

March 20, 2026

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

RE: Transmittal of MCPSC's 2024-2025 Annual Report

Dear Mr. Lopez,

This letter transmits the Missouri Charter Public School Commission's 2024-2025 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 FY25 is **Partially Meets**.

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 **Partially Meets** based on:

- The academic performance of the school is designated **Partially Meets**. GCS exceeded standard for growth on the MAP test in both ELA and math. However, the overall performance on the MAP test did not meet MCPSC standard. MCPSC does recognize, as demonstrated in the attached data summary, that the longer students are at GCS, the higher their performance. MCPSC would like to highlight GCS's long-term success rate of serving English Language Learners as something to be celebrated. 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 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 2026-2027 school year. We have attached some questions you and your board may find helpful as you review the annual report.

GCS should be proud of the impact you are making for students and families in Kansas City.
We look forward to working with you to continue this work.

Sincerely,



Martha McGeehon
Interim Executive Director

CC: Alicia Miguel, Superintendent
Members, Missouri Charter Public School Commission

Attachments

Examining your Annual Report Questions
2024-2025 Annual Report
Current Data Summary
FY25 DESE Assurance Checklist
FY25 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.

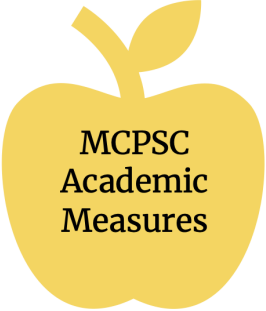
	Considerations When You Look at the Annual Report
For Board Chairs	<ul style="list-style-type: none"> • Does our Board’s Annual Calendar force us to routinely examine the key elements of the Annual Report? • Does our Board, collectively, have a clear understanding of both where we are and where we expect 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

Location: Kansas City
Grades Served: PK-12th
Enrollment: 1612


Overall Rating:
Partially Meets

Year Opened: 1999
Next Renewal: 2027
Contract Year: 3/5



MCPSC Academic Measures

MCPSC Measures	
Finance	Learning Environment
Operations	Governance



School Academic Measures

Learning Environment


Falls Far Below	Does Not Meet	Partially Meets	Meets	Exceeds
Falls far below expectations and/or significant concern(s) are noted. Failures are material and significant to the viability of the school.	Does not meet aspects of the criterion and/or moderate concern(s) are noted.	Meets some aspects of the criterion, but not others. Moderate concern(s) are noted.	Generally meets the criterion, is performing well, and meets expectations. Minor concern(s) may be noted.	Exceeding expectations and showing exemplary performance. Academic Performance is the only standard eligible for Exceeds.

MCPSC Performance Framework Summary

STANDARDS AND INDICATORS	SECTION STANDARD RATING
ACADEMIC	
State and Federal Accountability	Partially Meets
Student Academic Performance	Does Not Meet
Student Academic Growth	Exceeds
School-Specific Goals	Partially Meets
FINANCE	
Near-Term Measures	Meets
Long-Term Sustainability Measures	Meets
Financial Management and Oversight	Meets
LEARNING ENVIRONMENT	
School Environment	Meets
Education Program Compliance	Meets
Student Rights and Requirements	Meets
School-Specific Goals	Exceeds
GOVERNANCE	
Board Oversight and Accountability	Meets
Board Development, Growth and Operations	Meets
OPERATIONS	
Workplace Requirements and Environment	Meets
Compliance and Reporting	Meets

Academics: 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.

INDICATORS AND MEASURES	MCPSC STANDARD	RATING	FY23	FY24	FY25	TREND	NOTES
STATE AND FEDERAL ACCOUNTABILITY							
Federal Compliance	In Compliance (IC)	Meets	IC	IC	IC		
ESSA Designation	No Designation (ND)	Falls Far Below	Comp.	Comp.	Comp.		Designation for Guadalupe Centers Elementary
State Rating	N/A	N/A	85.4/140	108.5/140	102.5/140		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).
STUDENT ACADEMIC PERFORMANCE							
Achievement English (Student Group)							
LEA APR Levels for Current Year	DESE On-Track Level	Does Not Meet	Approaching	Approaching	Approaching		
MPI Range for On-Track	352.9-371.9	Does Not Meet	329.5	331	336.1		
Achievement Comparison - English							
Comparison to Local District	Kansas City Public Schools	Does Not Meet	N/A	Does Not Meet	Does Not Meet		

INDICATORS AND MEASURES	MCPS STANDARD	RATING	FY23	FY24	FY25	TREND	NOTES
Difference in 3-Year Average	Equal to or Greater Than Local District	Does Not Meet	N/A	-10.4	-10.1		This indicator is a comparison of a 3-year rolling average MPI between Charter LEA and District LEA.
Achievement Math (Student Group)							
LEA APR Levels for Current Year	DESE On-Track Level	Does Not Meet	Approaching	Approaching	Approaching		
MPI Range for On-Track	335.7-365.7	Does Not Meet	310.8	309.7	319.8		
Achievement Comparison - Math							
Comparison to Local District	Kansas City Public Schools	Does Not Meet	N/A	Does Not Meet	Does Not Meet		
Difference in 3-Year Average	Equal to or Greater Than Local District	Does Not Meet	N/A	-6.0	-6.6		This indicator is a comparison of a 3-year rolling average MPI between Charter LEA and District LEA.
Achievement Science (Student Group)							
LEA APR Levels for Current Year	DESE On-Track Level	Does Not Meet	Approaching	Approaching	Approaching		
MPI Range for On-Track	344.0-372.0	Does Not Meet	325.3	322.4	335.1		
Achievement Comparison - Science							
Comparison to Local District	Kansas City Public Schools	Does Not Meet	N/A	Does Not Meet	Does Not Meet		
Difference in 3-Year Average	Equal to or Greater Than Local District	Does Not Meet	N/A	-4.5	-3.5		This indicator is a comparison of a 3-year rolling average MPI between Charter LEA and District LEA.
Achievement Social Studies (Student Group)							
LEA APR Levels for Current Year	DESE On-Track Level	Meets	On-Track	On-Track	On-Track		

INDICATORS AND MEASURES	MCPS STANDARD	RATING	FY23	FY24	FY25	TREND	NOTES
MPI Range for On-Track	347.0-379.0	Meets	349.5	363.4	371		
Achievement Comparison - Social Studies							
Comparison to Local District	Kansas City Public Schools	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet		
Difference in 3-Year Average	Equal to or Greater Than Local District	Does Not Meet	N/A	-12.5	-2.8		This indicator is a comparison of a 3-year rolling average MPI between Charter LEA and District LEA.
STUDENT ACADEMIC GROWTH							
Growth - MAP ELA (Student Group)							
LEA APR Levels for Current Year	DESE On-Track Level	Exceeds	Target	Target	Target		
NCE Score	48.9-49.0	Exceeds	50.6	52.5	52.2		
Growth - MAP Math (Student Group)							
LEA APR Levels for Current Year	DESE On-Track Level	Exceeds	Target	Target	Target		
NCE Score	49.0-50.3	Exceeds	51	51.4	52.9		
SCHOOL-SPECIFIC ACADEMIC GOALS							
Increase the MPI in ELA	339	Does Not Meet	329.6	331.1	336.4		
Increase the MPI in Math	315	Exceeds	310.7	310.2	320.1		
Average NWEA Conditional Growth Index in Reading	5.00%	Exceeds	-32.00%	-5.00%	17%		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.

INDICATORS AND MEASURES	MCPSC STANDARD	RATING	FY23	FY24	FY25	TREND	NOTES
Average NWEA Conditional Growth Index in Math	5.00%	Does Not Meet	-37.00%	-23.00%	-0.3%		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	35.00%	Does Not Meet	31.00%	35.00%	33.4%		
MVA - Graduating Seniors	90.00%	Exceeds	N/A	97.00%	96.2%		90% of graduating seniors will obtain at least one Market Value Asset as defined by the Real World Learning initiative each year.

Finance: 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	MCPSC STANDARD	RATING	FY23	FY24	FY25	TREND	NOTES
NEAR-TERM MEASURES							
Percentage Fund Balance	≥ 3%	Meets	52.5%	47.7%	42.9%		
Current Ratio	> 1	Meets	N/A	NL	NL		
Unrestricted days Cash on Hand	30/60	Meets	68	170	153		
Debt Default	Making Payments, complying with covenants	Meets	Meets	Meets	Meets		
LONG-TERM SUSTAINABILITY MEASURES							
Total Margin and Three-Year Total Margin Ratio	Positive	Meets	10.8%	7.5%	10.1%		
Debt to Asset Ratio	< 0.9	Meets	0.0	0.0	0.0		
Debt Service Coverage Ratio	≥ 1.1	Meets	NDP	NDP	NDP		
FINANCIAL MANAGEMENT AND OVERSIGHT							
Annual Financial Audit	Material Compliant	Meets	Meets	Meets	Meets		
Financial Reporting and Compliance	Material Compliant	Meets	Meets	Meets	Meets		

INDICATORS AND MEASURES	MCPS SC STANDARD	RATING	FY23	FY24	FY25	TREND	NOTES
Enrollment Variance	≥95%	Meets	96.3%	98.0%	98.0%	→	

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 mostly in federal and state statutes, as well as items required in the school's charter and contract.

INDICATORS AND MEASURES	MCPSC 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 LEARNING ENVIRONMENT GOALS			
Annual Parent Survey Results - Question 5.k.	80%	Exceeds	92.4% Families of students who receive support from GCI Family Support Services will indicate that the well being and educational experience of their student was positively impacted.

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	MCPSC 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	

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	MCPSC 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 Overview

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

Student Demographics

TOTAL ENROLLMENT	1612
PROPORTIONAL ATTENDANCE	78.4% / 90%
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	0.1%
Black	1.2%
Hispanic/Latino	96.8%
Multiracial & Other	0.3%
Native American	0.0%
White/Caucasian	1.6%

HISTORICALLY UNDERSERVED POPULATIONS	
Free or Reduced-Price Lunch	100.0%
Students with Disabilities	9.2%
English Language Learners	64.9%
Homeless/Migrant Students	2.9%

DISCIPLINE INCIDENTS - TOTAL	22
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	0.0%
Black	0.0%
Hispanic/Latino	100.0%
Multiracial & Other	0.0%
Native American	0.0%
White/Caucasian	0.0%

STAFF AND BOARD DEMOGRAPHICS			
	BOARD	ALL EMPLOYEES	TEACHERS
TOTAL NUMBER	7	289	119
RACE/ETHNICITY % OF TOTAL			
Asian/Pacific Islander	-	1.4%	1.7%
Black	-	2.8%	2.5%
Hispanic/Latino	-	27.3%	20.2%
Multiracial & Other	-	1.0%	1.7%
Native American	-	0.0%	0.0%
White/Caucasian	-	37.7%	73.9%
Non-Disclosed	-	29.8%	-

STUDENT ENROLLMENT BY GRADE	
PK	77
K	120
1	129
2	120
3	119
4	120
5	115
6	114
7	120
8	121
9	118
10	119
11	109
12	111






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:

1. Academics – How well are the students performing on national, state and interim assessments? Is the school meeting their performance contract goals? Is the school meeting its mission?
2. Finance – Has the school appropriately managed tax payer and philanthropic dollars to ensure the school is sustainable?
3. Learning Environment – Has the school met federal and state requirements so students are safe and have all the rights afforded to them?
4. Governance – Has the board of directors provided the stewardship, oversight and accountability required of a public school board and a Missouri non-profit?
5. 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 school's 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	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 specific indicators and measures. Indicators gauge essential compliance and performance areas. The direction of the arrow tells you if the school's performance in each 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

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 (NACSA) for research and publications that inform this framework and report. The Commission has adopted NACSA's Principles and Standards for authorizing and continues to strengthen its work based on national best practices in charter school accountability.

Sincerely,

Missouri Charter Public School Commission

GUADALUPE CENTERS SCHOOLS DATA SUMMARY

SUMMARY OF ANNUAL REPORTS THIS TERM

Table 1. Summary of Annual Reports

	2021	2022	2023	2024	2025
Sponsor	UCM	MCPSC	MCPSC	MCPSC	MCPSC
Overall Annual Performance	N/A	Partially Meets	Partially Meets	Does Not Meet	Partially Meets
Academics	N/A	Partially Meets	Partially Meets	Does Not Meet	Partially Meets
Financial Management	Meets	Meets	Meets	Meets	Meets
Learning Environment	Meets	Meets	Meets	Meets	MCPSC Standard School Goals
Governance	Partially Meets	Meets	Meets	Meets	Meets
Operations	Meets	Partially Meets	Meets	Meets	Meets

Source: Annual Evaluations

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

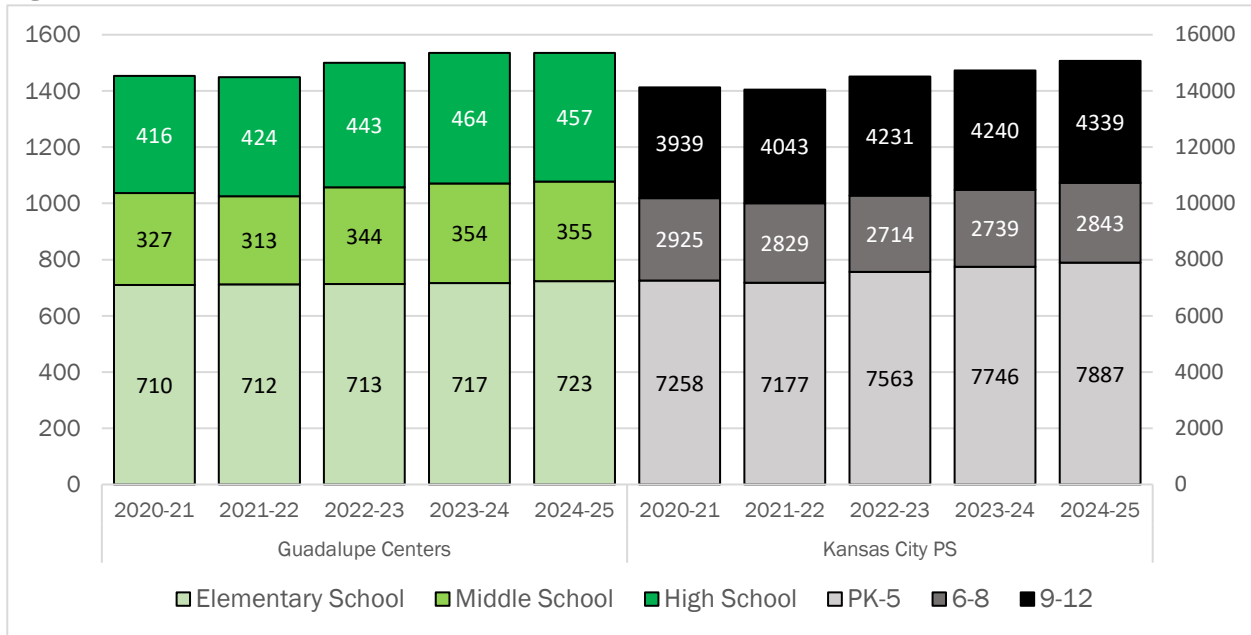
Note: GCS changed sponsorship to the MCPSC in August of 2021. Some of the above data is based on the previous sponsor's annual report.

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

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. Over 99% of Guadalupe Centers Schools students who took MAP tests in 2025 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

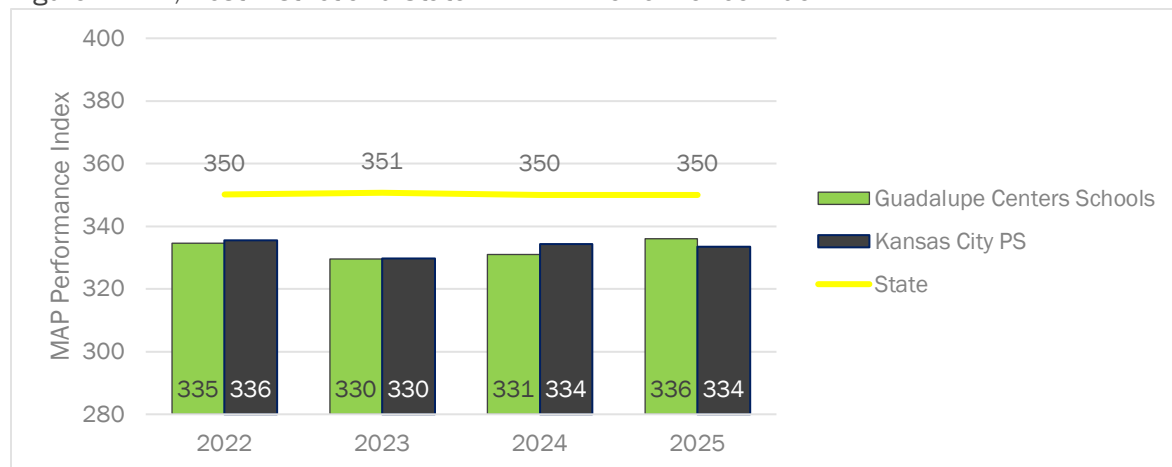


Figure 3. Elementary School, Host District and Peer Schools ELA MAP Performance Index

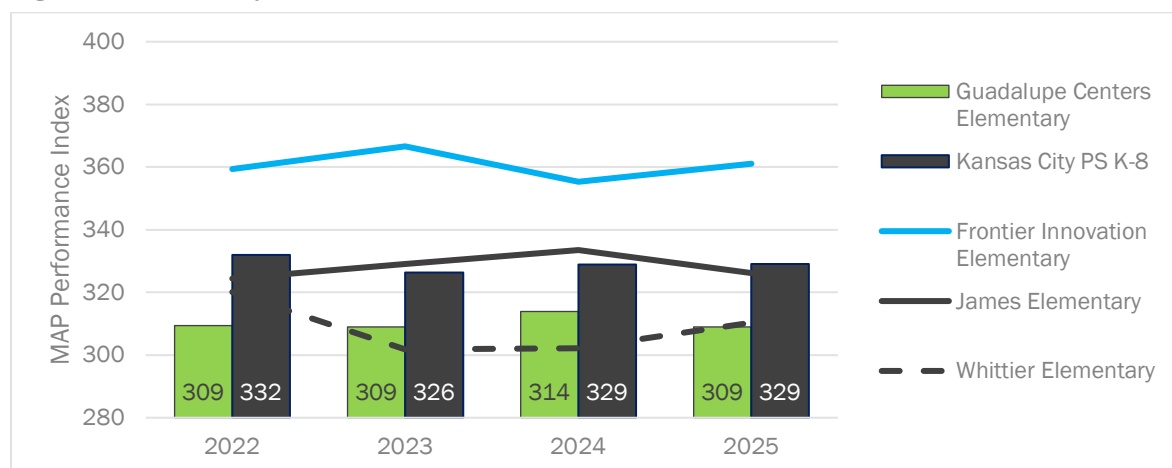


Figure 4. Middle School, Host District and Peer Schools ELA MAP Performance Index

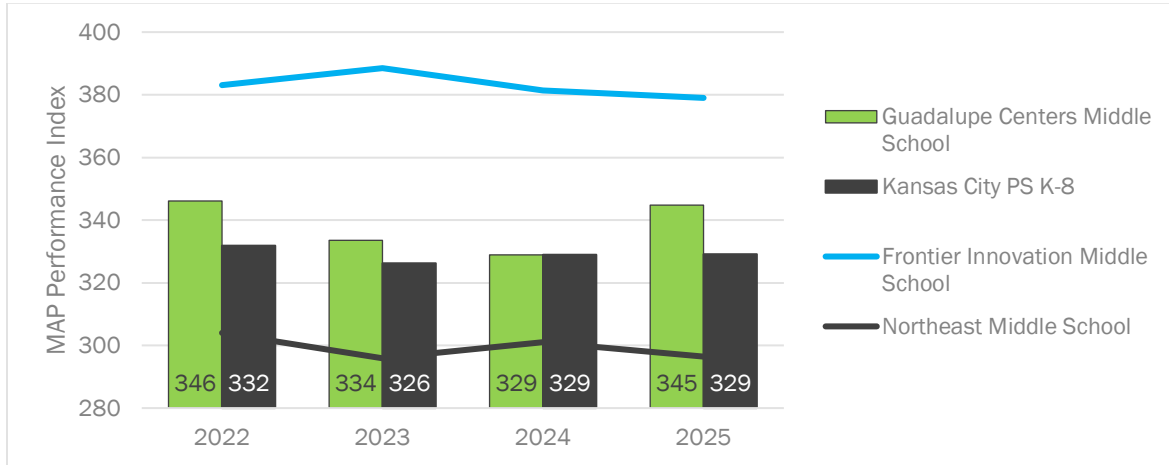
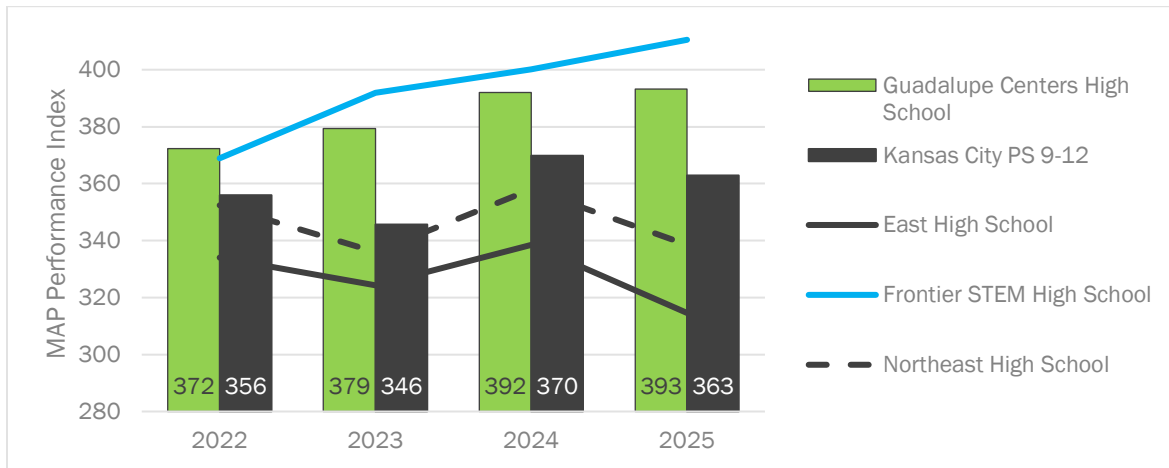


Figure 5. High School, Host District and Peer Schools ELA MAP Performance Index



MATHEMATICS MAP PERFORMANCE INDEX

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

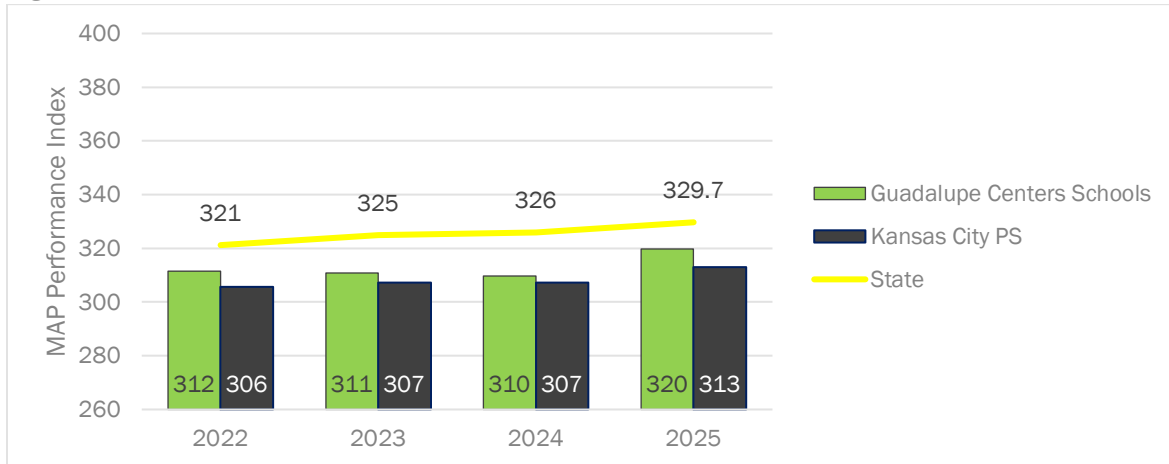


Figure 7. Elementary School, Host District and Peer Schools Math MAP Performance Index

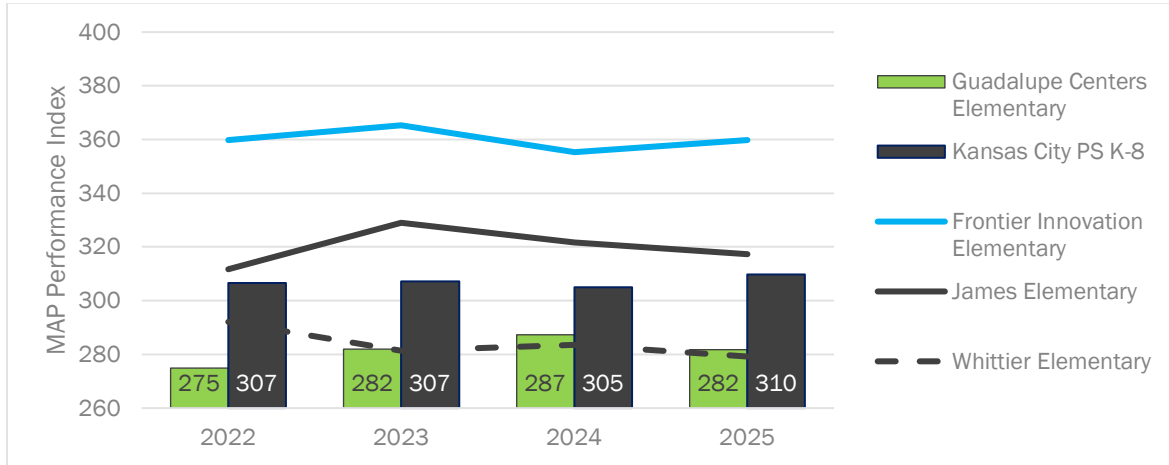


Figure 8. Middle School, Host District and Peer Schools Math MAP Performance Index

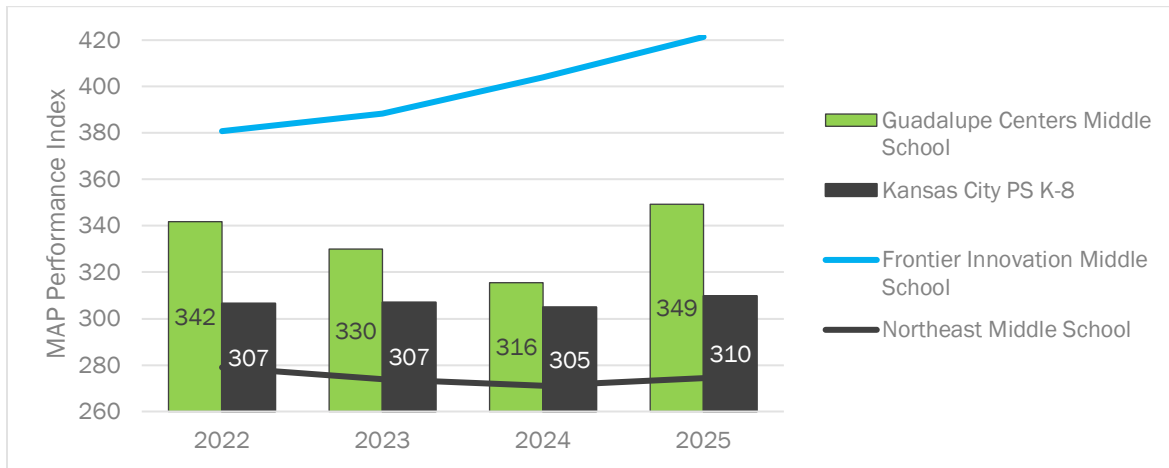
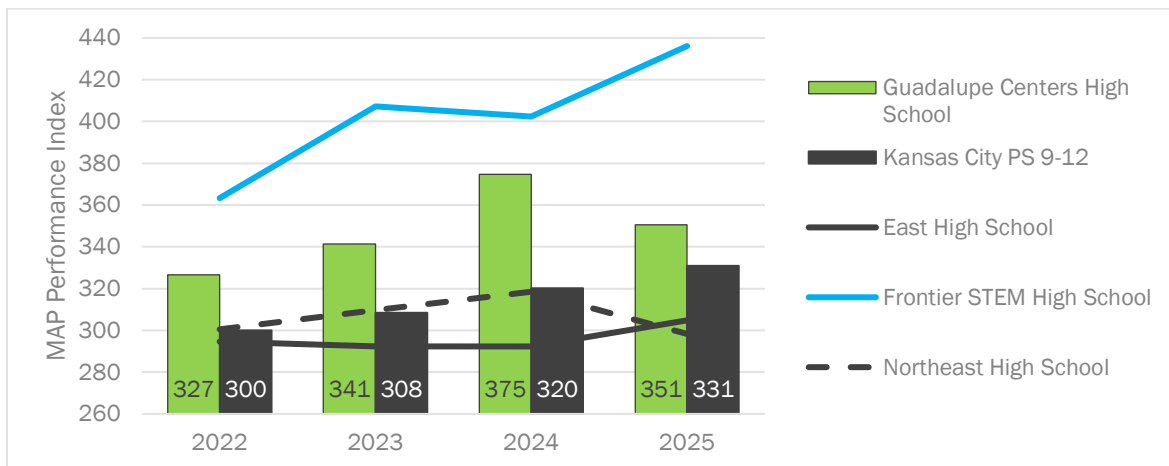


Figure 9. High School, Host District and Peer Schools Math MAP Performance Index



SCIENCE MAP PERFORMANCE INDEX

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

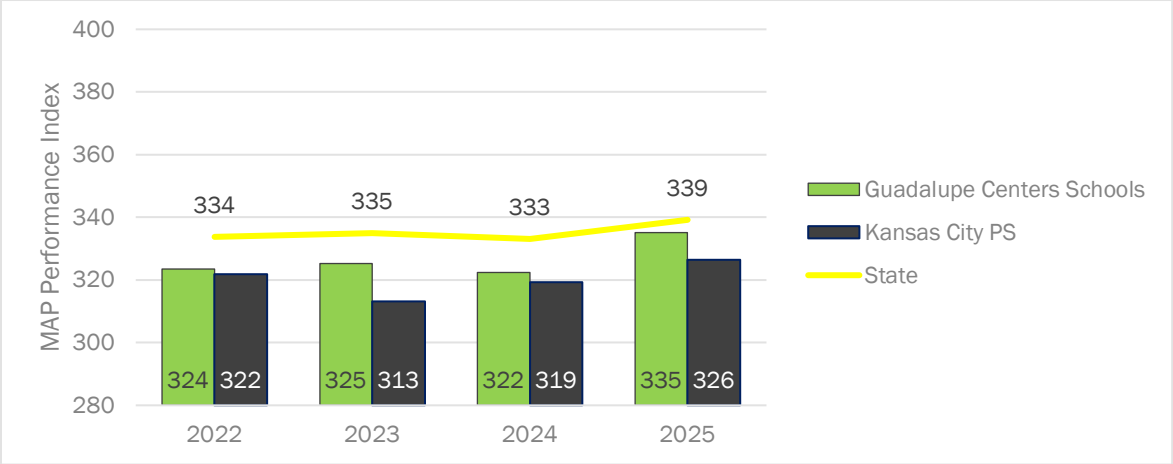


Figure 11. Elementary School, Host District and Peer Schools Science MAP Performance Index

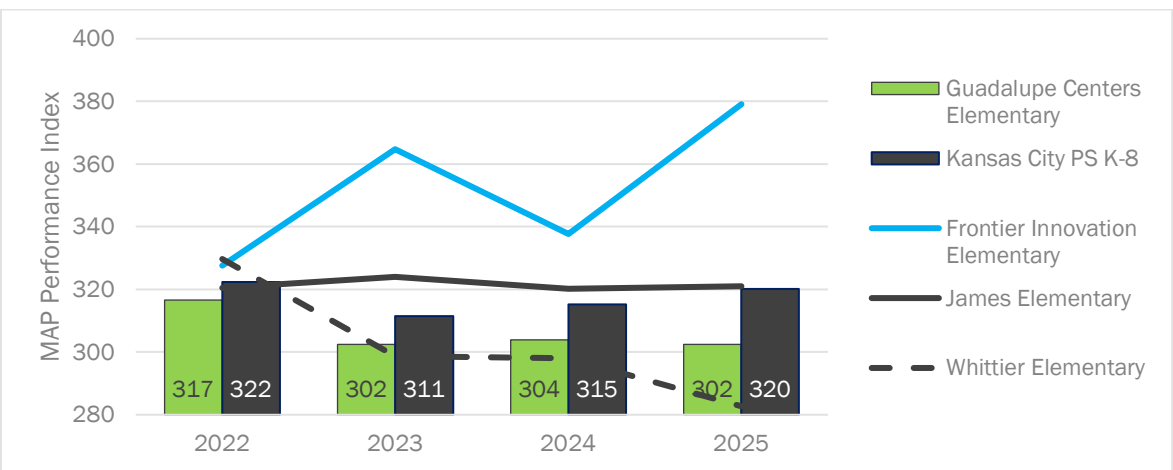


Figure 12. Middle School, Host District and Peer Schools Science MAP Performance Index

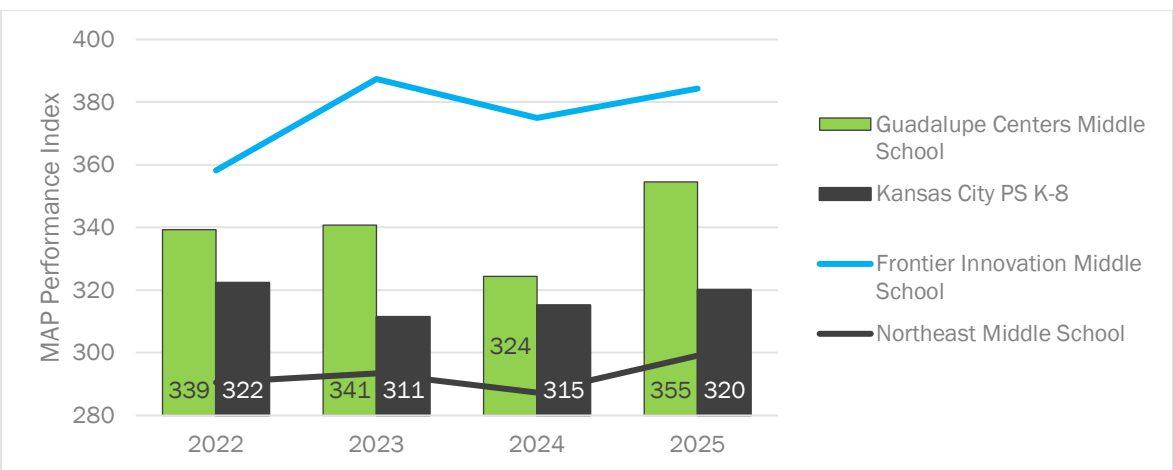
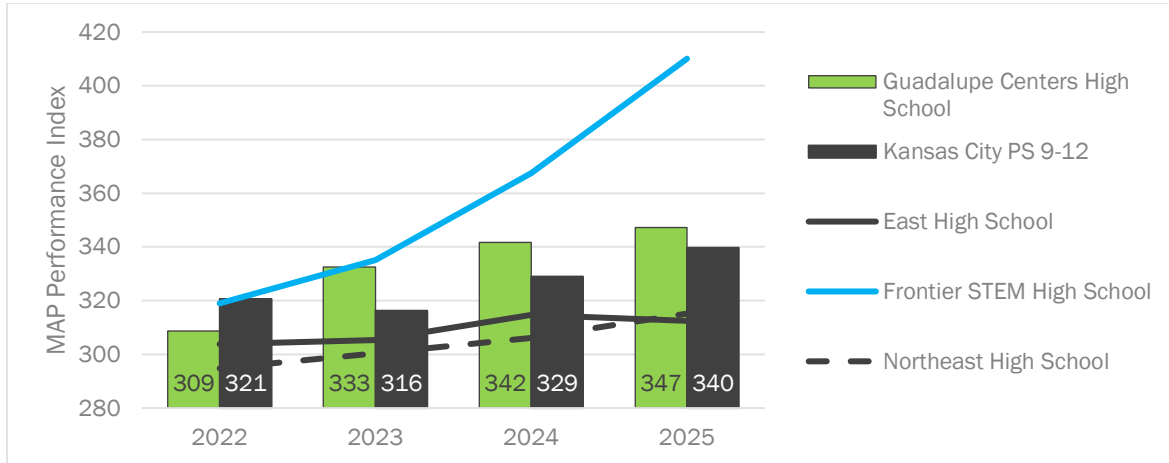
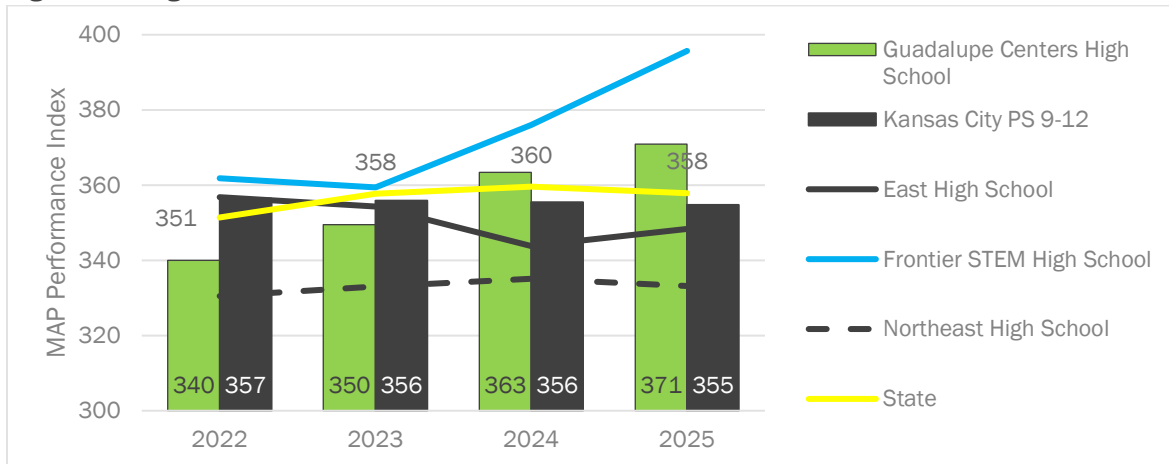


Figure 13. High School, Host District and Peer Schools Science MAP Performance Index



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

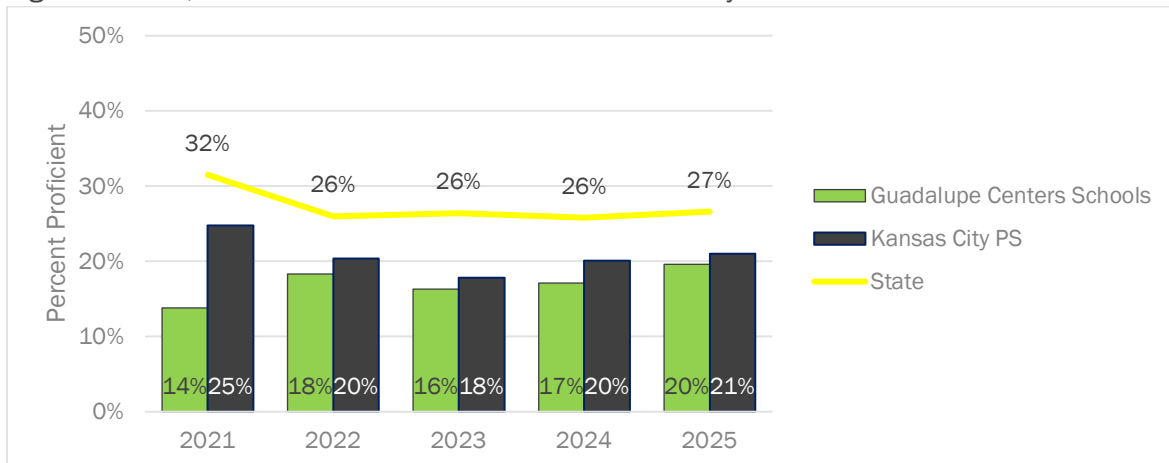


Figure 16. Elementary School, Host District and Peer Schools ELA MAP Proficiency Rates

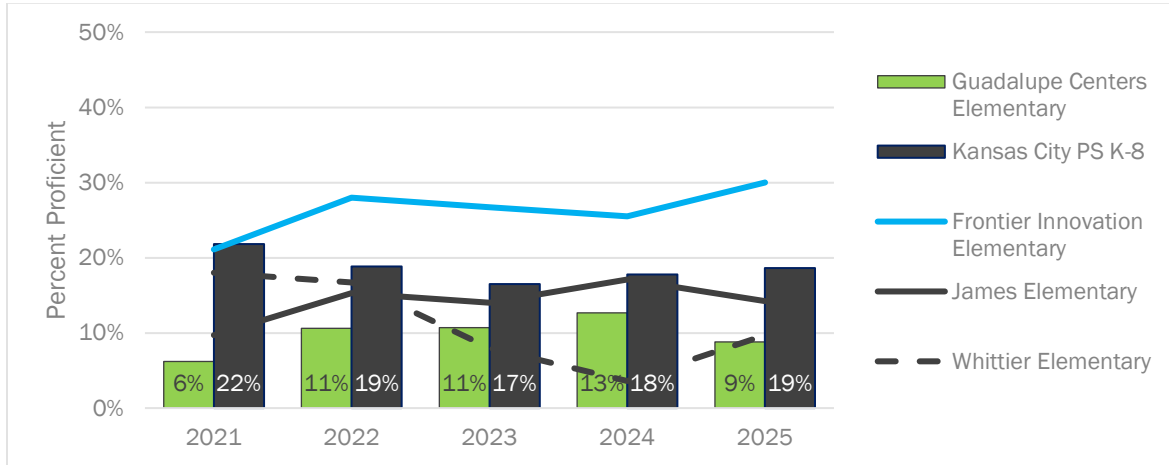


Figure 17. Middle School, Host District and Peer Schools ELA MAP Proficiency Rates

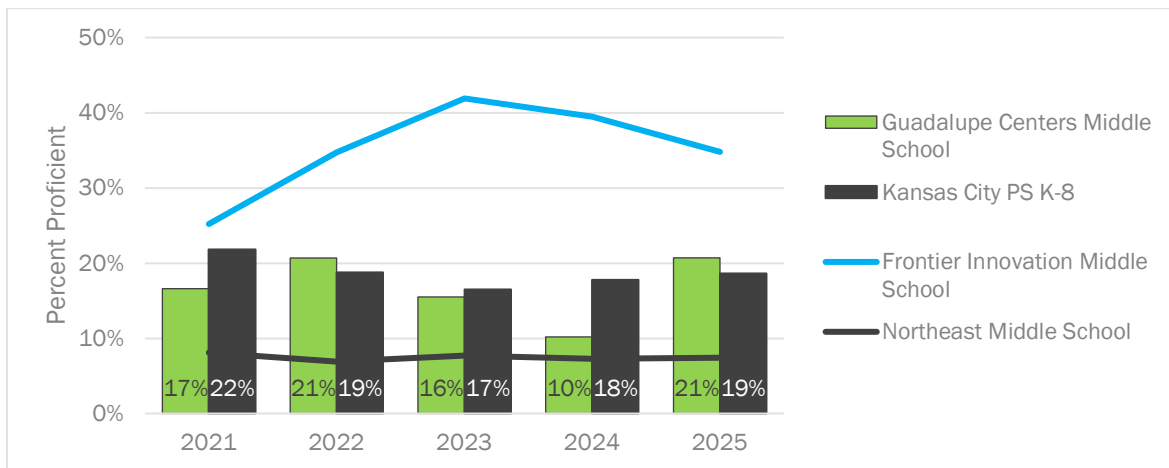
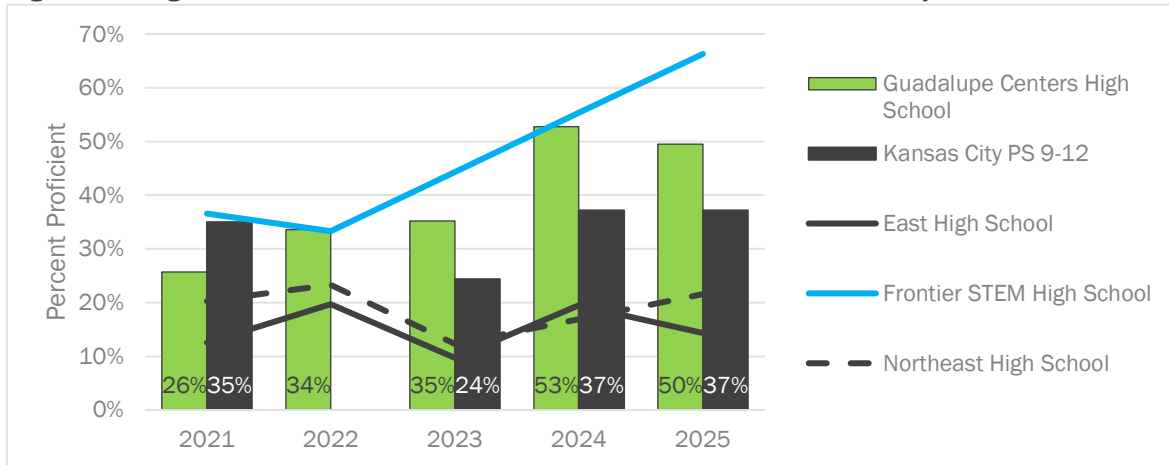


Figure 18. High School, Host District and Peer Schools ELA MAP Proficiency Rates



MATHEMATICS MAP PERCENTAGE SCORING PROFICIENT AND ADVANCED

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

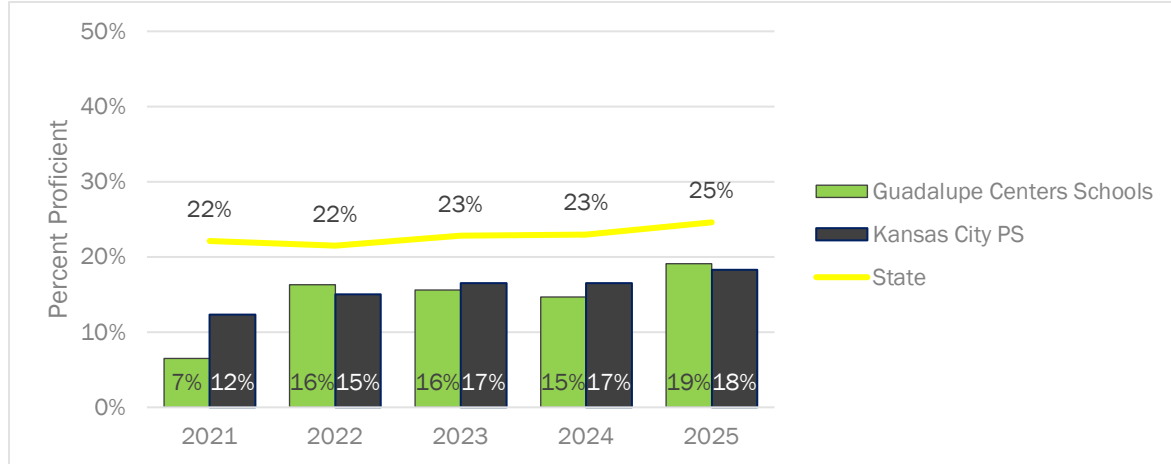


Figure 20. Elementary School, Host District and Peer Schools Math MAP Proficiency Rates

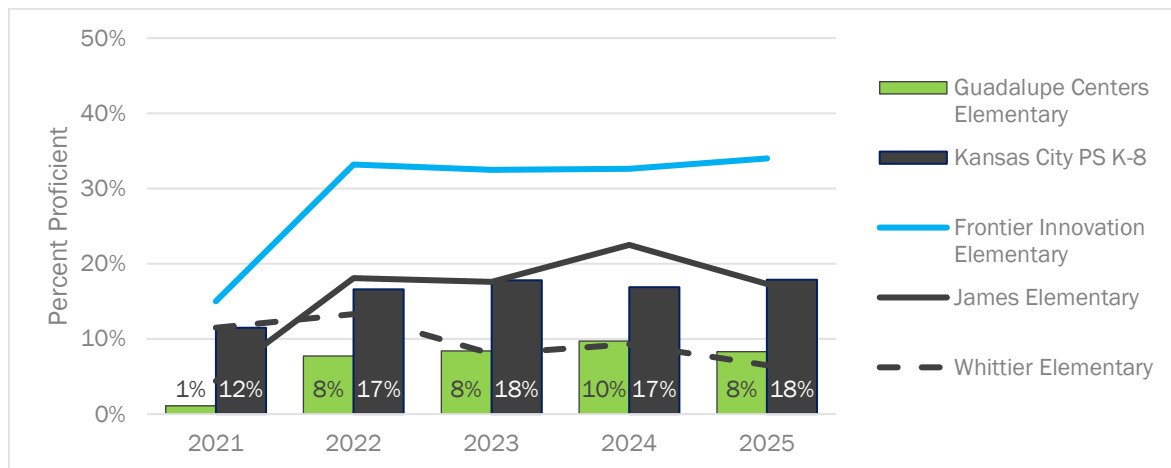


Figure 21. Middle School, Host District and Peer Schools Math MAP Proficiency Rates

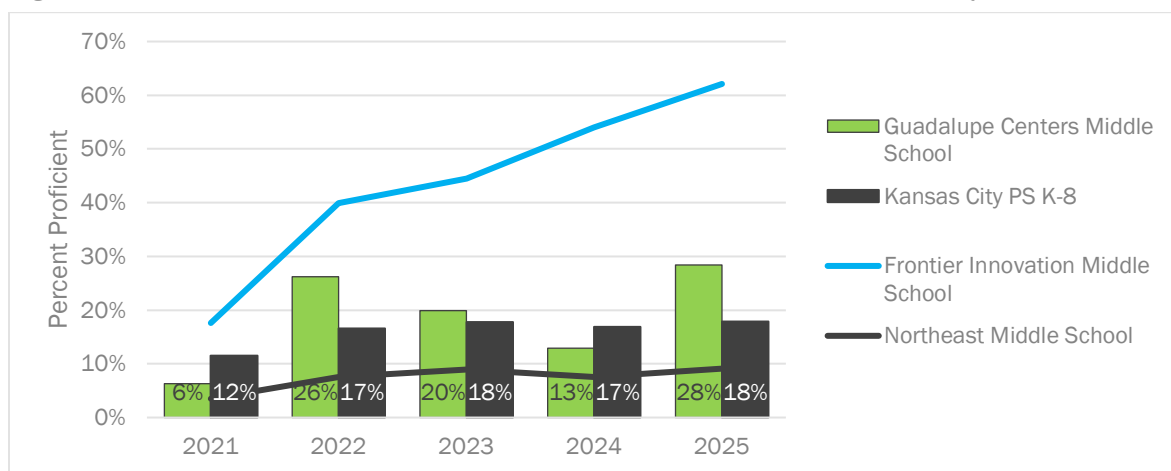
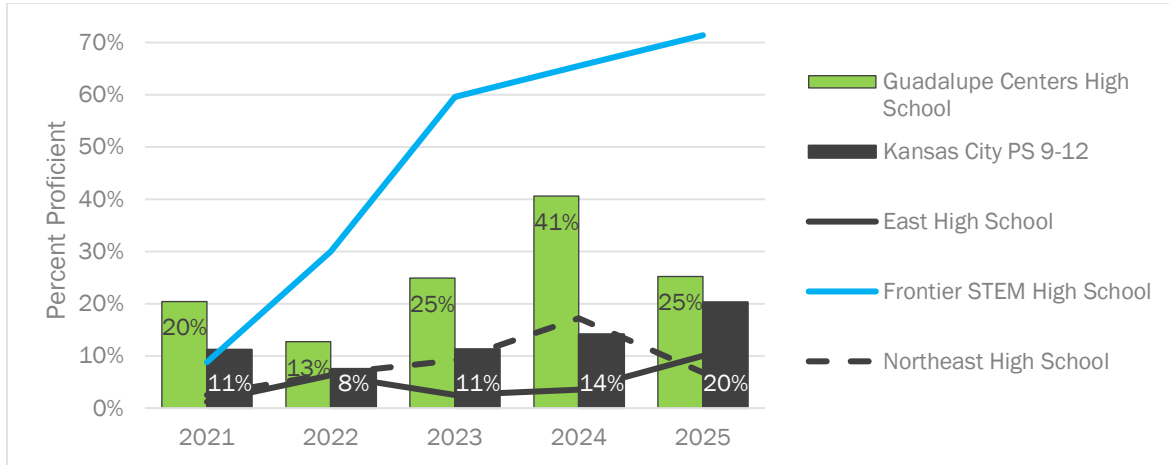


Figure 22. High School, Host District and Peer Schools Math MAP Proficiency Rates



SCIENCE MAP PERCENTAGE SCORING PROFICIENT AND ADVANCED

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

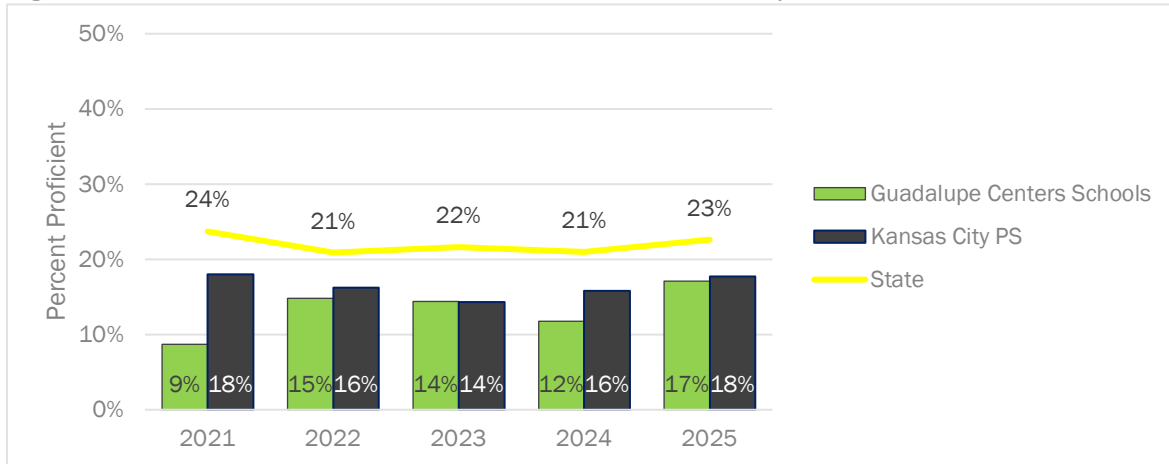


Figure 24. Elementary School, Host District and Peer Schools Science MAP Proficiency Rates

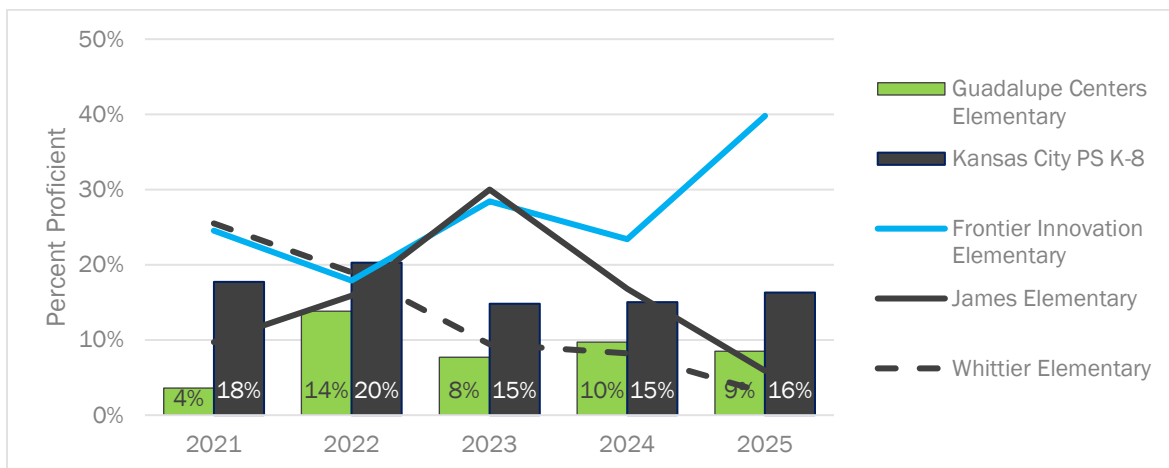


Figure 25. Middle School, Host District and Peer Schools Science MAP Proficiency Rates

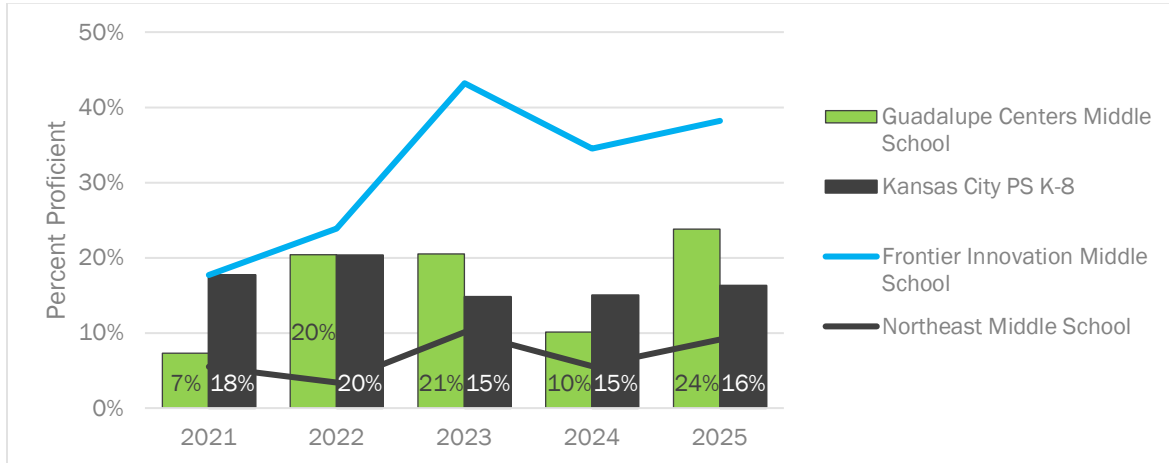
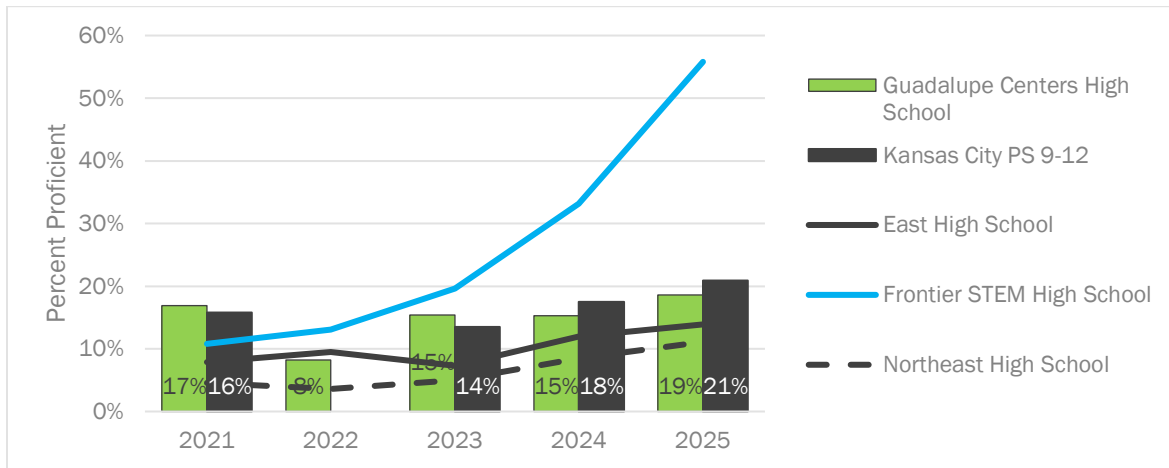
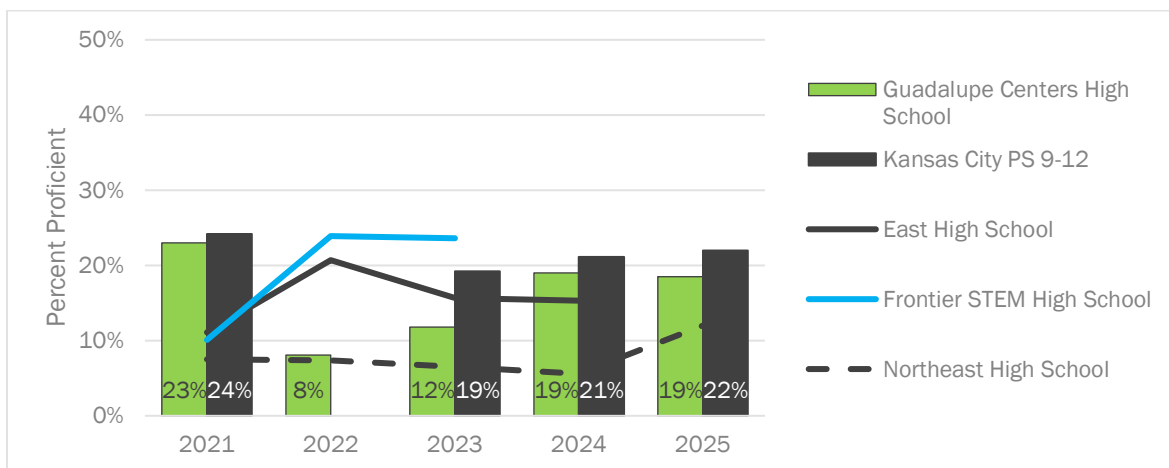


Figure 26. High School, Host District and Peer Schools Science MAP Proficiency Rates



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

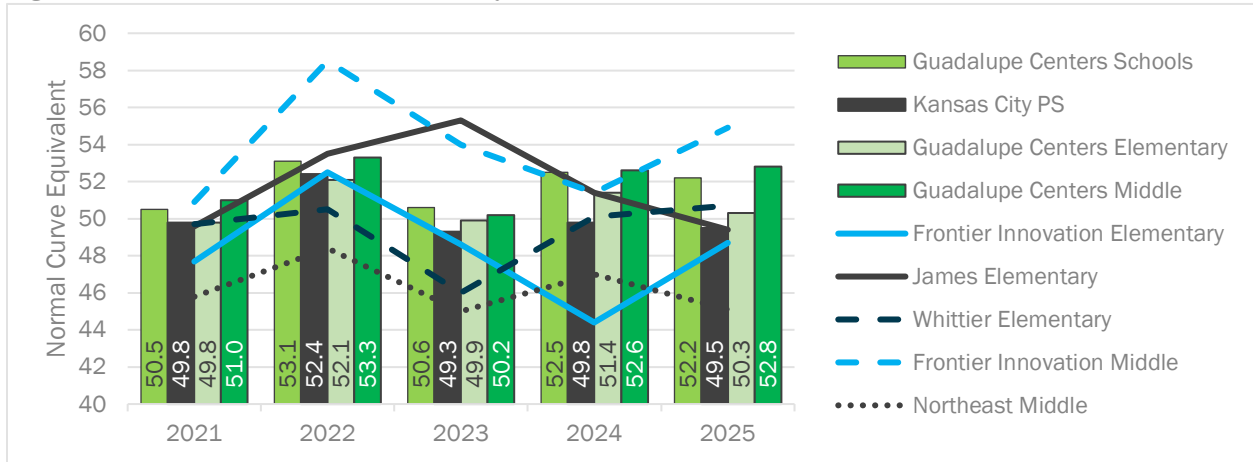
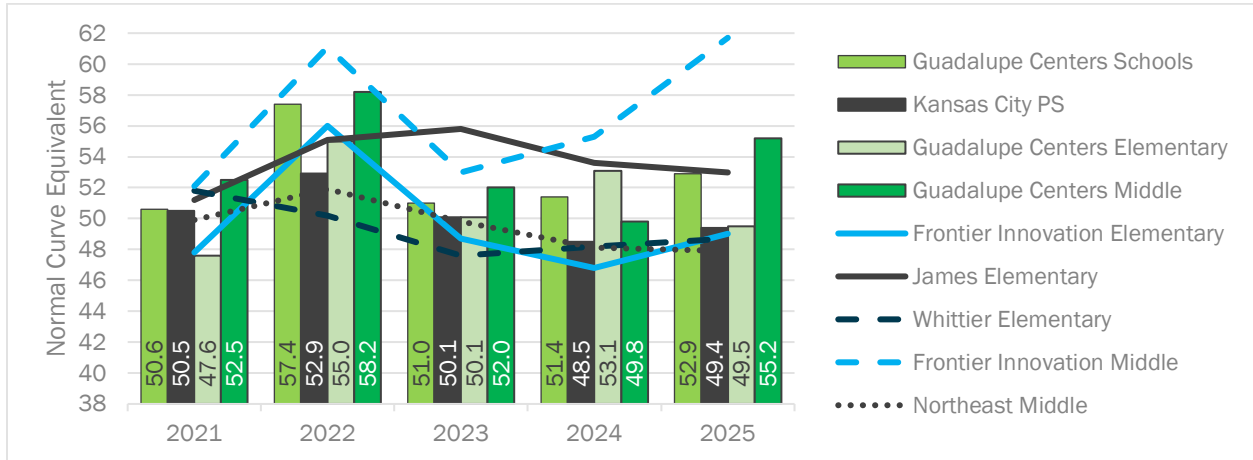


Figure 29. LEA, Host District, Elementary, Middle and Peer Schools APR Student Growth in Math



Note: A growth Normal Curve Equivalent of 50 is associated with average student year over year growth.



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

2024-25 MISSOURI CHARTER SCHOOL ASSURANCE CHECKLIST

CHARTER SCHOOL NAME	Guadalupe Centers Schools	COUNTY-DISTRICT CODE	SEE MOSIS
CHARTER SCHOOL CONTACT NAME	See MOSIS	CHARTER SCHOOL CONTACT PHONE NUMBER	SEE MOSIS
CHARTER SCHOOL CONTACT EMAIL	See MOSIS	FORM DUE DATE	March 21, 2025

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 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 573-526-4219 or charters@dese.mo.gov.

CERTIFICATION

yes (1)	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 160.420.2, RSMo)
yes (1)	a. Teachers/Instructional Personnel
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 168.037.3, 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 168.037.2, RSMo .
yes (1,2)	4. The charter ensures that all new teachers complete a Mentoring Program in accordance with 5 CSR 20-400.380 .

FINANCE

yes (1)	1. The charter is organizationally and fiscally viable as defined in Section 160.417, 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

yes (1)	1. The charter school employs appropriate procedures to assure the accurate and timely reporting of data to state and federal agencies.
yes (1,2)	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 (160.405.4(2), RSMo)
yes (1)	c. Self-Monitoring Documents (Federal Programs, Special Education)
yes (1)	d. Child Abuse and Neglect Hotline (Section 210.115, RSMo)
yes (1,2)	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, sex, 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), 7th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-522-1775 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.

yes (1)	2. The charter school reports school dropouts to the Missouri Literacy Hotline (Section 167.275, RSMo) .
yes (1)	3. 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)	4. The charter provides for student religious liberties in a manner consistent with Section 160.405.4(1) RSMo .
yes (1)	5. 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)	6. 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	
yes (1)	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). Health has been renamed "Health and Family Education" for the 2024-25 school year and all subsequent school years. (Section 160.527, RSMo)
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, pass an examination on the provisions and principles of American Civics as required by (Section 170.345, RSMo).
yes (1)	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).
yes (1)	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(2), 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 167.950.1, 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:
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 and provide reading success plan if a substantial reading deficiency is identified (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).
	13. 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)	14. 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)	15. The charter school provides mental health awareness training to students in accordance with Section 170.307, RSMo .
yes (1)	16. 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)	17. 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	
yes (1,2)	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).
yes (1,2)	3. The charter complies with Section 170.315, RSMo with respect to: <ul style="list-style-type: none"> a. staff active shooter and intruder response training (Section 170.315.1-2, RSMo) (not mandatory); and b. all-school active shooter and intruder response drills (Section 170.315.3, RSMo) (required)
SAFETY	
yes (1,2)	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)	5. The charter school complies with all statutes related to the transportation of students (Sections 162.064, 162.065, and 167.231 RSMo).
yes (1)	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).
yes (1)	a. Allow students who attend a persistently dangerous school to attend a safe public school within the charter school Local Education Agency (LEA).
yes (1)	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.
yes (1)	11. Beginning July 1, 2025, a charter that issues pupil identification meets the requirements of Section 170.048.4 RSMo .
yes (1)	12. The charter shall not discipline a child for failure to comply with the districts or school's attendance policy based on such child honoring a subpoena to testify in a criminal proceeding, attending criminal proceeding, or participating in the preparation of criminal proceeding. (Section 595.209.1(14) 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 (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).
yes (1)	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 (1,2)	b. Assurances for the completion 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(3), 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 (1,2)	e. Publication and distribution of each charter school's Annual Performance Report (Section 160.405.4(6)(a), 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 167.020.7, 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 (1)	k. Protections to students and families with respect to certain surveys and evaluations as required by Section 167.113, RSMo and 20 U.S.C § 1232h(b) .
yes (1)	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.

1. DESE has a copy of each charter school's signed performance contract assuring compliance with all laws, statutes and regulations pertaining to charter schools. Statutes established sponsors to oversee the compliance of sponsored charters. DESE evaluated sponsors in compliance with standards that include monitoring sponsored charter schools. This is unnecessary, redundant, and costly exercise.

2. Contains statutes that do not pertain to charter schools, pertain to another agency, or set definitions. All MCPSC schools do comply with 160.261.

3. The charter school does not serve grades/students where this applies.

ASSURANCES

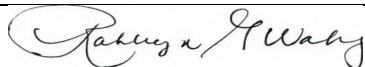
The superintendent/chief executive officer assures compliance with each of the items on the checklist.

SIGNATURE OF SUPERINTENDENT/CHIEF EXECUTIVE OFFICER **NOT REQUIRED**

DATE

The Charter Sponsor annually reviews the charter school's compliance with statutory standards, as required by [Section 160.405.7, RSMo](#).

SIGNATURE OF SPONSOR



DATE

SCHOOL: GUADALUPE EDUCATIONAL SYSTEM

YEAR: SY2024-2025

DATES: March 6th & 7th, 2025

School Overview and History

Guadalupe Centers Schools 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 several 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 to grow and improve its educational programming to meet the increased demand from the community.

In 2005, GCI created the Guadalupe Educational System 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.

Guadalupe Centers Schools (GCS) serves 1,601 students across its PK-12th grade program. As of 2022, all students receive free lunch. GCS serves 62% English Language Learners and 97% of students identify as Hispanic. The schools serve 9% special education students and 3% are homeless.

Site Visit Process Overview

MCPSC will conduct compliance site visits every year with GCS, as they are in year three of a five-year charter. The team consisted of Laurel Bounds and Amy Brown, both Accountability Specialists 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 2025.

Eduardo Mendez, Vice President of Student Services, and Dr. Steve Lumetta, Vice President of Support Services and Operations, organized the focus groups and interviews. The visit included interviews or focus groups with the Chief of Schools, Vice Presidents, directors, principals, teachers at all three buildings, high school students, families, and the board.

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 Centers Schools (GCS) has a sense of alignment with all stakeholders working toward the same goals. Overall, school level staff, leadership, families, and board members all seemed positive about the work that GCS is doing. Staff and leadership were clear on academic goals they are working towards in the future and there is a clear connection with their community.

GCS is looking forward to some changes in the future. The school has bought a new building and is looking to expand the school to enroll more of the students on their waitlist. There is also hope that this will help alleviate some of the space issues and concerns at the elementary school level. There are also plans to become a dual language school, which will support families' desires to support students in both their native language in addition to English.

Findings

Criteria 1: Faithfulness to Charter

Areas of Strength

Throughout interviews and focus groups with all stakeholders, there was a clear sense of alignment with the school's vision and mission. All staff members could speak on the goal of increasing literacy. Leadership and the board are tracking charter goals and their WIG (Wildly Important Goal), with leadership able to clearly articulate where they want to be and where they are now regarding those goals.

GCS is culturally responsive, with great family involvement and partnership. Many family members stated that the culture surrounding GCS was a reason for enrolling their child in the school. The school is looking to begin a dual language program next year, starting with preschool and growing over the years. GCS also worked with GCI to provide legal support for families regarding immigration policies.

GCS is fully enrolled with an active waitlist.

Areas of Growth

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

Criteria 2: Students' Opportunities to Learn

Areas of Strength

Teachers and leadership spoke about aligning curriculum across all grades. Multiple staff members mentioned a new math curriculum and piloting new science and social studies curriculums. Staff members spoke about noticing better vertical alignment within each school with the help of these curriculum changes. Decisions are data driven utilizing school wide assessments. PLCs are established and functioning well across each school. MTSS has been established at the elementary level, although it has taken some time to implement fully.

Coaching and PD is taking place, although there are mixed thoughts on PD (more below). Middle school teachers mentioned appreciating that more PD was being led by teachers this year and they appreciate “instructional rounds”, where they can observe other teachers within the building. Many teachers spoke highly of the coaching opportunities and appreciated having instructional coaches in place. This year, a tiered coaching model was implemented, with instructional coaches using data to help determine coaching needs.

This year, GCS has a new SPED director and two process coordinators. Many staff members spoke about the great strides the SPED department has taken this year. There has been a lot of work done around compliance (i.e. paperwork), with one member of leadership stating it was a “180 degree” difference from last year.

Behavior systems are in place and appear to work, especially with the help of the deans. The position of Dean of Students is a new position this year that was intentionally created to put positive systems in place around student behaviors and allow more time for principals to focus on instruction. There are few major behavior incidents and parents and students spoke highly about school safety.

Areas of Growth

While vertical alignment is improving within each school, many staff members expressed that there was not a lot of vertical alignment between the three schools. However, the directors are aware and are looking at ways to increase alignment PK-12.

Although there have been great strides regarding the SPED department, there is still distrust at the elementary level. Teachers mentioned a need for more para support, as well as better collaboration between the SPED and general education teachers. One staff member noted that there was a need for more PD for SPED and general education teachers to help bridge the gap and help build more trust.

Many teachers discussed that PD does not feel like a cohesive yearly plan. Leadership agreed that PD may have felt “disjointed and choppy” this year. There was also some concern about coaches using the NEE evaluation, leading to some mistrust from teachers who felt like this made coaching evaluative. However, leadership clarified that coaches use NEE “look fors” to collect data to better support and coach teachers so that observations and feedback is aligned to

evaluations, but they do not conduct official evaluations.

Criteria 3: Instructional Leadership

Areas of Strength

All members of leadership seemed to show a shared commitment to the academic and charter goals. Teachers spoke about having a high level of respect for building leadership, with many noting how responsive leadership was to the needs of the staff. Teachers could talk about the evaluation process and there was a clear understanding on how they would be evaluated over the course of the school year.

Through discussions with focus groups, there was a strong sense of a positive adult culture. Middle school teachers spoke of their respect towards their colleagues, with all staff members taking the work seriously and “doing what needed to be done” for students. They discussed having opportunities to collaborate and they really appreciated PD that was led by teachers. While elementary teachers noted that there are some physical barriers that kept teachers away from their colleagues (since the elementary is split into multiple buildings), the teachers did speak about positive team cultures within the grade levels. High school teachers shared an obvious comradery and respect for each other.

Areas of Growth

At the elementary school, teachers described a distributive leadership model. Teachers stated that the principal and assistant principals “divided” the teachers up and only evaluated and attended the PLCs for those groups of teachers. Teachers stated they felt like this model led to inconsistencies, especially around teacher evaluations. This also made some teachers feel unsupported by school level leadership.

Criteria 4: Organizational Viability

Areas of Strength

As a rule, staff members agreed that they felt like operations were addressed quickly and mostly ran smoothly. Middle school teachers spoke highly of the money they received to build their classroom library to help increase student reading success. High school teachers did not feel they wished for anything additional. Teachers and leadership also spoke about the pay raise for staff. The board stated that this pay raise was purposely used as an incentive for recruitment and retainment of teachers.

Board members have deep ties with the community, with many living or growing up in the area. Board members spoke on how much they support school leadership. When discussing work with school leadership, the board members mentioned how much they appreciate transparency from the leadership team. They stated that when the leadership team brings them data updates or concerns, they also bring clear ideas for solutions.

Areas of Growth

While most operations were running smoothly, staff members did mention concerns about both buses and space. There have been some issues with the buses this year, but next year they will

be utilizing a new system and have purchased 10 additional buses and bus drivers, and most are optimistic for that change. The lack of physical space has been a concern in previous years; however, they have recently bought a new building and are looking forward to alleviating some of their spacing issues.

There was some mention of roles and responsibilities being unclear. Both teachers and leadership staff mentioned that there is some confusion about who to go to regarding student needs and/or technology. Leadership noted that they are in the process of creating an Accountability Chart to outline the responsibilities of each team member to clarify who to go to for specific issues.