events, etc.

For the most part, GES reported receiving what they ask for when it comes to resources. A large salary increase was approved last year and as was additional staffing. Physical resources were also said to have improved from previous years.

Areas of Growth

Space continues to be an issue. The elementary school also reported that the elementary campus itself is difficult to navigate, manage, and collaborate. Classrooms were also reported to be too small for the number of students and grade level needs. This also limits small group interventions. The high school also noted not having a library and a desire to offer additional courses but not having the space to do so.

The budgeting process was said to need improvement, with more input desired from building and central office leaders. Leadership would also like more transparency around their budget in order to make better programmatic decisions.

Weekly leadership meetings between GES and GCI has improved the relationship between both groups. Leaders reported feeling more empowered to voice needs and concerns. However, there is still a need for additional collaboration and communication between the two groups.

A number of positions went unfilled this year due to a lack of qualified candidates. Teachers reported that socio-emotional needs of the students outpaced support staff. Absenteeism amongst staff was also noted as an issue.

Custodial services have improved but communication with facilities/maintenance remains a challenge.