

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:		March 2020					
CONSIDERATION OF CHARTER SCHOOL APPLICATION RENEWAL FOR LA SALLE CHARTER SCHOOL							
STATUTORY AUTHORITY:		<input type="checkbox"/>	Consent Item	<input checked="" type="checkbox"/>	Action Item	<input type="checkbox"/>	Report Item
Sections 160.400 and 160.405, RSMo							
PRIORITY AREA							
Success-Ready Students & Workforce Development							
SUMMARY							
<p>The 1998 session of the Missouri General Assembly authorized establishment of charter schools. Renewal charter applications are submitted every five years. Section 160.405.9, RSMo requires the State Board of Education to vote to renew the charter after the sponsor has demonstrated compliance with state and federal law.</p> <p>The Department of Elementary and Secondary Education (DESE) received a Charter School Renewal Application approved by the University of Missouri-Columbia (UMC). La Salle Charter School, St. Louis, currently serves 117 students in grades 6-8. The charter school has requested that UMC renew its charter for a term of five years beginning July 1, 2020, and ending June 30, 2025. The sponsor has indicated the charter school is in good standing and requests renewal from the State Board of Education.</p>							
PRESENTERS							
<p>Chris Neale, Assistant Commissioner, Office of Quality Schools; and Gerry Kettenbach, Director of Charter Schools Office, University of Missouri, will assist in the presentation and discussion of this agenda item.</p>							
RECOMMENDATION							
<p>The Department recommends that the State Board of Education authorize La Salle Charter School to continue operations pursuant to the charter renewal granted by UMC, effective July 1, 2020, for a five-year period, per the contingencies outlined in the performance contract.</p>							

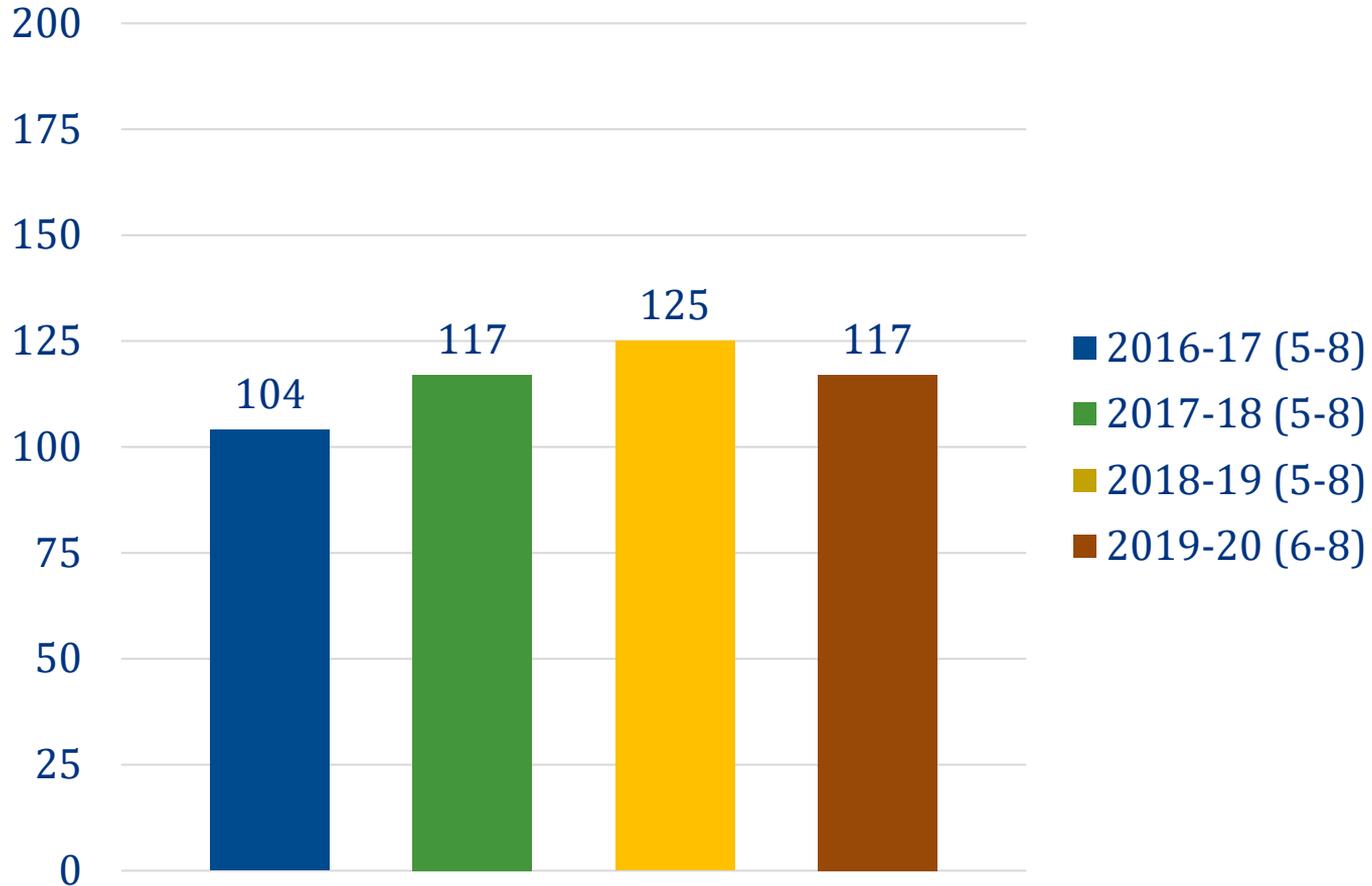


**CONSIDERATION OF
RENEWAL:
LA SALLE CHARTER SCHOOL.**

University of Missouri-Columbia

- Location: 1106 N. Jefferson Avenue, St. Louis
- Opened in 2015-2016
- 1st Renewal
- Grades Served: 6-8

Enrollment



Demographics

	La Salle Charter School	St. Louis Public Schools (SLPS)	State
Asian	*	2.7	2.1
Black	98.4	79.1	15.7
Hispanic	*	5.1	6.7
Indian/Alaskan	*	.1	.4
Multi-Race	*	*	4.3
White	*	13.0	70.7
LEP	*	10.4	3.9
FRL	93.9	CEP**	50.0
Special Education	16.0	14.4	13.5

Data as of 2019

* Data suppressed to protect student privacy

** Community Eligibility Provision, meals free regardless of student income

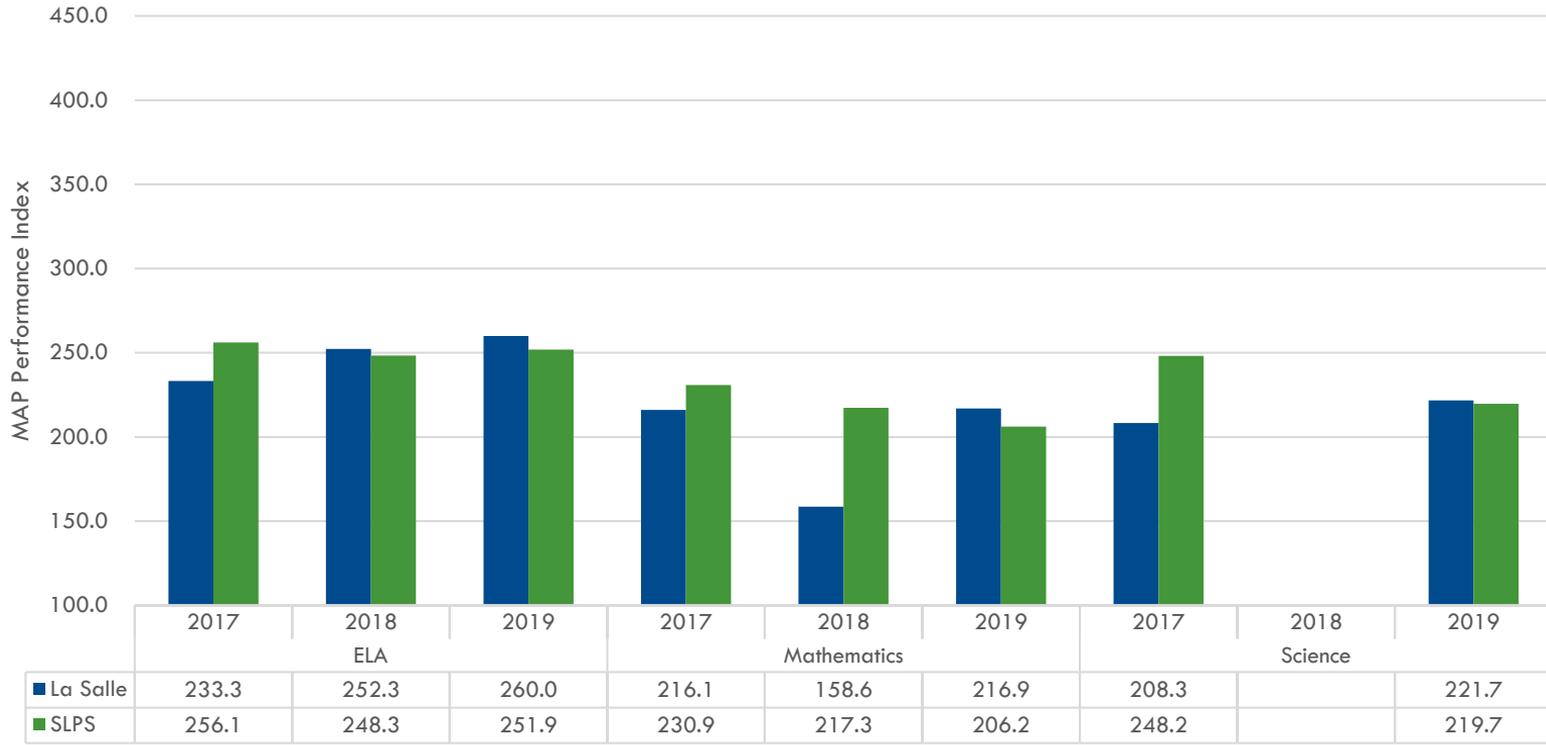
Annual Performance Report

Annual Performance Report	2016	2017	2018	2019
La Salle Charter School	Insufficient data	Insufficient data	25.8%	No Request Received
SLPS	69.6%	57.5%	76.3%	No Request Received

High Quality Charter School – 85% or greater on APR, 3 out of the last 4 years
Expedited Renewal – 70% or greater on APR, 3 out of the last 4 years

Achievement Data

MAP Comparison by Grade Span



Data represented by MAP Performance Index

Single-year outcomes; not three-year averages

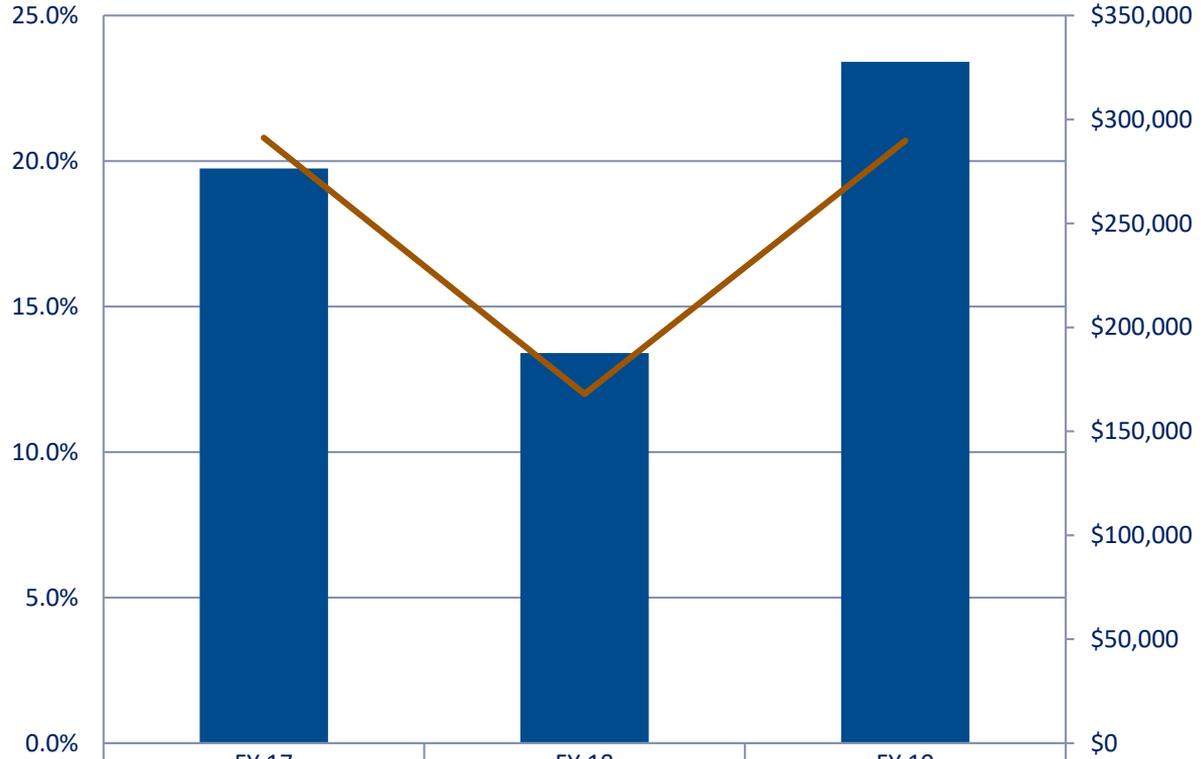
ELA and Math assessments changed between 2017 and 2018. Science assessment changed from 2017 to 2019.

Comparisons across changes to be avoided.

Financial Information

	2017	2018	2019
Operating Expenditures	\$1,330,494	\$1,570,858	\$1,586,886
Philanthropy	\$178,600	\$43,538	\$1,592
Capital Expenditures	\$2,150	-	-
Expenditure per ADA	\$13,083	\$13,280	
Per Pupil Expenditure			\$12,572

Fund Balances



Operating Fund Balance	\$276,465	\$187,661	\$327,686
Balance Percentage	20.8%	12.0%	20.7%

A sponsor must consider:

- Academic Record
 - ❑ Does the charter's annual performance report equal or exceed the district in which the charter school is located 3 of the last 4 school years by appropriate grade level configuration?
- Fiscal Viability
 - ❑ Is there a positive balance in its operating funds?
 - ❑ Is the combined operating balance three percent or greater?
 - ❑ Do receipts equal or exceed expenditures for the most recently completed fiscal year?
- Compliance
 - ❑ Is the charter is in compliance with its legally binding performance contract and sections 160.400, to 160.425, and 167.349, RSMo.?

Sponsor Performance Contract Analysis

Table 1. Academic Achievement

Measure	Equal or Exceed District	Annual Minimum Target
English language arts	Meets	Does Not Meet
Mathematics	Does Not Meet	Does Not Meet

Table 2. MSIP 5

Measure	Annual Minimum Target
Student Attendance	Meets
Overall APR Score	Meets

Finance Standards: Meets

Governance Standards: Meets

- Compliance with statute 160.405.9, RSMo
 - ❑ The sponsor has determined that the school is in statutory compliance. A 5-year renewal is allowed.
- Sponsor recommendation
 - ❑ The University of Missouri-Columbia, the sponsor, recommends a 5-year renewal, with probation dependent on outcomes of spring 2020 assessments.
- DESE recommendation
 - ❑ DESE recommends a 5-year renewal.

19 February 2020

Department of Elementary and Secondary Education
ATTN: Dr. Chris Neale, Office of Quality Education
P.O. Box 480
Jefferson City, Mo. 65102

Dear Dr. Neale:

As the sponsoring institution for La Salle Middle School, we write to request a five-year renewal of their charter. We make this request with the stipulation that La Salle will continue the improvement seen in the last three years. If La Salle fails to continue this improvement in any year, MU shall place La Salle on probation with required remedies. The accompanying documents provide a detailed response to the renewal requirements addressing current academic performance and plans for the next five years of the charter.

After a thorough review, including an external evaluation team, of La Salle Middle School's governance, finances, operations, and student achievement, the MU Charter School Sponsorship office has concluded that the school is in the process of ongoing improvement and is better serving students each year. The transition from private school to public charter was not as smooth as anticipated for various reasons, including losing the school leader who initiated the change. After two years of not meeting performance targets, the governing board hired a new Head of School. With clarified and heightened expectations, most of the staff turned over in two years. Throughout these challenges and transitions, La Salle Middle School, in partnership with De La Salle, Inc., has continued to support graduates through high school and college.

While not performing at a level desired by our office or the governing board, this "turnaround" has resulted in academic gains in the first two years with the new Head of School—faster results than are typical. As an ESSA comprehensive school, La Salle is working with the DESE RSIT team on continual improvement. MU believes that La Salle has served its students well with these changes and is prepared for success in the next stage of its development.

We are proud to sponsor La Salle Middle School and look forward to working with them for the next five years. If we can provide further information for review of this application, please let us know.

Sincerely,



Gerry Kettenbach, Ph.D.
Director

Charter School Sponsorship
kettenbachg@missouri.edu

Charter School Renewal

Implementation Year(s): 2019-20

La Salle Charter School (115928)

Team Members:	LaShanda R. Boone	Head of School	lboone@lasallemiddleschool.org	3145319820
	Demetrius Grooms	Board of Director, Chair	dgrooms@lasallemiddleschool.org	3145319820
	Colette Edson	Board of Directors, Vice Chair and Chair Renewal Committee, Chair	cedson@lasallemiddleschool.org	3145319820
	Gerry Kettenbach	Director of Charter School Office	kettenbachg@missouri.edu	3144008166
	Shanika Harris	Assistant Director	harrisn@missouri.edu	3144926514

Directions: Please state 'yes' or 'no' for each assurance. Please explain if an assurance requirement is not met. Comments should be as concise as possible, please include an attachment if further explanation is needed.

Charter schools requesting to renew its charter must submit this application electronically by responding to the following sections. The renewal submission must be signed by the Local Education Agency (LEA) authorized representative and the sponsor to ensure information submitted is accurate and in compliance with all statutes.

Upload questions require a document to be uploaded. This is done by selecting Manage Uploads, select Upload a Document, browse for the file, under File Description include the number of the question you are addressing and a description of the file as indicated by the Upload questions. Under Manage Team, include LEA contact and sponsor contact information.

1. Upload one page letter from the sponsor requesting renewal that must be signed by the Program Director of the Charter Sponsor Office. This assures that the Charter Renewal Application is accurate and in compliance with all statutes. Upload file under Manage Uploads. File Description would be 1. Sponsor Renewal Letter

Sponsor Renewal Letter file uploaded.

2. LEA assures that Core Data/MOSIS is updated with current school name, superintendent/head administrator, and names of buildings(s) and principal(s).

Yes

If no, please explain.

3. LEA assures that Core Data/MOSIS is updated with mailing/physical address and telephone number of the charter school's main office.

Yes

If no, please explain.

4. LEA assures that Core Data/MOSIS is updated with list of the current board members including name, title and years served.

Yes

If no, please explain.

5. List the education service provider name and address (if applicable).

Education service provider name and address is below

Not applicable

6. LEA assures that the charter school adheres to the requirements of the applicable state statutes and regulations, the state rules governing the programs, and all other applicable statutes.

Yes

If no, please explain.

7. Upload the school's mission and briefly present the vision for how the school will continue to operate in the next five years. Upload file under Manage Uploads. File Description would be 7. Mission and Vision

Mission and Vision file uploaded

8. List the date of board meeting which the vision and mission were adopted.

The Mission and Vision of La Salle Middle School was adopted on April 22, 2015. Following the completion of the School's 5-year Strategic Plan in 2018, the Mission and Vision statements were revised subsequently approved by the BOD on July 25, 2018. The Vision as it relates to how the school will continue to operate in the next five years was approved by the BOD on August 28, 2019.

9. Upload or comment any changes or modifications to the school (new management, new theme, change in population, instructional staff). Upload file under Manage Uploads. File Description would be 9. Changes or Modifications

Changes and Modifications file uploaded.

10. Upload or comment a concise projection of the school's goals over the next term of the charter. Upload file under Manage Uploads. File Description would be 10. School Goals

School Goals file uploaded

11. Upload or comment on other areas that have/will be addressed to improve performance. Upload file under Manage Uploads. File Description would be 11. Improve Performance

Student Goals:

Students meet or exceed academic growth targets on internal and state assessments

Students are ready for high school curriculum and assessments

Students demonstrate self-advocacy, care for self/others, and effectively participate in their education

Program Goals:

Rigorous curriculum individualized to fit student needs for intervention or acceleration

Culturally competent teachers who effectively manage classrooms and instruct students

Learning resources available to address students' unique needs

Social-emotional support provided to remove barriers to learning

Offer PE, art, music, foreign language, and other enrichment through EnCompass

Engage with alumni and support graduates of LSMS in future educational endeavors

Strategic Priorities in Academics:

Attract, develop, and retain quality educators

Regularly assess curriculum for alignment to state standards and assessments

Expand socio-emotional supports

LSCS utilizes a two-part instructional model to replace "Multi-age learning groups"

Grade level curriculum aligned to CCSS or MLS in core courses

Individualized daily intervention blocks designed to close literacy and numeracy gaps

LSCS has streamlined curricular resources in Math, ELA, and Science

ELA: Engage NY

Math: Eureka/Engage NY

Science: Amplify

LSCS promotes an instructional model centered on a common lesson plan format

Research-based model for planning and delivering instruction: Cochrane's

Collegiate Academy

Student engagement through opportunities to respond and demonstrate learning

Consistency between teachers and classes

LSCS has developed a wrap-around model for educator evaluation and professional learning

Principal: coaching model

Principal evaluates all staff directly using the Danielson Framework for Teaching

Teachers receive informal feedback on instruction monthly and are formally evaluated two times per year

Formal evaluation procedures for leadership team, non-instructional staff, and Head of School with transparent timelines

Professional Development plan

LSCS has streamlined assessment and data-driven decision-making practices

Board-approved assessment calendar

STAR Reading and Math to measure literacy and numeracy growth four times a year

Pre/post unit assessments in ELA, Math, and Science to measure growth on standards

DESE released practice assessments to give students exposure to rigor and format

Time and coaching support for teachers to analyze data from key assessments and develop both instructional and intervention plans

LSCS has returned to a traditional grading model

Students and parents receive regular feedback on academic progress

How students can demonstrate learning - can they retake assessments/turn in

missing work?

LSCS has re-designed the school calendar and daily schedule
WIN (What I Need) Block throughout the school day
EnCompass Enrichment part of the extended school day through DLS partners
Free breakfast and lunch (CEP-federally funded)

LSCS has adjusted systems for positive culture and climate to meet increased student needs:

"I am somebody" mantra permeates all aspects of school to promote individual dignity

Explicit instruction and modeling of appropriate behavior

Principal coaches teachers in management

Clear procedures for student discipline published in the Student Behavior Management Manual

Frequent, systematic, and documented parent contact: teacher, Principal, Head of school

Use of Kickboard (Behavior Management Platform) to track positive and negative classroom and school behaviors

Formal opportunities to reward positive behaviors

Model to reduce out of school suspensions based on problem-solving procedures

On site counseling/social work services employed to address socio-emotional needs

Ongoing professional development in management and trauma-informed practices

Community partnerships to support positive culture

LSCS has intentionally worked to increase capacity of staff to serve the student population through recruitment and retention policies. The leadership team, teachers, and support staff more closely reflects the student body. Employees have significant urban education experience, which is rewarded through the Salary Schedule at a higher rate than SLPS.

12. LEA assures that the school's educational program goals and curriculum aligned with state standards.

Yes

If no, please explain.

13. Upload the organizational chart of the staffing/reporting structure for the board, administration and staff, including teachers and contract employees. Upload file under Manage Uploads. File Description would be 13. Organizational Chart

La Salle Board of Directors maintains authority over La Salle and remains accountable for the financial, organizational, and academic health of the School.

In 2017, La Salle Charter School developed a 5-year strategic plan. In 2018, the Charter Renewal Task Force reviewed the strategic plan and charter to refine goals associated with governance

Updated Board Policy Manual (2018)

Updated By-Laws (2018)

Board Officers: Chair, Vice-Chair, Secretary, Treasurer

Committee Structure: [Organization Chart uploaded]

Executive - The Executive Committee's two primary responsibilities are to act on behalf of the Board on urgent issues when the full Board is not able to meet, and to lead the performance evaluation process for the Head of School.

Academic Excellence - The Academic Excellence Committee provides appropriate Board oversight of the academic programs by ensuring that it is positively impacting student achievement and by raising strategic academic issues for Board discussion.

Governance - The Governance Committee is a committee of the Board, by the Board, and for the Board. Its primary responsibility is to ensure the Board is governing effectively and revitalizing itself. It is responsible for providing leadership for Board education, ensuring a strategically composed Board is in place to govern the institution, nominating candidates for officer positions and committee membership, nominating and orienting new Board members, ensuring an effective governance structure, and ensuring an effective Board self assessment process.

Finance - The Finance Committee oversees the School's budget and asset management. This committee approves short- and long-term financial goals for the School, ensures accurate and comprehensive financial reporting to the Board, recommends and monitors a budget aligned with the School's strategic priorities, ensures compliance with strong policies, and raises financial concerns and solutions to safeguard the School's resources

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14. Upload the Articles of Incorporation, bylaws and Missouri not-for-profit status. Upload file under Manage Uploads. File Description would be 14. Articles of Incorporation Bylaws and Not-For-Profit Status

Articles of Incorporation, Bylaws and Not-for-profit status files uploaded.

-
15. Upload the renewal notification letter sent to the school board of the district. Upload file under Manage Uploads. File Description would be 15. Renewal Notification Letter

Renewal Notification letter file uploaded

-
16. LEA assures that professional development/training was provided for all teachers and leaders.

Yes

If no, please explain.

-
17. LEA assures that requisite insurance coverage for directors/officers, and buildings.

Yes

If no, please explain.

-
18. LEA assures that board's most recent fingerprints.

Yes

If no, please explain.

19. LEA assures that there is a signed Conflict of Interest disclosure forms.

Yes

If no, please explain.

20. Assurance of Family Care Safety Registry check.

Yes

If no, please explain.

21. Assurance of requisite surety bond for school financial officer(s).

Yes

If no, please explain.

22. List the date the board reviewed faculty and staff handbook.

The Policy Manual was sent to the BOD for review on April 4, 2019 and subsequently approved by the BOD at its April 24, 2019 meeting.

23. Assurance the board satisfies sunshine law compliance, including: posting agenda, time change notification.

Yes

If no, please explain.

24. Comment how board agendas and minutes are made available to the public.

All meeting Agendas of the La Salle Charter School Board are posted both in the School building and on the School's website the week prior to the meeting. Approved Board minutes are also posted on the website.

25. Comment how often the board meets (monthly, semi-monthly).

All regular meetings of the La Salle Charter School Board of Directors is open to the public. The Board regularly meets on the fourth Wednesday evening of most months. All meeting dates are on the School's website.

26. Comment how often does the board review policies.

The BOD reviews all School related operational policies yearly (i.e. Student and Family Handbook, Staff Operating Procedure Manual, etc.). All other policies are reviewed in accordance with all local, state, and federal, laws.

27. Comment how many hours of board training are required for the board annually.

The BOD are required to complete at least 4 hours of Board Training annually.

28. Assurance that the school uses curriculum guides.

Yes

If no, please explain.

29. Assurance of an evaluation process of the LEA's leadership (admin, superintendent, principals).

Yes

If no, please explain.

30. List any sponsor/partnership efforts that help support the charter school(s) in increasing student performance.

Whole-Child Development: Partnership with De La Salle, Inc.

La Salle Middle School has a unique public/private partnership with the non-profit organization De La Salle, Inc. to serve our students, graduates, families and north St. Louis community. De La Salle provides after school programs, school-day enrichment activities to La Salle Middle students and ongoing academic, social/emotional and financial support to 77 graduates in high school and over 80 graduates attending post-secondary institutions. De La Salle's EnCompass Program offers an enrichment component for current La Salle students and a graduate support component for both current and graduates of La Salle Middle School. The enrichment component offers both voluntary after school programming and school day activities with various local community organizations that are designed to improve our students' social-emotional well-being, teach life skills, and increase cultural competency and tie-into core curriculum. A sample of those activities includes enrichment and exploratory activities such as: chess, robotics, visual and performing arts, yoga, swimming, and more.

The other component is the Graduate Support Program (delivered through De La Salle) which assists our graduates and their families and six additional St. Louis city schools with: applying to and affording high school; staying in high school and graduating; applying to and affording post-secondary education, and matriculating to

college or formal job training.

Middle School Support:

De La Salle's program builds a foundation for success through the development of academic competencies along with creating a college-bound culture in middle school. Beginning in 6th grade, students are introduced to college and careers through college exposure trips and career panels. All students take a high school readiness class that prepares them for the academic rigors of high school, and includes topics of time management and goal setting. DLS staff assist students and their families in high school choice, encouraging students to select best-fit schools that appropriately challenge them academically and fit their financial needs. DLS staff also help families build financial literacy through workshops for FACTS (financial aid and tuition management) and our 8th grade IDA (Individual Development Account) program.

High School Support:

Our program continues to develop academic competencies in high school through academic advising, weekly study hall, and tutoring. All Missouri students can take the ACT in April of their junior year. We encourage all of our students to take our intensive ACT test prep class and retake in the fall of their senior year if they need to improve their score, and students who take the class increase their score by an average of 4 points. Students attend college tours and participate in residential summer academies that focus on applying for college, ACT test prep, financial aid basics, and writing the college application essay. Students also regularly participate in extra-curricular activities, such as community service and cultural opportunities, to develop non-cognitive skills that support academic achievement and degree completion. We continue to build financial literacy by offering Federal Application for Student Aid (FAFSA) workshops and assistance with completing the FAFSA, and college and financial aid counseling sessions.

Post-Secondary Support:

De La Salle's program assists high school students with the transition to post-secondary institutions, including 2- and 4-year colleges and universities and certificate programs. Students receive 1:1 application advising and award letter assistance, and ongoing FAFSA workshops and assistance with completing the FAFSA. We also assist students with college registration and help connect them to resources in the community (Boys Hope Girls Hope, Scholarship Foundation, etc.) and on campus. We provide ongoing emotional support by sending care packages throughout the year, and we offer social activities to help keep them connected to other college-going peers, something noted as essential for college success.

Where students go to HS; HS graduation rate

We now have 76 La Salle Middle School alumni who are attending a variety of public and private high schools, including some of St. Louis' premier college preparatory high schools: Chaminade, CBC, DeSmet, Incarnate Word Academy, MICDS, Rosati-Kain, and SLU High, among others. We also have 88 alumni attending –and 36 alumni who have graduated from –post-secondary institutions, including: Fontbonne University, Goldfarb School of Nursing at Barnes Jewish, Johnson and Wales College of Culinary Arts, Lincoln University, Missouri State University, Ranken Technical College, Southeast Missouri State, St. Louis Community College, UMSL, Vatterott, Westminster College, and others.

97% of La Salle's students have graduated from high school in four years compared to only 72% of St. Louis Public School students(1)and 73% of all African American students nationwide(2). 86% of our high school graduates have been accepted to a post-secondary program or enlisted in the military. This compares to only 62% of St. Louis Public School graduates (3). 94% of our

graduates with post-secondary acceptance are still pursuing a degree or have graduated.

31. Assurance of compliance with any/all federal and state programs' requirements.

Yes

If no, please explain.

32. Upload the existing performance contract that includes timelines and standards for renewal (include procedures and consequences for failure to meet requirements). Upload file under Manage Uploads. File Description would be 32. Current Performance Contract

Current Performance Contract uploaded. Upon review it should be noted that the transition from a private to a public charter school brought challenges that were not sufficiently supported by the original plan in the charter application. LSMS has not met its contractual obligations with its sponsor in the area of academic achievement. Recognizing early failures to execute an academic plan that would increase achievement, the LSMS Board of Directors took the following steps, which ultimately mirrored a "turn-around" model:

Year 1 (15-16) Spring: Reorganize roles/responsibilities of Head of School and Principal

Year 2 (16-17) Spring: Hire a new Head of School with expertise in systemic change; increase salary schedule to attract highly qualified teacher applicants

Year 3 (17-18) Fall: Approve HOS recommendations to hire a Dean of Students, adopt professional development, coaching and teacher evaluation systems, electronic behavior management system, a process to track teaching related duties, adopt a rigorous science and math curriculum, automate the breakfast, lunch, and snack process

Year 3 (17-18) Spring: Approve HOS recommendations for changing leadership structure, update Student and Staff policy handbooks, implement HOS formal evaluation

Year 3 (17-18) Spring/Summer: Engage in an extensive turn-around of staff: replace over 50% of staff and adjust salary schedule to exceed SLPS compensation to attract diverse staff with experience in urban education

Year 4 (18-19) Fall: Approve revised Curriculum Plans, Assessment Plan, 10-Point grading scale, implement school-wide PBIS system, Restorative Practices, Academic Success Lab to provide one-on-one tutoring, Intervention Block

Changes to the original proposal

LSMS utilizes a two-part instructional model to replace "Multi-age learning groups"
Grade level curriculum aligned to CCSS or MLS in core courses
Individualized daily intervention blocks designed to close literacy and numeracy gaps

LSMS has streamlined curricular resources in Math, ELA, and Science
ELA: Engage NY
Math: Engage NY
Science: Amplify

LSMS promotes an instructional model centered on a common lesson plan format
Research-based model for planning and delivering instruction: Cochrane's Collegiate Academy
Student engagement through opportunities to respond and demonstrate learning
Consistency between teachers and classes

LSMS has developed a wrap-around model for educator evaluation and professional

learning
 Principal: coaching model
 Principal evaluates all staff directly using the Danielson Framework for Teaching
 Teachers receive informal feedback on instruction monthly and are formally evaluated two times per year
 Formal evaluation procedures for leadership team, non-instructional staff, and Head of School with transparent timelines
 Professional Development plan

LSMS has streamlined assessment and data-driven decision-making practices
 Board-approved assessment calendar
 STAR Reading and Math to measure literacy and numeracy growth four times a year
 Pre/post unit assessments in ELA, Math, and Science to measure growth on standards
 DESE released practice assessments to give students exposure to rigor and format
 Time and coaching support for teachers to analyze data from key assessments and develop both instructional and intervention plans

LSMS has returned to a traditional grading model
 Students and parents receive regular feedback on academic progress
 How students can demonstrate learning - can they retake assessments/turn in missing work?

LSMS has re-designed the school calendar and daily schedule
 WIN (What I Need) Block throughout the school day
 EnCompass Enrichment part of the extended school day through DLS partners
 Free breakfast and lunch (CEP-federally funded)

LSMS has adjusted systems for positive culture and climate to meet increased student needs:
 "I am somebody" mantra permeates all aspects of school to promote individual dignity
 Explicit instruction and modeling of appropriate behavior
 Principal coaches teachers in management
 Clear procedures for student discipline published in the Student Behavior Management Manual
 Frequent, systematic, and documented parent contact: teacher, Principal, Head of school
 Use of Kickboard to track positive and negative classroom and school behaviors
 Formal opportunities to reward positive behaviors
 Model to reduce out of school suspensions based on problem-solving procedures
 On site counseling/social work services employed to address socio-emotional needs
 Ongoing professional development in management and trauma-informed practices
 Community partnerships to support positive culture

33. Upload data on measurements and objectives met (or not) in existing performance contract. Upload file under Manage Uploads. File Description would be 33. Current Measurements and Objectives

Current Measurements and Objectives file uploaded

34. Upload the performance contract for the next term of charter. Upload file under Manage Uploads. File Description would be 34. Next Term Performance Contract

Next Term Performance Contract file uploaded.

35. If the school is a recipient of a federal Charter School Program grant, the sponsor assures that student performance is the most important factor in the determination of renewal/revocation.

Yes

If no, please comment.

The school is not a recipient of a federal Charter School grant.

36. Comment on goals to address academic performance based on current and projected data.

MAP (2017-19): 2019 MAP results indicate that the turnaround model, which often takes 4-5 years to demonstrate significant gains, is already positively impacting student achievement. Growth in Grade 8 ELA and Grades 6-8 Math are particularly strong.

MAP - Two Year Comparison without 5th grade: LSMS has committed to focusing on a true middle school model (6-8) as a cornerstone of the renewal. MAP results demonstrate that without 5th grade scores, LSMS achievement is higher and showing growth. In the "Percentage of State Mean" (PSOM) measure, in 2019 LSMS Grade 6-8 scored 79% PSOM in ELA and 74% PSOM in Math, closing the gap between ELA and Math performance relative to the state.

37. Upload projected budget for the next five years (list of items). Upload file under Manage Uploads. File Description would be 37. Projected Budget

Projected budget file uploaded

38. Comment or upload any building/facility plan changes anticipated in the next five years.

N/A

39. Comment on plans of expansion of grade levels.

N/A

40. Assurance the school board reviews expenditures, low balances in operating funds, compliance with federal/state programs, and staff hiring.

Yes

If no, please explain.

41. Assurance that the school reports outstanding debt as required in Section 37.850.1.

Yes

If no, please explain.

42. Upload a school review process/ form of items that the sponsor addresses annually to ensure LEA is fulfilling its mission of educating children. Upload file under Manage Uploads. File Description would be 42. School Review Process/Form

School Review Process/Form file uploaded

43. Assurance the charter school understands the procedures for closure & distribution of assets as specified in RSMo160.405.1

Yes

If no, please explain.

44. List the date the charter school was placed on probation or remediation (if applicable).

N/A

45. Upload the reasons why the charter is on probation or has remediation plan (if applicable). Upload file under Manage Uploads. File Description would be 45. Probation or Remediation Plan

N/A

46. Comment on what attributes to student performance below 70% APR.

MAP - Two Year Comparison without 5th grade: LSCS has committed to focusing on a true middle school model (6-8) as a cornerstone of the renewal. MAP results demonstrate that without 5th grade scores, LSCS achievement is higher and showing growth. In the "Percentage of State Mean" (PSOM) measure, in 2019 LSMS Grade 6-8 scored 79% PSOM in ELA and 74% PSOM in Math, closing the gap between ELA and Math performance relative to the state.

47. Upload intervention strategies currently in place based on analysis of student data (include timeline). Upload file under Manage Uploads. File Description would be 47. Intervention Strategies

LCMS has re-designed the school calendar and daily schedule to include a WIN (What I Need) Block throughout the school day. The WIN Block reinforces student's Math and Reading/ELA skills in an effort to close academic gaps.

Intervention Strategies files uploaded

48. Upload or comment on what improvements/results have been obtained? Upload file under Manage Uploads. File Description would be 48. Improvement Results Obtained

Improvement Results file uploaded

49. Upload or comment on what additional steps/strategies are planned? Upload file under Manage Uploads. File Description would be 49. Additional Steps Strategies

Student Culture/Climate: Systems have been developed and staff are in place to address reduction of Out of School Suspension days and increase in Proportional Attendance for 2019-20 and moving forward.

Teacher and Staff Characteristics: LSCS has intentionally worked to increase capacity of staff to serve the student population through recruitment and retention policies. The leadership team, teachers, and support staff more closely reflects the student body. Employees have significant urban education experience.

50. The authorized representative assures DESE that the charter school, in accordance with Sections 160.400-160.425, RSMo, shall:

1. Receive and expend state/federal funds in a manner consistent with the intent of the approved application.

2. Keep such records for a period of three years and provide such information as may be necessary for the fiscal program auditing and for program evaluation; provide DESE any information it may need to carry out its responsibilities under the program.

The LEA authorized representative understands the assurances and the responsibility for compliance placed upon the applicant. The applicant will refund directly to DESE the amount of any funds made available to the applicant that may be determined by DESE, or an auditor representing DESE, to have been misspent or otherwise misapplied.

Yes

If no, please explain.

Last Submitted Date:

Submitted by:

La Salle Charter School Renewal: Mission and Vision

Vision: Excellence in educational opportunity for all.

Mission: Rooted in the Lasallian tradition of making a quality education accessible to all, we provide excellence in education, promote service, justice, care, inclusivity, community and zeal.

We proudly proclaim, "I am somebody!"

Educational Philosophy: LSMS serves 126 students from low-income backgrounds, more than half of whom enter school two or more years below grade level in reading and math. To improve short and long-term outcomes for those students and their families, LSMS seeks to:

- Develop the whole person through attention to socio-emotional needs of students
 - Maximize academic growth to close achievement gaps through individualized intervention
 - Increase academic achievement on grade level standards through rigorous curriculum
 - Use multiple assessment measures to inform instructional decisions
-

In 2017, La Salle Charter School developed a 5-year strategic plan. In 2018, the Charter Renewal Task Force reviewed the strategic plan and charter to refine these goals.

Student Goals:

- Students meet or exceed academic growth targets on internal and state assessments
- Students are ready for high school curriculum and assessments
- Students demonstrate self-advocacy, care for self/others, and effectively participate in their education

Program Goals:

- Rigorous curriculum individualized to fit student needs for intervention or acceleration
- Culturally competent teachers who effectively manage classrooms and instruct students
- Learning resources available to address students' unique needs
- Social-emotional support provided to remove barriers to learning
- Offer PE, art, music, foreign language, and other enrichment through EnCompass
- Engage with alumni and support graduates of LSMS in future educational endeavors

Strategic Priorities in Academics:

- Attract, develop, and retain quality educators
- Regularly assess curriculum for alignment to state standards and assessments
- Expand socio-emotional supports

Turn-Around Model

The transition from a private to a public charter school brought challenges that were not sufficiently supported by the original plan in the charter application. LSMS has not met its contractual obligations with its sponsor in the area of academic achievement. Recognizing early failures to execute an academic plan that would increase achievement, the LSMS Board of Directors took the following steps, which ultimately mirrored a "turn-around" model:

- Year 1 (15-16) Spring: Reorganize roles/responsibilities of Head of School and Principal

- Year 2 (16-17) Spring: Hire a new Head of School with expertise in systemic change; increase salary schedule to attract highly qualified teacher applicants
- Year 3 (17-18) Fall: Approve HOS recommendations to hire a Dean of Students, adopt professional development, coaching and teacher evaluation systems, electronic behavior management system, a process to track teaching related duties, adopt a rigorous science and math curriculum, automate the breakfast, lunch, and snack process
- Year 3 (17-18) Spring: Approve HOS recommendations for changing leadership structure, update Student and Staff policy handbooks, implement HOS formal evaluation
- Year 3 (17-18) Spring/Summer: Engage in an extensive turn-around of staff: replace over 50% of staff and adjust salary schedule to exceed SLPS compensation to attract diverse staff with experience in urban education
- Year 4 (18-19) Fall: Approve revised Curriculum Plans, Assessment Plan, 10-Point grading scale, implement school-wide PBIS system, Restorative Practices, Academic Success Lab to provide one-on-one tutoring, Intervention Block

Changes to the original proposal

LSMS utilizes a two-part instructional model to replace “Multi-age learning groups”

- Grade level curriculum aligned to CCSS or MLS in core courses
- Individualized daily intervention blocks designed to close literacy and numeracy gaps

LSMS has streamlined curricular resources in Math, ELA, and Science

- ELA: Engage NY
- Math: Engage NY
- Science: Amplify

LSMS promotes an instructional model centered on a common lesson plan format

- Research-based model for planning and delivering instruction: Cochrane’s Collegiate Academy
- Student engagement through opportunities to respond and demonstrate learning
- Consistency between teachers and classes

LSMS has developed a wrap-around model for educator evaluation and professional learning

- Principal: coaching model
- Principal evaluates all staff directly using the Danielson Framework for Teaching
- Teachers receive informal feedback on instruction monthly and are formally evaluated two times per year
- Formal evaluation procedures for leadership team, non-instructional staff, and Head of School with transparent timelines
- Professional Development plan

LSMS has streamlined assessment and data-driven decision-making practices

- Board-approved assessment calendar
- STAR Reading and Math to measure literacy and numeracy growth four times a year
- Pre/post unit assessments in ELA, Math, and Science to measure growth on standards
- DESE released practice assessments to give students exposure to rigor and format
- Time and coaching support for teachers to analyze data from key assessments and develop both instructional and intervention plans

LSMS has returned to a traditional grading model

- Students and parents receive regular feedback on academic progress
- How students can demonstrate learning - can they retake assessments/turn in missing work?

LSMS has re-designed the school calendar and daily schedule

- WIN (What I Need) Block throughout the school day
- EnCompass Enrichment part of the extended school day through DLS partners
- Free breakfast and lunch (CEP-federally funded)

LSMS has adjusted systems for positive culture and climate to meet increased student needs:

- “I am somebody” mantra permeates all aspects of school to promote individual dignity
- Explicit instruction and modeling of appropriate behavior
- Principal coaches teachers in management
- Clear procedures for student discipline published in the Student Behavior Management Manual
- Frequent, systematic, and documented parent contact: teacher, Principal, Head of school
- Use of Kickboard to track positive and negative classroom and school behaviors
- Formal opportunities to reward positive behaviors
- Model to reduce out of school suspensions based on problem-solving procedures
- On site counseling/social work services employed to address socio-emotional needs
- Ongoing professional development in management and trauma-informed practices
- Community partnerships to support positive culture

Differences in expected student/teacher population

Student Demographics and Special Populations: LSMS serves 100% students of color; all students receive free breakfast/lunch under the Community Eligibility Provision. Two-thirds of LSMS students are boys and 16.7% have IEP's, higher than the state Special Education average of 13.3%. Often, students demonstrate significant socio-emotional/behavioral needs associated with instability and trauma, both consistent with poverty.

Demographic Category	2016-17	2017-18	2018-19
Total Enrollment	111	125	126
African-American	109	123	124
Mixed Race	1	2	2
White	0	0	0
Other Race	1	0	0
Boys	56	76	76
Girls	55	49	50
Students with IEPs	23	20	21
Homeless/Transitional Housing	17	10	11

Teacher and Staff Characteristics: LSMS has intentionally worked to increase capacity of staff to serve the student population through recruitment and retention policies. The leadership team, teachers, and support staff more closely reflects the student body. Employees have significant urban education experience, which is rewarded through the Salary Schedule at a higher rate than SLPS.

Enrollment Plan: The Board of Directors approved a plan to eliminate the 5th grade and increase enrollment by adding a 6th grade class in 2019-20. Preferred class size remains at 18 students. LSMS will be at full capacity (162) in 2021-22. Specific enrollment policies are found in the Policy Manual.

Year	5th	6th	7th	8th	Total
2018-19	16	41	39	29	125
2019-20	n/a	54	36	36	126
2020-21	n/a	54	54	36	144
2021-22	n/a	54	54	54	162
2022-23	n/a	54	54	54	162
2023-24	n/a	54	54	54	162

Staffing Plan: The staffing plan has been updated to reflect changes to the enrollment plan.

Student Achievement Results

MAP (2017-19): 2019 MAP results indicate that the turnaround model, which often takes 4-5 years to demonstrate significant gains, is already positively impacting student achievement. Growth in Grade 8 ELA and Grades 6-8 Math are particularly strong.

Communication Arts - MAP Index (2017-2019)				Mathematics - MAP Index (2017-2019)			
	2017	2018	2019		2017	2018	2019
Grade 5	214.30	272.20	226.32	Grade 5	192.90	200.00	147.37
Grade 6	211.50	244.70	255.00	Grade 6	219.20	150.00	250.00
Grade 7	219.40	258.60	241.03	Grade 7	206.50	169.00	205.26
Grade 8	290.90	242.30	303.33	Grade 8	240.90	121.10	220.69
LSMS	233.30	252.30	257.81	LSMS	216.10	158.60	214.29

MAP - Two Year Comparison without 5th grade: LSMS has committed to focusing on a true middle school model (6-8) as a cornerstone of the renewal. MAP results demonstrate that without 5th grade scores, LSMS achievement is higher and showing growth. In the “Percentage of State Mean” (PSOM) measure, in 2019 LSMS Grade 6-8 scored 79% PSOM in ELA and 74% PSOM in Math, closing the gap between ELA and Math performance relative to the state.

MAP Results Middle School (Grades 6-8 only)						
Communication Arts						
Achievement	# Students	BB	B	P	A	MPI
2018	93	32	47	12	2	248.4
2019	109	31	59	16	3	263.3
Mathematics						
Achievement	# Students	BB	B	P	A	MPI
2018	86	67	14	5	0	150.0
2019	107	49	43	11	4	226.2

Student Culture/Climate Results: Systems have been developed and staff are in place to address reduction of Out of School Suspension days and increase in Proportional Attendance for 2019-20 and moving forward.

	2016-17	2017-18	2018-19
Suspension Days	145	115	151

(out of students enrolled)	(110 enrolled)	(120 enrolled)	(130 enrolled)
Parent Engagement Percentage Goal: 60% monthly	71%	79%	81%
Proportional Attendance Goal: 90%	79.0	85.5	72.0

Expected Outcomes:

Based on MPI trends from 2018 and 2019, LSMS proposes these MPI goals for 2020-2024. If MSIP-6 changes the method for measuring achievement, these may be amended as needed. In any year(s) in which the state MPI is inconsistent, then LSMS intends to demonstrate

	2020	2021	2022	2023	2024
ELA MPI	265	275	285	295	300
Math MPI	220	230	240	245	250

Changes and Modifications - Management

School Management

- Management of School Leadership
 - La Salle Board replaced HOS in 17-18 in direct response to failure to meet expectations of charter and contract with MU
 - Formal process for recruitment and hiring of Head of School with support from consultants
 - Head of School Roles and Responsibilities clearly defined
 - Head of School Goals established annually
 - Head of School evaluated twice a year
- Management of Staff
 - Formal process for recruitment and hiring of highly qualified teachers and staff
 - Focus on urban education experience and proven commitment to the mission
 - Procedures for informal coaching and feedback for teacher performance
 - Procedures for formal evaluation of teachers and staff twice a year
 - Procedures for addressing performance deficiencies
- Management and Operations
 - Head of School supervises entire school leadership team (Principal, Director of Student and Family Engagement, School Counselor, and Registrar)
 - Leadership Team: HOS, Principal, School Counselor, Director of Student and Family and Engagement, and Registrar
 - School Principal supervises the teaching staff to include the SPED Coordinator
- Education Service Providers
 - Miriam Learning Center provides Special Education assessments and services
 - La Salle anticipates providing SPED service in-house beginning in 2021-22

Staff, Students, Families, Partners

- **Staffing Plan**
 - Student Recruitment and Enrollment
 - Enrollment Plan: La Salle Charter School expects to grow from a 18-19 enrollment of 126 to full capacity of 162 in 21-22
 - La Salle will serve grades 6-8 in a traditional middle school model
 - Board policy Manual contains specific procedures for student application, lottery, and enrollment of new and continuing students
 - La Salle serves students residing in North St. Louis

Rationale: Challenges within current 5-8 middle school model:

- *Grade 5 is best served in an elementary model: hiring teachers and providing support for elementary needs requires additional resources.*
- *Natural transition from SLPS/charter K-5 schools positively impacting 6th grade recruitment; recruitment for 5th graders tends to attract highly transient with higher academic and socio-emotional needs.*
- *Missouri state testing (MAP) is designed to scaffold up from 3rd-5th and 6th-8th. This means that 5th and 8th grade assessments are comprehensive assessments in English and Math; 5th and 8th grades are also tested in comprehensive Science exams. In grade*

5, students are tested based on 3rd-5th grade content and skills in English, Math, and Science, but have not attended this school in grades 3rd-4th grades.

- **Parent Involvement**

- Ongoing monitoring of percentage of parent/guardian visits in dashboard
- Home Visits
- Grade level/Content-area meetings
- On-site family dinners
- On-site family celebrations
- Effective two-way communication
- Wrap-around support for families through social worker/counselor

- **Community Partnerships**

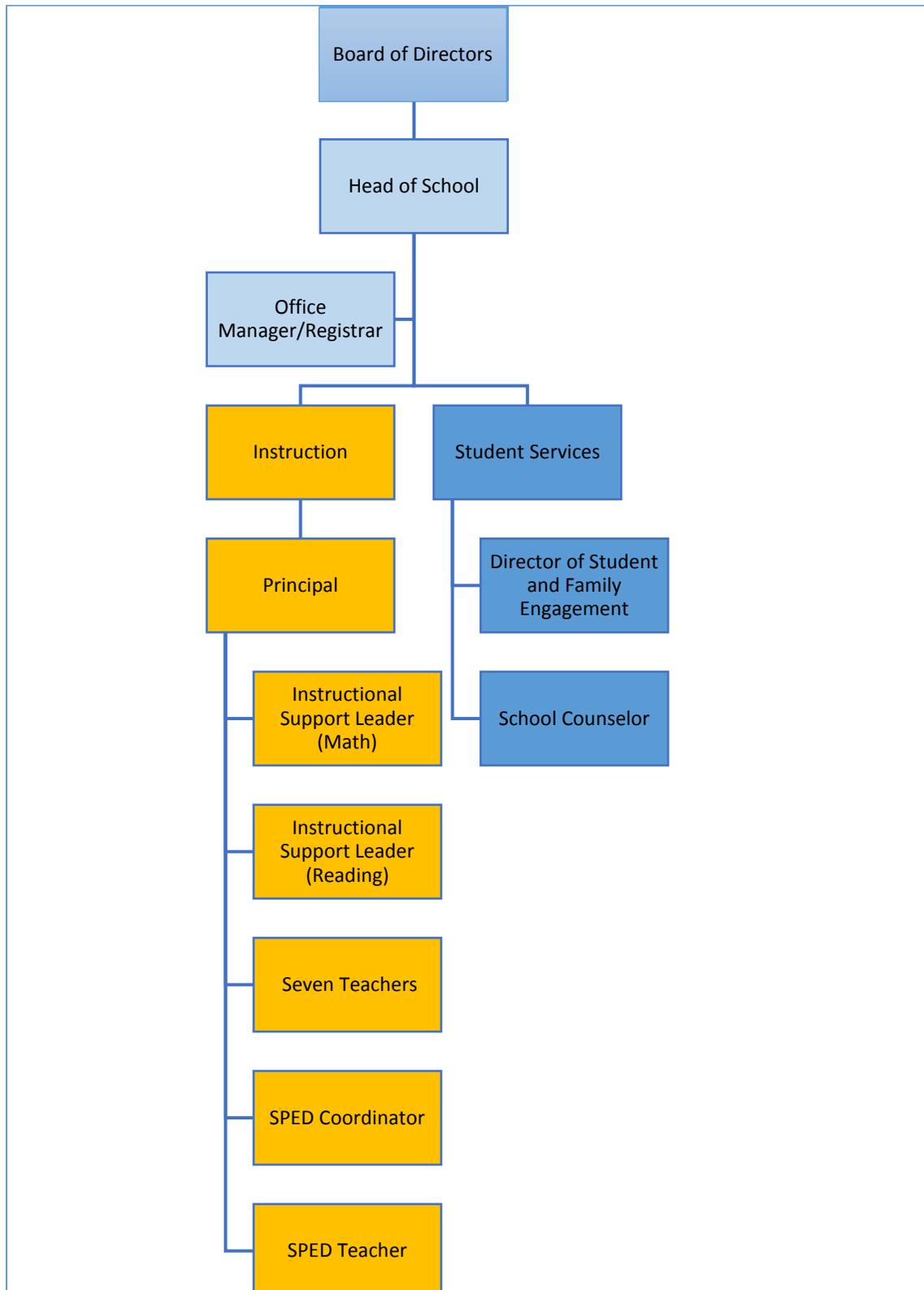
- Primary partnership with De La Salle, Inc.: The School has a unique public/private partnership with the non-profit organization, De La Salle, Inc. to serve our students, graduates, families and north St. Louis community. De La Salle provides after school programs, school-day enrichment activities ongoing academic, social/emotional and financial support to the School's graduates in high school post-secondary institutions.
- Saint Louis University - Readers to Leaders Program and Tutors

Facilities

- **Facilities**

- Purchased, renovation/construction of middle school campus at 1106 N. Jefferson, 63106
- Increased capacity to serve 160+ students (occupancy: 300)
- Accessible by public transportation to serve wider geographic area of North St. Louis
- Exceeds criteria for accessibility for persons with disabilities (ADA)
- Technology: Exceeds FCC's recommendations for network bandwidth for 2024
- Technology: Exceeds 1:1 ratio for student devices
- Technology: Wireless capability for 30 users per classroom
- Technology: All classrooms are "smart" and interactive classrooms
- Environmental factors considered in design of renovation and construction
- Any need for repairs/upgrades are the responsibility of De La Salle, Inc.

2019 – 2020 Organizational Chart



La Salle Charter School Renewal: Exhibit A

Expected Outcomes:

Based on MPI trends from 2018 and 2019, LSMS proposes these MPI goals for 2020-2024. If MSIP-6 changes the method for measuring achievement, these may be amended as needed. In any year(s) in which the state MPI is inconsistent, then LSMS intends to demonstrate

	2020	2021	2022	2023	2024
ELA MPI	265	275	285	295	300
Math MPI	220	230	240	245	250

ARTICLES OF INCORPORATION
OF
LA SALLE CHARTER SCHOOLS, INC.

The undersigned natural person of the age of eighteen years or more, for the purpose of forming a corporation under the Missouri Nonprofit Corporation Act (the "Act"), hereby adopts the following Articles of Incorporation:

ARTICLE I - NAME

The name of the Corporation is: **LA SALLE CHARTER SCHOOLS, INC.**

ARTICLE II - PURPOSES

The Corporation is organized exclusively for charitable, educational or scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"). The purposes for which the Corporation is organized include, but are not limited to, the following:

(i) The principal purpose of the Corporation is educational and particularly to operate one or more charter schools in the State of Missouri;

(ii) Without limiting the foregoing, to receive and administer funds for the foregoing purposes, and to that end to take and hold by bequest, devise, gift, grant, purchase, lease, or otherwise, either absolutely or jointly with any other person, persons, or corporations, any property, real, personal, tangible, or intangible, or any undivided interest therein, without limitation as to amount of value; to sell, convey, or otherwise dispose of any such property and to invest, reinvest, or deal with the principal or the income thereof in such manner as, in the judgment of the directors, will best promote the purposes of the corporation without limitation, except such limitations, if any, as may be contained in the instrument under which such property is received, these articles of incorporation, the Bylaws of the corporation, or any laws applicable thereto; and

(iii) to engage in any lawful act or activity for which corporations may be organized under the "Missouri Nonprofit Corporation Act".

Nothing contained herein shall be construed to give the Corporation any purpose that is not permitted under Code Section 501(c)(3) and the Act. In furtherance of its permitted



purposes, the Corporation may exercise any, all, and every lawful power or activity which a corporation organized under the Act may exercise or transact.

ARTICLE III – CLASSIFICATION

This Corporation is a public benefit corporation within the meaning of Section 355.881 of the Act.

ARTICLE IV – DURATION

The period of duration of the Corporation is perpetual.

ARTICLE V – REGISTERED OFFICE AND AGENT

The street address of the Corporation's registered office and the name of its registered agent at that office in this State is:

Corey Quinn
4145 Kennerly Avenue, St. Louis, MO 63113

ARTICLE VI – INCORPORATORS

The name and address of the incorporator is:

Corey Quinn
4145 Kennerly Avenue, St. Louis, MO 63113

ARTICLE VII – BOARD OF DIRECTORS

The initial Board of Directors shall be composed of five (5) persons who shall be selected in the manner and have such rights and duties as shall be set forth in the Bylaws of the Corporation. The number of Directors may be increased or decreased from time to time, but to no fewer than three, by amendment to the Bylaws.

ARTICLE VIII – MEMBERS

The Corporation does not have members within the meaning of Section 355.066 of the Act.

ARTICLE IX – PROHIBITIONS

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to, its Directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered by any of the said persons, and to make payments and distributions to qualified persons (other than its Directors, officers, and employees or their immediate families) in furtherance of the purposes set forth herein.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as otherwise permitted by Section 501(h) of the Code), and the Corporation shall not participate in or intervene (including the publishing or distribution of statements) in any political campaign on behalf of any candidate for public office.

Notwithstanding any other provisions of these Articles, the Corporation shall not directly or indirectly carry on any other activities not permitted to be carried on (a) by corporations exempt from Federal Income Tax under Section 501(c)(3) of the Code (or the corresponding provisions of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code (or the corresponding provisions of any future United States Internal Revenue Law).

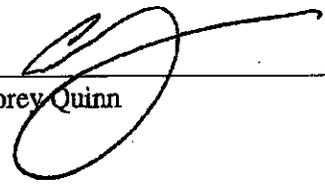
ARTICLE X – DISSOLUTION

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code (or the corresponding provisions of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the circuit court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as such court shall determine, which are organized and operated exclusively for such purposes. In no event

shall any of such assets or property be distributed to any Director or officer, or any private individual.

AFFIRMATION

The undersigned, as incorporator, does affirm to the information stated above this 15th day of August, 2014.



Corey Quinn

STATE OF MISSOURI



Jason Kander
Secretary of State

CERTIFICATE OF INCORPORATION

WHEREAS, Articles of Incorporation of

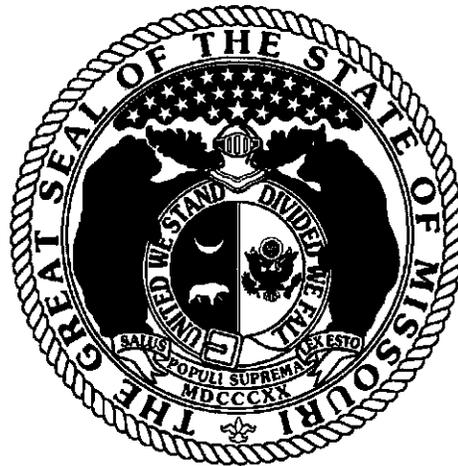
LA SALLE CHARTER SCHOOLS, INC.
N000696346

have been received and filed in the Office of the Secretary of State, which Articles, in all respects, comply with the requirements of Missouri Nonprofit Corporation Law;

NOW, THEREFORE, I, JASON KANDER, Secretary of State of the State of Missouri, do by virtue of the authority vested in me by law, do hereby certify and declare this entity a body corporate, duly organized this date and that it is entitled to all rights and privileges granted corporations organized under the Missouri Nonprofit Corporation Law.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the GREAT SEAL of the State of Missouri. Done at the City of Jefferson, this 15th day of August, 2014.


Secretary of State



Actions by the Sole Incorporator by Written Consent

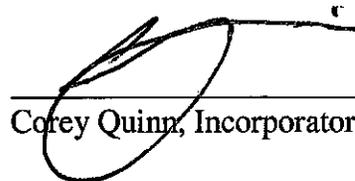
The undersigned, being the sole incorporator of La Salle Charter Schools, Inc., a Missouri nonprofit corporation (the "Corporation"), of which the Articles of Incorporation were filed and the Certificate of Incorporation was issued by the Secretary of State of Missouri pursuant to the authority of The Nonprofit Corporation Law of Missouri, hereby consents and subscribes in writing, without a meeting, to the following actions:

The Bylaws of the Corporation accompanying this written consent are hereby accepted as the Bylaws of the Corporation.

The following individuals are named as the initial Board of Directors:

Mr. Matthew Padberg
Mr. Demetrius Grooms
Ms. Jacquelyn Jones
Mr. Justin Lucas
Mr. James Hill

IN WITNESS WHEREOF, the undersigned has executed this written consent as of the 6th day of October, 2014.



Corey Quinn, Incorporator 10/6/14

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAY 21 2015**

LA SALLE CHARTER SCHOOLS INC
4145 KENNERLY AVE
SAINT LOUIS, MO 63113

Employer Identification Number:
47-2083453
DLN:
17053119330015
Contact Person:
JULIE CHEN ID# 31261
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
August 15, 2014
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

Letter 947

LA SALLE CHARTER SCHOOLS INC

ADDENDUM

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

CHARTER SCHOOL CONTRACT

This Charter School Contract entered into this 27th day of April, 2015 by and between THE CURATORS OF THE UNIVERSITY OF MISSOURI, on behalf of the University of Missouri-Columbia (hereinafter referred to as "MU"), and any other campus, unit or department owned and operated by THE CURATORS OF THE UNIVERSITY OF MISSOURI deemed necessary to satisfy the statutory requirements for sponsorship of a charter school, and LA SALLE CHARTER SCHOOLS, INC., a Missouri nonprofit corporation incorporated pursuant to Chapter 355, RSMo., (hereinafter referred to as "LA SALLE" or "Charter School").

WHEREAS, the Missouri General Assembly has enacted statutes authorizing the establishment of independent, publicly supported schools known as charter schools;

WHEREAS, those statutes, Sections 160.400 to 160.425 RSMo, specify the method for establishing such charter schools and the requirements which must be met by such charter schools;

WHEREAS, MU is authorized by those statutes and/or Section 167.349, RSMo to serve as a sponsor of such charter school or schools, in accordance with the provisions of such statutes, as it may, in its discretion, determine to be appropriate;

WHEREAS, MU has agreed to sponsor LA SALLE as a charter school, in accordance with the provisions of such statutes, and in accordance with the terms and conditions specified herein;

NOW, THEREFORE, in consideration of the above-premises and the individual and mutual covenants contained herein, the parties hereto agree as follows:

ARTICLE I--STATUS OF THE PARTIES

Section 1.1. LA SALLE is a Missouri nonprofit corporation incorporated pursuant to the provisions of Chapter 355, RSMo; is currently in good standing; and shall, throughout the term of this Charter School Contract, remain in good standing.

Section 1.2. LA SALLE is not a part of MU and is a separate legal entity, none of whose directors, officers or employees shall be deemed to be an agent of MU; has selected the method for election of officers specified in Section 355.326, RSMo, based on the class of corporation selected; currently has a board of directors, none of which is an employee of MU; and agrees that, throughout the term of this Charter School Contract, none of the members of LA SALLE's board of directors shall be employees of MU. Meetings of LA SALLE's board of directors shall be subject to the provisions of Sections 610.010 to 610.030, RSMo, the open meetings law.

Section 1.3. MU is one of the campuses of The Curators of the University of Missouri, a constitutionally established instrumentality of state government within the State of Missouri. In agreeing to sponsor LA SALLE as a charter school and in agreeing to the terms and conditions stated herein, MU is voluntarily exercising authority and powers expressly provided to it by the Missouri General Assembly in Sections 160.400 to 160.420 and Section 167.349, RSMo. Nothing contained in this Charter School Contract shall be deemed to be a waiver of MU's autonomy, powers or immunities and LA SALLE shall not be deemed to be a part of MU.

Section 1.4. LA SALLE acknowledges that MU's obligations and responsibilities as the sponsor of the charter school is limited to those obligations and responsibilities set forth herein and as provided in applicable law; acknowledges that neither LA SALLE nor its directors, officers or employees have authority to act as an agent for MU or to enter into any contracts with third parties that purport to impose any obligations or responsibilities on MU or which otherwise bind MU in any manner whatsoever; acknowledges that by agreeing to be the sponsor of the charter school, MU does not assume any obligation with respect to any director, employee, agent, parent, guardian, student, or independent contractor of the charter school; and further acknowledges that this Charter School Contract is not intended to be for the benefit of any third party including, but not limited to, any director, employee, agent, parent, guardian, student, or independent contractor of the charter school.

Section 1.5. The parties hereto agree that as MU is a research extensive institution that LA SALLE will be open to the review of research proposals and be willing to engage in projects that will provide mutual benefit to LA SALLE and MU in promoting scientific evidence to improve LA SALLE specifically and/or education generally; provided however, that MU shall be responsible for all costs incurred by LA SALLE as a result of La Salle's engagement in such projects.

Section 1.6. The parties hereto agree that nothing contained herein is intended nor shall it be deemed to constitute a waiver of any privileges or immunities to which the parties are otherwise entitled under the law and, in addition thereto, the parties acknowledge that Section 160.400.9 RSMo, provides that as the sponsor of the charter school, MU and its agents and employees are not liable for any acts or omissions of the charter school, including acts or omissions relating to the charter submitted by LA SALLE, the operation of the charter school and the performance of the charter school.

ARTICLE II--STATUTORY REQUIREMENTS

Section 2.1. LA SALLE, at the time it submitted its application to DESE, provided a copy of such application to the school board of the district in which the proposed charter school is to be located, as required by the provisions of Section 160.405.1, RSMo. A copy of such application, dated August 21, 2014, is incorporated as a part of this Charter School Contract.

Section 2.2. LA SALLE shall be nonsectarian in its programs, its admission policies, its employment practices and all other aspects of its operations.

Section 2.3. LA SALLE shall comply with all laws and regulations of the state relating to health, safety and minimum educational standards.

Section 2.4. LA SALLE shall be financially accountable, use practices consistent with the Missouri financial accounting manual, provide for an annual audit by a certified public accountant and provide liability insurance to indemnify the school, its board of directors, its staff and its teachers against tort claims.

Section 2.5. LA SALLE shall enact a procurement policy and a conflict of interest policy and implement cash management and expense allowability procedures in accordance with 2 CFR 200.

Section 2.6. LA SALLE shall provide a comprehensive program of instruction for the grade level(s) and age(s) specified in its application.

Section 2.7. LA SALLE shall assure that the needs of special education children are met in compliance with applicable federal and state laws and regulations.

Section 2.8. LA SALLE shall enroll pupils in accordance with 160.410 RSMo.

Section 2.9. LA SALLE shall not limit admission based on race, ethnicity, national origin, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to pupils within the grade level(s) and age(s) specified in its application.

Section 2.13. In addition to complying with the terms and conditions expressly provided in this Charter School Contract, LA SALLE shall comply with all provisions of Sections 160.400 through 160.420, RSMo and any amendments thereto.

ARTICLE III--TERM AND RENEWAL OF THE CHARTER SCHOOL CONTRACT

Section 3.1. This Charter School Contract shall end June 30, 2020, unless terminated prior to that time in accordance with the provisions of Article IV below. With the mutual consent of the parties hereto, and approval by the state board of education, this Charter School Contract may be renewed as per state law.

Section 3.2. The renewal process begins in August of the year prior to the year the charter is considered for renewal by the State Board of Education. MU will conduct a comprehensive review of the school for academic, financial and organizational performance. This review shall be submitted to the charter school for review and response

ARTICLE IV--TERMINATION OF CHARTER SCHOOL CONTRACT

Section 4.1. MU may terminate this Charter School Contract at any time if the charter school commits a serious breach of one or more provisions of the Charter School Contract. A "serious breach" is defined as a breach that relates to a material violation of Article II, Section 5.2, Section 6.2, and/or Articles VII or VIII of this Charter School Contract and as further defined under Missouri law. MU may also terminate the Charter School Contract on any of the following grounds:

- A. Failure to meet academic performance standards as set forth in the application or as agreed to in writing by MU and LA SALLE from time to time during the term of this Charter School Contract;
- B. Failure to meet generally accepted standards of fiscal management;
- C. Material violation of applicable federal or state laws; or
- D. There is a change in the provisions of Sections 160.400 through 160.420, RSMo which materially alters or amends the responsibilities and obligations of either LA SALLE or MU and the parties hereto are unable to agree upon amendments to this Charter School Contract necessary to conform its terms and conditions to said statutory amendments.

Section 4.2. In lieu of such termination of this Charter School Contract, MU may, at its discretion, place LA SALLE on probationary status to allow an opportunity for LA SALLE to implement a mutually agreed upon remedial plan to correct performance deficiencies described in writing by MU, after which, if those performance deficiencies are not corrected to the satisfaction of MU, MU may elect to terminate this Charter School Contract.

Section 4.3. At least sixty (60) days prior to terminating this Charter School Contract in accordance with the provisions of Article IV hereof, MU shall notify LA SALLE's board of directors in writing of the proposed action and the reasons therefore. The charter school's board of directors may request a hearing prior to such termination by requesting such a hearing within two (2) weeks after receipt of such notice from MU.

Section 4.4. If the charter school's board of directors makes a timely written request for such a hearing, the hearing shall be conducted in accordance with administrative hearing procedures established by MU from time to time, the current version of which is attached hereto as Exhibit _____. Section 160.405.8(4), RSMo provides that final decisions of MU to terminate this Charter School Contract prior to the end of the term thereof shall be subject to an appeal to the state board of education, which shall determine whether the charter shall be revoked.

Section 4.5. Except as provided in Section 4.6. below, no termination of the Charter School Contract by MU shall be effective until the conclusion of the school year in which such decision to terminate is made by MU.

Section 4.6. If MU determines, after consultation with the charter school's board of directors, that continued operation of the charter school by LA SALLE presents a clear and immediate threat to the health and safety of the children enrolled therein, the effective date of such termination shall be the date upon which MU renders its final decision to terminate.

Section 4.7. Nothing in this Charter School Contract shall limit judicial or other remedies available to LA SALLE.

ARTICLE V--FUNDING SOURCES, TUITION AND FEES

Section 5.1. As a charter school, LA SALLE shall be eligible to receive state school aid and other funding to the extent provided in Section 160.415, RSMo and shall comply with all provisions of law set forth therein and all provisions of law incorporated by reference therein.

Section 5.2. LA SALLE may not charge tuition, nor may it impose fees that a school district is prohibited from imposing.

ARTICLE VI--AUTHORIZATION FOR EMPLOYMENT OF PERSONNEL

Section 6.1. As a charter school, LA SALLE may employ non-certificated instructional personnel; provided, however, that no more than twenty (20) percent of the full-time equivalent instructional staff positions at the charter school are filled by non-certificated personnel and provided further that all non-certificated instructional personnel shall be supervised by certificated instructional personnel. In addition, pursuant to federal law, any charter school receiving Title I funds must comply with the requirements in the No Child Left Behind act, 20 USC § 6319 (2008), requiring that 100% of its instructional personnel be certified as a "Highly Qualified Teacher" (HQT).

Section 6.2. LA SALLE shall ensure that all instructional employees of the charter school have experience, training and skills appropriate to the instructional duties of the employee, and shall ensure that a criminal background check and child abuse registry check are conducted for each employee of the charter school prior to the hiring of the employee. Appropriate experience, training and skills of non-certificated instructional personnel shall be determined by considering the following:

- A. Teaching certificates issued by another state or states;
- B. Certification by the National Standards Board;
- C. College degrees in the appropriate field;

- D. Evidence of technical training and competence when such is appropriate; and
- E. Level of supervision and coordination with certificated instructional staff.

ARTICLE VII--INDEMNIFICATION

Section 7.1. LA SALLE agrees to indemnify and hold MU, its board of curators and members thereof, its officers, employees and agents, harmless from all claims, demands and liability, including attorney fees and related costs, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with the charter school's operations or which are incurred as a result of the reliance of MU upon the accuracy of information provided to it by LA SALLE. In addition to the obligations imposed in the preceding sentence, LA SALLE agrees that the insurance required by the provisions of Section 160.405.4(4), RSMo and Section 2.4 of this Charter School Contract shall name The Curators of the University of Missouri, the University of Missouri-Columbia and its officers, employees and agents as additional named insureds for any covered loss of any kind whatsoever which they or any of them legally may be required to pay and which arise out of or are in any manner connected with the charter school's operations or which are incurred as a result of the reliance of MU upon the accuracy of information provided to it by LA SALLE.

ARTICLE VIII--RESERVATION OF RIGHT TO MONITOR PERFORMANCE

Section 8.1. Notwithstanding its approval of LA SALLE's application to operate a charter school, MU reserves the right throughout the term of this Charter School Contract to monitor the charter school's performance of its obligations under applicable laws and under this Charter School Contract, its management and its operations. Such monitoring shall include all relevant aspects of the charter school's performance, management and operations. A non-exclusive list of such areas includes, but is not limited to:

- A. The attendance of LA SALLE's principal or head of school and/or his or her designee at all required meetings of the Missouri Department of Elementary and Secondary Education;
- B. LA SALLE shall submit to MU copies of the posted agenda for and copies of the minutes of all meetings of LA SALLE's board of directors;
- C. LA SALLE shall submit to MU no later than the last day of each calendar year, a copy of the required annual financial audit;

- D. LA SALLE shall submit to MU at the time they are sent to the Missouri Department of Elementary and Secondary Education, a copy of the teacher certification lists;**
- E. LA SALLE shall notify MU, prior to the beginning of each school year and within ten (10) days following a change of individuals responsible, of the identity, address and telephone number, of LA SALLE's employee or consultant who will be responsible during the school year, for understanding and complying with the expectations of the Missouri Financial Accounting System;**
- F. LA SALLE shall have in place adequate financial controls to assure that none of the revenues received for operation of the charter school are expended for expenses unrelated to the operation of the charter school, which shall include but not be limited to:**
- 1) A requirement that a monthly check register is reviewed and approved by the charter school's board of directors prior to issuing payment for amounts in excess of \$5,000; and**
 - 2) The bank account where state funds are deposited must be established and under the control of the charter school's board of directors. If a management company is contracted, personnel associated with the company shall not have direct access; and**
- G. LA SALLE's board of directors will attend a minimum of 5 hours of board training each calendar year, unless additional requirements are instituted in statute or rule. Such training shall be approved by MU. For the purposes of this paragraph, training sponsored by DESE, the Missouri Public Charter Schools Association, or approved for other LEAs by the State Board of Education shall be automatically approved.**
- H. LA SALLE will cooperate with MU to create and comply with a monitoring or performance plan that establishes yearly goals to be used by both LA SALLE and MU to assist in evaluating LA SALLE's progress. The monitoring or performance plan will be reviewed and revised by the parties, as needed, by September 30 of each school year.**
- I. LA SALLE will cooperate with MU to provide academic growth data, including, but not limited to, NWEA or other standardized testing, as needed to document performance.**
- J. MU and the LA SALLE's governing board and staff shall meet from time to time, but no less frequently than once every year, to jointly review the charter school's performance, management and operations.**

K. LA SALLE's user manager shall provide appropriate view access to MU in all DESE data management and monitoring systems to allow required oversight.

Section 8.2. Other than the expenses associated with sponsorship of a charter school described in Section 160.400.11 RSMo, MU does not expect to receive any compensation for acting as a sponsor and has not asked for nor received from LA SALLE any fee of any type for consideration of the application and proposed charter submitted by LA SALLE. MU has not imposed, as a condition for its consideration of the application and proposed charter, a promise of future payment of any kind by LA SALLE.

ARTICLE IX--GENERAL TERMS AND CONDITIONS

Section 9.1. **Assignment**--This Charter School Contract is not assignable by LA SALLE without the prior written consent of the Chancellor of MU.

Section 9.2. **Successors and Permitted Assigns**--The terms and conditions of this Charter School Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

Section 9.3. **Entire Contract**--This Charter School Contract sets forth the entire agreement between MU and LA SALLE with respect to the subject matter of this Charter School Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Charter School Contract.

Section 9.4. **Amendments**--None of the terms or conditions herein shall in any manner be altered, amended, waived, or abandoned, except by written agreement of the parties, executed by authorized representatives of the parties.

Section 9.5. **Other Contracts**--Nothing contained in this Charter School Contract or in the provisions of Section 160.400 through 160.425 RSMo requires or prohibits the parties from entering into separate contracts related to the Charter School's need to procure professional services from MU or its faculty and staff including, but not limited to, sponsored research contracts, consulting contracts, etc. If the parties desire to enter into such separate contracts, they will be in writing and shall set forth the terms and conditions thereof including the consideration to be paid therefore.

Section 9.6. **Severability**--If any provision of this Charter School Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity or enforceability of the remainder of the provision or the remaining provisions of this Charter School Contract.

Section 9.7. **Non-Waiver**--No term or provision of this Charter School Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent

shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default of the other, whether expressed or implied, shall constitute a consent to, or waiver of, or excuse for any different or subsequent breach or default.

Section 9.8. Governing Law--This Charter School Contract shall be governed and controlled by the laws of the State of Missouri as to interpretation, enforcement, validity, construction and effect, and in all other respects. This Charter School Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Charter School Contract.

Section 9.9. Counterparts--This Charter School Contract shall be executed in one or more counterparts and all such counterparts shall constitute one and the same instrument.

Section 9.10. Notices--Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon the date of actual delivery, if delivery is by hand; or (ii) the third business day following deposit into the United States mail if delivery is by first class mail, postage prepaid. Each such notice shall be sent to the respective party at the address indicated below or to such other address as may hereafter be designated by a party, by notice to the other party as provided in this section:

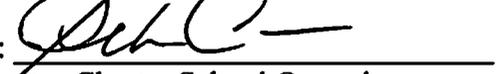
IN WITNESS WHEREOF, the parties hereto have executed this Charter School Contract and/or authorized same to be executed by their duly authorized representatives as of the date shown below their respective signatures.

UNIVERSITY OF MISSOURI
College of Education
Hill Hall
Columbia, MO 65211

By 

Dean Dan Clay

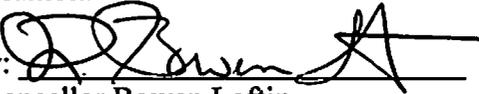
Date: 4-29-15

By: 

Director Charter School Operations
Deb Carr

Date: 4-29-2015

THE CURATORS OF THE
UNIVERSITY OF MISSOURI
on behalf of the University of Missouri-
Columbia

By: 

Chancellor Bowen Loftin

Date: 4 May 2015

LA SALLE CHARTER SCHOOLS, INC.
4145 Kennerly Avenue
Saint Louis, MO 63113

By _____
Board President Demetrius Grooms

Date _____

17 December 2019

Dr. Kelvin Adams
Superintendent
Saint Louis Public School District
801 N. 11th Street
St. Louis, MO 63101

Sent via email

Dear Dr. Adams:

This letter serves as notice to the Saint Louis Public School District that the University of Missouri has agreed to renew the charter with La Salle Middle School. The new charter will be effective July 1, 2020 through June 30, 2025. The full charter renewal applications and all related materials will be available on the DESE website when formally submitted.

Should you have any questions about La Salle's renewal application, please do not hesitate to contact me directly at 314-581-400-8166 or kettenbachg@missouri.edu

Sincerely,



Gerry Kettenbach, Ph.D.
Director
Charter School Sponsorship
kettenbachg@missouri.edu



**University of Missouri
Office of Charter School Operations - MU College of Education
La Salle: The Northside Center for Learning
Performance Contract 2015-2018**

As the official charter school sponsor of La Salle: The Northside Center for Learning (La Salle), the University of Missouri-Columbia (MU) is legislatively required to monitor compliance and performance of the school, recommend sanctions, if necessary, and closure when the school demonstrates an inability to meet standards. This performance contract represents expectations in the initial charter term.

Governance

Charter schools are governed by an independent board of directors that are required to abide by all laws governing 501(c)3 organizations, and public schools. In the first four years of the charter, the board of La Salle shall:

1. Consistently abide by all Missouri laws, including the Missouri Sunshine Law in all its operations.
2. Maintain an active, involved board as described in their charter.

Finances

The school depends on the board maintaining proper fiduciary responsibility. In the first four years of the charter, La Salle shall:

3. Comply with annual auditing and ASBR requirements, and remedy all audit findings.
4. Maintain adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and paying all obligations in a timely manner.

Compliance

Schools maintain and submit large amounts of data to all regulatory authorities. MU monitors compliance of all these requirements using Epicenter (though it maintains the right to change that system at any time). In the first four years of the charter, La Salle shall:

5. Maintain a 90% compliance rate in Epicenter (or other system) for submitting required data and reports.
6. Consistently comply with DESE reporting requirements and requests, including MOSIS submissions and Tiered Monitoring requirements.

Environment

La Salle measures satisfaction with school climate internally, and MU assesses it using various measures, as needed. In the first four years of the charter, La Salle shall:

7. Promptly and adequately answer any and all issues or complaints raised on an MU site visit report, or in a public complaint.
8. Maintain 60% parent involvement in school events.

Teaching and Learning

The most important measure of success in any school is student outcomes and quality teaching is the most important input to successful outcomes. In the first four years of the charter, La Salle shall:

9. Maintain a professional development system that includes: a teacher evaluation system that meets state requirements, retention of excellent teachers, and removal or development of teachers that are not meeting expectations.
10. Meet MSIP-5 academic achievement targets below:

Indicator	2015	2016	2017	2018
Academic Achievement		Approaching	On Track	On Track
Subgroup Achievement		Approaching	On Track	On Track
High School Readiness		Approaching	On Track	On Track
Attendance		Approaching	On Track	On Track
Overall APR				At least 70%

La Salle and MU agree that substantial failure to meet any of the ten (10) terms of accountability will cause La Salle to be placed on probation. Probation will require a remediation plan for addressing all deficiencies in the following year. Failure to remediate will result in a recommendation for closure.

Furthermore, this contract is for four years. In the fourth year, La Salle and MU will determine, based on MU policy and procedures and successful completion of this contract, if the school is prepared for renewal. At that time, a new performance contract will be created to address the next six years of the proposed, renewed charter.

In agreement:


4-29-2015
Deb Carr, Executive Director
MU Office of Charter School Operations


Demetrius Grooms, Chair
La Salle Board of Directors

Student Achievement Results

MAP (2017-19): 2019 MAP results indicate that the turnaround model, which often takes 4-5 years to demonstrate significant gains, is already positively impacting student achievement. Growth in Grade 8 ELA and Grades 6-8 Math are particularly strong.

Communication Arts - MAP Index (2017-2019)				Mathematics - MAP Index (2017-2019)			
	2017	2018	2019		2017	2018	2019
Grade 5	214.30	272.20	226.32	Grade 5	192.90	200.00	147.37
Grade 6	211.50	244.70	255.00	Grade 6	219.20	150.00	250.00
Grade 7	219.40	258.60	241.03	Grade 7	206.50	169.00	205.26
Grade 8	290.90	242.30	303.33	Grade 8	240.90	121.10	220.69
LSMS	233.30	252.30	257.81	LSMS	216.10	158.60	214.29

MAP - Two Year Comparison without 5th grade: LSMS has committed to focusing on a true middle school model (6-8) as a cornerstone of the renewal. MAP results demonstrate that without 5th grade scores, LSMS achievement is higher and showing growth. In the "Percentage of State Mean" (PSOM) measure, in 2019 LSMS Grade 6-8 scored 79% PSOM in ELA and 74% PSOM in Math, closing the gap between ELA and Math performance relative to the state.

MAP Results Middle School (Grades 6-8 only)						
Communication Arts						
Achievement	# Students	BB	B	P	A	MPI
2018	93	32	47	12	2	248.4
2019	109	31	59	16	3	263.3
Mathematics						
Achievement	# Students	BB	B	P	A	MPI
2018	86	67	14	5	0	150.0
2019	107	49	43	11	4	226.2

Student Culture/Climate Results: Systems have been developed and staff are in place to address reduction of Out of School Suspension days and increase in Proportional Attendance for 2019-20 and moving forward.

	2016-17	2017-18	2018-19
Suspension Days (out of students enrolled)	145 (110 enrolled)	115 (120 enrolled)	151 (130 enrolled)
Parent Engagement Percentage Goal: 60% monthly	71%	79%	81%
Proportional Attendance Goal: 90%	79.0	85.5	72.0

Expected Outcomes:

Based on MPI trends from 2018 and 2019, LSMS proposes these MPI goals for 2020-2024. If MSIP-6 changes the method for measuring achievement, these may be amended as needed. In any year(s) in which the state MPI is inconsistent, then LSMS intends to demonstrate

	2020	2021	2022	2023	2024

ELA MPI	265	275	285	295	300
Math MPI	220	230	240	245	250

Student Improvement Results

MAP (2017-19): 2019 MAP results indicate that the turnaround model, which often takes 4-5 years to demonstrate significant gains, is already positively impacting student achievement. Growth in Grade 8 ELA and Grades 6-8 Math are particularly strong.

Communication Arts - MAP Index (2017-2019)				Mathematics - MAP Index (2017-2019)			
	2017	2018	2019		2017	2018	2019
Grade 5	214.30	272.20	226.32	Grade 5	192.90	200.00	147.37
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Mathematics						
Achievement	# Students	BB	B	P	A	MPI
2018	86	67	14	5	0	150.0
2019	107	49	43	11	4	226.2



**University of Missouri
Office of Charter School Operations
La Salle School Performance Contract 2020-2025**

As the official charter school sponsor of La Salle Charter School, the University of Missouri-Columbia (MU) is legislatively required to monitor compliance and performance of the school, recommend sanctions, if necessary, and closure when the school demonstrates an inability to meet standards. This performance contract represents expectations in this five-year charter term.

Governance

Charter schools are governed by an independent board of directors that are required to abide by all laws governing 501(c)3 organizations, and public schools. The board of La Salle Charter School shall:

1. Consistently abide by all Missouri laws, including the Missouri Sunshine Law in all its operations.
2. Maintain an active, involved board as described in their bylaws and policies.

Finances

The school depends on the board maintaining proper fiduciary responsibility and adherence to all laws and accounting and record-keeping guidelines. The La Salle Charter School board shall ensure that all stakeholders:

3. Comply with annual auditing and ASBR requirements, and remedy all audit findings.
4. Maintain adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and paying all obligations in a timely manner.

Operations

La Salle Charter School staff and other stakeholders will engage in a myriad of activities necessary to operate a school. From human resources, to facility management and contracting, to extensive data collection and reporting on all those activities, La Salle will obey all laws, maintain appropriate oversight, and create and implement sound policies and processes, with fidelity. La Salle Charter School shall:

5. Consistently comply with all laws and policies and meet all reporting requirements, including, but limited to, MOSIS submissions and Tiered Monitoring requirements.
6. Operate the school in accordance with approved school policies, in a way that advances stated goals and objectives, and address deficiencies in an appropriate and timely manner.

7. Maintain a recruitment, hiring, and retention process that operates with a commitment to stakeholder input, using stated goals and objectives with guidance from updated Continuous School Improvement Plan (CSIP).

Environment

La Salle Charter School measures school climate internally, and MU assesses it using various methods, as needed. La Salle Charter School shall:

8. Adhere to all laws and regulations pertaining to the health and safety of all staff and students, and promptly and adequately answer any and all issues or complaints raised by any stakeholder.
9. Maintain school leadership and culture that contributes to successful attainment of stated goals and objectives.

Teaching and Learning

The most important measure of success in any school is student outcomes and quality teaching is the most important input to successful outcomes. La Salle Charter School shall:

10. Maintain a professional development system that includes: a new teacher mentor program, teacher evaluation system that meets state requirements, retention of excellent teachers, and removal or development of teachers that are not meeting expectations.
11. Each year, La Salle shall meet the following conditions based on MAP performance.
 - If La Salle is at the Floor level for ELA or Math for the year's scores, La Salle must be Exceeding in Progress or Growth for that subject
 - If La Salle is at the Approaching level for ELA or Math for the year's scores, La Salle must be On Track or Exceeding in Progress or Growth for that subject

La Salle Charter School and MU agree that substantial failure to meet any of the Eleven (11) terms of accountability will result in a deficit letter with a required remedy. Failure to adequately address any deficiencies may cause La Salle Charter School to be placed on probation. Probation will require a remediation plan for addressing all deficiencies to be remedied within 12 months. Failure to remedy deficiencies in that time shall extend the probation up to 12 months or result in charter revocation, depending on severity of the deficiencies at the end of probation and time of the school year. After 24 months of probation based on this performance contract without remedy, the charter shall be revoked and the school shall move into closure in a manner least disruptive to students.

This contract is for five years. In the fourth year, La Salle Charter School and MU will determine, based on MU policy and procedures and successful adherence to this contract, if the school is prepared for renewal. At that time, a new performance contract will be created to address the next renewal period.

In agreement:

Gerry Kettenbach, Executive Director
MU Office of Charter School Sponsorship

Dan Haley, President
La Salle Charter School Board of Directors

Date

Date

July 2018

PERFORMANCE MONITORING PLAN

Policies and Procedures

Office of Charter School Operations
College of Education



University of Missouri

College of Education
Office of Charter School Operations
Performance Monitoring Plan

The MU Office of Charter School Operations (OCSO), as an approved sponsoring agent of the Missouri State Board of Education, is charged with oversight and compliance monitoring of our schools. Schools that consistently perform well require less intervention and monitoring. New schools, or schools struggling to meet charter goals and/or state and federal requirements receive more oversight. However, all schools are held to the same standards—they must meet all government regulations and requirements, meet their charter and performance contract expectations, and generally perform, at minimum, near the average academic performance of the district in which they are located. This document describes the activities and expectations in the annual review process for all MU charter schools.

MONITORING FOCUS AREAS

Our intent is to monitor the primary systems and processes that contribute to school success and are subject to federal, state, local and charter compliance. The three focus areas detailed below represent the basic, interrelated elements of charter school operations, each important to the overall success of a charter school: Academics, Finances, and Governance & Organization. We will gather information on these areas in our attendance at board meetings, school visits and review of records.

FOCUS AREA 1: ACADEMICS

High academic outcomes are the main reason schools exist, and thus, the primary measure of their success. With an evolving understanding of the creativity and kinds of intelligence expected for graduates to succeed in a complex world, continued emphasis on accountability at both national and state levels, the adoption of new State Standards and assessments, and advancements in the use of technology to facilitate the learning process, it is difficult to define and demonstrate appropriate outcomes. Hence, measures of academic success continue to be reevaluated over time, considering state and local assessments.

Beyond assessments, academic outcomes are the result of a strong foundation of learning inputs which can be measured and monitored. It is widely acknowledged that willing students will succeed with an excellent teacher using nothing more than pencil, paper, and chalk—quality teachers being the cornerstone of successful schools. Supporting good teaching, it is imperative that schools invest in a guaranteed and viable curriculum and/or individualized learning plans for each learner, consistently utilize assessment tools that are reliable and valid, engage all members of the teaching team in the use of assessment data to

maximize student success, and effectively meet the needs of learners with special needs.

Therefore, in addition to high expectations for assessment outcomes, our office may look for evidence of strong operational foundations for learning, including, but not limited to;

- teacher evaluation systems,
- professional development,
- policies and culture that promote the recruitment and retention of high quality teachers,
- coordinated systems for addressing learning challenges for all students,
- evidence of data-driven decision-making and continuous improvement efforts.

FOCUS AREA 2: FINANCES

Sound finances support all aspects of school operations and success. Nationally, poor fiscal health, not academic performance, is the primary reason charter schools fail. Charter school finances are particularly challenging for several reasons: the need for start-up funding, building needs, high costs associated with a new business venture, complex funding of public schools, and the unpredictable nature of the education sector. Strong and capable board oversight of finances is crucial, and capable internal and external professionals are necessary for ongoing operations. Financial decisions must be carefully considered with appropriate data. All fiscal operations need to be monitored by the board and transparent to the public and federal, state and local government.

Charter schools must adhere to financial policies and procedures, as well as mandatory reporting, to fulfill statutory, regulatory, and charter obligations. In fulfilling these expectations, schools collect, report and retain enormous volumes of information in numerous systems, from the student information system to lunch menus and nutritional records. A well-run school will complete all reports, on time, with fidelity, and retain accurate records in accordance with a published policy, and all laws and regulations. All purchases and contracts will adhere to proper procurement policies and there will be internal controls for managing property and payments that contribute to the day-to-day success and orderly operations of the school. By law, every year an independent auditor must conduct an audit with, hopefully, no material findings.

FOCUS AREA 3: GOVERNANCE & ORGANIZATION

The foundation of charter school success is sound governance. Federal and state regulations and requirements are complex, and the knowledge needed to successfully navigate a PK-12 environment is sometimes overwhelming. The mixture of the need for sound business practices, a highly regulated educational sector, and the human dynamics of a school contribute to an environment that is fluid and often difficult to navigate. This context is different from both traditional school boards and most non-profit boards—it is essential that board members of charter schools be knowledgeable, responsible and effective in their role.

Governing boards are responsible for creating and maintaining a healthy fiscal foundation and comprehensive policies on which the school operates. Staff, contractors, and other personnel work together to ensure that routine needs are met on a daily basis—from transportation and lunch to instruction and assessment. Successful schools also attend carefully to other services in meeting student needs, from required special needs assessments to optional health screenings, that make it easier for teachers to teach and students to learn. Co-curricular activities and field trips enrich learning and are valuable investments beyond the daily routine. Addressing staff needs through effective communication and professional development is also essential for school success. All of these activities depend on sound finances and policies.

In many charter schools, operations and programs will cost more than state and federal funding provide. Some form of external funding is likely to be part of an excellent charter school operation. Whether it be in the form of corporate or foundation grants, large fundraisers, or private donations, many high achieving charter schools have a solid development plan and ongoing implementation.

Underlying everything from the makeup of the board to the activities the school finances, is Vision, Mission and Culture. Culture has been defined in numerous ways with varying degrees of specificity. It continues to be the focus of studies with efforts to measure its dimensions and impact. Regardless of how culture is defined or measured, however, what is clear for charter schools is that, for optimal success, all stakeholders embrace a specific mission and vision that is based on a set of values, assumptions and “ways of operating” that become part of the collective fabric of the organization—its culture. As this is unique and important to the overall success of the school in meeting the original goals set forth in the charter, this culture defines the larger environment in which the students and teachers work every day.

Culture begins with leadership setting the tone. From there, a healthy environment is one that is organized, respectful and supportive. It is characterized by facilities that reflect the culture, is filled with people who uphold the values of the school, and has processes, procedures and services needed to make the mission and vision a reality. At its best, a school reflects or extends its culture into the larger community by drawing in a circle of stakeholders who support the mission and vision and students of the school. Supporting student success, behavior management and wrap-around efforts are vital parts of a strong culture.

MONITORING ACTIVITIES

Two general methods of oversight are used: Direct and Indirect. Indirect oversight includes document collection and review, surveys, review of DESE reports and communications. Direct observation fills in detail of school operations and confirms information from indirect monitoring through attendance at Board meetings, school visits, participation in school activities and classroom observations. Effective monitoring requires direct interaction and the opportunity to build relationships and develop deeper understanding of school culture and operations. Most of these activities are described below, and some combination of direct and indirect oversight will be utilized in all schools, but will increase in schools that are not meeting expectations.

Indirect Monitoring

Indirect monitoring consists mainly of reviewing reports, documents, correspondence, websites, and other information from or about a school. Most document reviews are conducted primarily using Epicenter, an online document storage system. During the opening of a new school, and with each new year, documents are requested for submission into the system. Epicenter is a cloud-based system that allows the Charter Schools Office, designated school staff, board members, and DESE to see the complete collection of documents required for review and certify completion of other activities.

Monitoring budgets and financials is done through Epicenter, board meeting attendance, monthly financial reports and the annual audit.

Review of DESE data and other assessments is done as information becomes available to monitor general reporting compliance and academic achievement.

Review of school communications include school postings, materials distributed at parent meetings, websites, other electronic media, newsletters, annual reports, and media articles.

Other communication is monitored and included in the review process. This includes everything from notices of non-compliance from DESE or other agencies, parent or stakeholder complaints, teacher grievances, awards, recognition and commendations.

Surveys of teachers, staff, and board members may be conducted periodically. Student, community partner, parent, or other surveys will be conducted as needed and agreed to by individual schools.

Direct Monitoring

Board meeting attendance is a vital part of monitoring, as the MU Charter School Office's legal relationship is with the governing board. The governing board is the primary

leadership of the school and is responsible for compliance with open records and meetings laws, financial oversight requirements, and many other activities required and recommended as best practice. An OCSO staff member will generally attend all board meetings. To the extent agreed to by the board, our office will provide updates or other important announcements, and can assist to facilitate planning sessions, or training. However, in normal operations, our role at board meetings is observing as a member of the public, and we recognize that as our role in ensuring and protecting the autonomy of the school.

School Visits

School Visits are a normal part of our monitoring process throughout the term of a charter. The purpose of these visits is to gain a better understanding of how the school operates beyond the available performance data and board reports. Visits may be scheduled or unscheduled, and will vary in frequency and what is addressed depending on the development of the school over time. As a school approaches renewal, visits will become focused on gathering evidence to support charter renewal or a decision to allow the charter to lapse. Visits will always be structured to minimally interrupt school operations.

Scheduled Quarterly Visits

Throughout the term of the charter, the Charter School Office will arrange for its staff to visit the school. Each visit will be arranged with the school lead/principal and an agenda will be shared ahead of the visit. The purpose of these visits is to establish a narrative of the school's daily operation and administrative and staff duties. Our staff will talk to school staff and may visit classrooms and observe daily routines (such as passing time, lunch, and arrival or dismissal). What is captured during these visits will be included in the school's annual report, where appropriate. If there are concerns that are time sensitive, appropriate administrators will be notified. Boards may ask for an overview of the visit, but fully developed reports will not be given until after APR scores are released for the year.

Unscheduled Visits

Unannounced visits will be made during the school year and will not replace scheduled visits. Visits may be to community or school activities, professional development or meetings, and may include visits during regular school hours. At such times, CSO staff may visit classrooms and talk to staff, when available or as needed. The purpose of these visits is for relationship building and continues narrative building. Any information may be added to the school's annual report.

Renewal Visits

Renewal visits will begin during the 3rd year of a five year charter. During this time, the CSO office will conduct thorough visits with key staff and board members. During the 3rd and 4th year visits, outside experts might be asked to assist with evaluation of the school.

During the 3rd year, CSO staff will meet with the board chair about the school's current standing and possible renewal. CSO staff will then present to the entire board the process for renewal. Visits will include one-on-one meetings with key administration including; CEO, CFO and/or finance/operations director, curriculum specialist and/or school lead. The purpose of these visits is for the CSO staff to process the school's plan for the possibility of the next charter as projected by that administrator's area of expertise. The school will complete their renewal application for the University to continue sponsorship.

During the 4th year, visits will include some continuation of 3rd year visits, as needed. Other visits will include board finance committee and governance committee members. The purpose of these visits is for the CSO to have a full understanding of the board's plan for the upcoming charter renewal. CSO staff will also meet with Board Chair and CEO/School Leader to discuss non-renewal or renewal application. That conversation will determine how remaining visits will be structured.

Focused Site Visits

When concerns are noted, or when a school is on probation or in consideration for closure or non-renewal, the Charter Schools Office will conduct more focused site visits. Visits may include surveys, interviews with administrators, support staff, teachers, and board members. The office may also hire consultants to perform other reviews and evaluations of fiscal operations, or academic programs. These visits may replace or be in addition to Scheduled Quarterly Visits.

Reporting

Based on the above monitoring activities, the MU Charter School Office will provide the board, the schools and the public with information about the school and its academic outcomes.

Sponsor Website pages for each charter entity and school building present general and evaluative information about each school. Links will be provided to audits other fiscal reports, DESE report cards and other pertinent information.

Status Letters will be completed approximately one month following the release of state assessment data and APRs. The status letter will inform the school and DESE of the overall health of the school and include a monitoring plan, or updated performance contract, if necessary.

Letters of Concern will be sent when serious issues or patterns of non-performance arise in any area of monitoring. Letters of Concern could be issued in instances including, but not limited to:

- Low academic achievement;
- Evidence of financial instability, i.e., excessive reliance on short term loans, expenditures that regularly exceed revenues, and high payables;
- Any instance of legal noncompliance;
- A pattern of numerous and similar parental or public complaints;
- A matter of safety in the facilities;
- A matter of student safety;
- Poor governance and/or insufficient oversight; and/or
- Non-remediation of any other concerns communicated to staff by the DESE or the OCSO.

Performance Requirements

OCSO will monitor the performance of all charter schools in the three focus areas and will pay particular attention to key indicators. Schools will perform at different levels of strength in different periods of their charter. What constitutes a fiscal problem for a new school with 120 students in a donated building will be significantly different from a concern in an established charter network with 5000 students, five owned buildings, and its own bussing system. Also, each school is unique, as we expect to hold charters for a variety of educational concepts, from schools that look like traditional district schools, to schools for high-risk populations, and boutique concepts that serve small numbers of students in shared space.

For that reason, while performance agreements may differ due to the uniqueness of each charter, every charter school agreement will require:

- Legal compliance is not negotiable. OCSO may monitor and review any policies or practices required by law. It will also consider reports from external entities about any problems in this regard.
- Charter compliance is expected. However, changes are also normal. Schools will be accepted after providing a realistic plan for a high performing school built on a solid organizational foundation that expects high academic outcomes for its specified population.
- Academic outcomes should be the result. Charters will be expected to perform at least as well as the average of the district in which they are located, unless other outcomes are expected, as dictated by the population and the approved charter.

A draft performance contract is included as an Appendix.

School Status

The primary role of a sponsor is holding schools accountable for the results promised in the charter. Annually, the status letter will identify where each school stands in meeting that promise. In general, for regular academic schools, their status will be indicated by the following criteria. While most of the noted criteria are academic, financial health is a serious consideration in a school's status (at minimum, maintaining at least a 3% fund balance). APR scores are without any hold harmless provisions.

High Performing

- School is financially sound;
- APR above 85% for three of the last four school years;
- Graduation rate above 80%, if offering high school; and
- No unresolved letters of concern.

Good Standing

- School is financially sound;
- APR above 70% for three of the last four school years; and
- No unresolved letters of concern; or
- A new school not yet eligible for an APR.

Warning

- APR below 70% for three of the last four years; or
- Unresolved letters of concern (including financial).

Probation

- APR below 50% for three of the last four years; and/or
- Unresolved letters of concern (including financial) for two consecutive years.

Closure

- Any school after two consecutive years on probation, without increases in performance;
- A serious breach that necessitates charter revocation as defined by law;
- Charter lapse; or
- Governing board opts for closure.

While special schools, or schools for high-risk students may have different APR scores, as agreed in their performance contracts, they will still fall into one of the four status categories, but with differing requirements, as outlined in the charter.

Additional Monitoring for Schools Not In Good Standing

Schools in Warning Status:

Schools in warning status will be issued a Monitoring Plan, either with a letter of concern, or with the annual status letter. The monitoring plan will indicate elevated levels of monitoring and oversight which may include:

- Reports regarding teaching and learning inputs and alternative measures of academic achievement.
- Monthly fiscal records, such as checking account statements, credit card statements, or cash flow reports.
- Attendance at subcommittee meetings and other public planning events.
- Focused School Visits to monitor area specific to noted concerns
- Other monitoring as indicated by areas of concern. These activities may include file reviews, test monitoring, or other consultant reviews.

Schools on Probation or in Closure Status:

Schools on probation or in closure status will be issued a monitoring plan and may have a probationary performance contract with additional requirements that must be met for renewal. These situations are highly specific to the schools and the circumstances, but may include all items above, and will likely include additional assessments or evaluations conducted by contracted entities.

APPENDIX

Office of Charter School Operations CHARTER SCHOOL Performance Contract XXXX-XXXX

As the official charter school sponsor of CHARTER SCHOOL, the University of Missouri-Columbia (MU) is legislatively required to monitor compliance and performance of the school, recommend sanctions, if necessary, and closure when the school demonstrates an inability to meet standards. This performance contract represents expectations for the remainder of the charter term.

MU desires that CHARTER SCHOOL materially comply with the terms of accountability set forth below. MU will periodically assess performance against these terms of accountability and inform CHARTER SCHOOL of findings. CHARTER SCHOOL and MU agree that identification of a failure to meet any of the seven (7) terms of accountability below may result in a deficit letter being issued by MU. Any such deficit letter issued by MU will include a specifically identified deficiency and a reasonable timeline appropriate to the circumstances of the deficiency (which timeline shall be stated in a number of days) within which MU will re-evaluate the deficiency.

If, upon reevaluation, CHARTER SCHOOL has failed to remedy the specific deficiency set forth in the deficit letter, then MU will provide notice to CHARTER SCHOOL that it has been placed on Probation. The Probation notice will

1. identify the specific deficiency that has caused CHARTER SCHOOL to be placed on Probation,
2. require CHARTER SCHOOL to establish a remediation plan that is acceptable to MU by a specified deadline, and
3. state a reasonable timeline appropriate to the circumstances of the deficiency within which MU will assess whether CHARTER SCHOOL has met the requirements of the remediation plan.

If CHARTER SCHOOL fails to meet the requirements of the remediation plan as required by the Probation notice then MU shall reserve the right to terminate the charter or otherwise recommend closure.

Academic Outcomes

The most important measure of success in any school is student outcomes and quality teaching is the most important input to successful outcomes. CHARTER SCHOOL shall:

1. Maintain a professional development system that:
 - a. allows for implementation of the academic program described in the Charter Contract Exhibit A and carries out any operational details in Exhibit B;
 - b. includes a new teacher mentor program,
 - c. incorporates a teacher evaluation system that meets state requirements, and
 - d. facilitates the removal or development of teachers that are not meeting state or federal requirements.
2. Exceed district averages on all academic indicators and benchmarks evaluated by the

state. This includes, but is not limited to; MAP assessments, attendance, graduation, high school readiness, and any new indicators that may become part of any state monitoring or grading system.

Finances

The school depends on the board maintaining proper fiduciary responsibility. The CHARTER SCHOOL board shall ensure that all stakeholders:

1. Comply with all federal and state financial and auditing requirements, including annual ASBR filing and an external audit, and remedy all audit findings.
2. Operate in a manner designed to maintain adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, paying all obligations in a timely manner, and adhering to Exhibit C of the Charter Contract.
3. Consistently abide by, and ensure all school personnel abide by, all federal and Missouri laws and regulations, including, but not limited to IRS and federal financial and procurement requirements.

Governance and Organization

Charter schools are governed by an independent board of directors that operate as a 501(c)3 not-for-profit corporation. The board, its hired administration and contractors will engage in the activities necessary to operate a school. From board oversight of senior leadership to human resources, to facility management and contracting, to extensive data collection and reporting on all those activities, the board and administration of CHARTER SCHOOL shall:

1. Consistently abide by, and ensure all school personnel abide by, all Missouri laws and regulations, including, but not limited to: Missouri education and charter school law, the Missouri Sunshine Law, and all reporting requirements, including, but not limited to, MOSIS submissions and Tiered Monitoring requirements.
2. Maintain an active, involved board and operate the school in accordance with bylaws and approved policies, in a way that advances the stated goals and objectives of the Charter Contract, and address deficiencies in an approved and timely manner.

Furthermore, barring any other changes in law, procedure or status of the sponsor, meeting all terms of this contract will qualify CHARTER SCHOOL for renewal.

In agreement:

NAME, Executive Director
MU Office of Charter School Operations

NAME, CHAIR/PRESIDENT
CHARTER SCHOOL BOARD

Date

Date

La Salle Middle Charter School

Revenue	FY20 126 Enrollment	FY21 144 Enrollment	FY22 162 Enrollment	FY23 162 Enrollment	FY24 162 Enrollment
5100 Local Revenue					
5113 Prop C	\$ 139,834	\$ 142,614 (a)	\$ 165,268 (a)	\$ 188,859 (a)	\$ 192,576 (a)
5151 Food Sales to Pupils	-	-	-	-	-
5161 Food Sales to Adults	-	-	-	-	-
5192 Gifts	-	-	-	-	-
5198 Miscellaneous	-	-	-	-	-
5100 Local Revenue	<u>139,834</u>	<u>142,614</u>	<u>165,268</u>	<u>188,859</u>	<u>192,576</u>
5300 State Revenue					
5311 Basic Formula	1,222,879 (a)	1,424,610 (a)	1,616,758 (a)	1,639,810 (a)	1,669,990 (a)
5312 Transportation	-	-	-	-	-
5319 Classroom Trust Fund (CTF)	45,878 (a)	46,782 (a)	54,860 (a)	62,780 (a)	64,094 (a)
5300 State Revenue	<u>1,268,757</u>	<u>1,471,392</u>	<u>1,671,618</u>	<u>1,702,590</u>	<u>1,734,084</u>
5400 Federal Revenue					
5412 Medicaid	-	-	-	-	-
5441 Special Ed Part B	34,229 (b)	39,119 (b)	44,009 (b)	44,009 (b)	44,009 (b)
5445 School Lunch Program	64,128 (c)	73,289 (c)	82,450 (c)	82,450 (c)	82,450 (c)
5446 School Breakfast Program	41,239 (d)	47,130 (d)	53,022 (d)	53,022 (d)	53,022 (d)
5448 After School Snack	-	-	-	-	-
5451-65 Consolidated Federal Programs	102,806 (e)	117,492 (e)	132,179 (e)	132,179 (e)	132,179 (e)
5497 Other Federal Revenue	-	-	-	-	-
5400 Federal Revenue	<u>242,402</u>	<u>277,031</u>	<u>311,659</u>	<u>311,659</u>	<u>311,659</u>
5899 GRAND TOTAL REVENUES	<u>1,650,993</u>	<u>1,891,037</u>	<u>2,148,545</u>	<u>2,203,108</u>	<u>2,238,319</u>

Revenue Explanations:

(a) See WADA Tab for calculations

(b) Estimated \$289 per FRL # @ 94% based on FY19 allocation

(c) 100% FRL w 90% ADP of enrollment x \$3.25 x 174 days

(d) 100% FRL w 90% ADP of enrollment x \$2.09 x 174 days

(e) Estimated \$868 per FRL # @ 94% based on FY19 allocation

Assessment Schedule 2019-20				
MONTH	ASSESSMENT	SOFTWARE	GRADE LEVELS	SCHEDULE
Every 4-5 weeks	Pre/Post tests - ELA, Math, Science, SS	USATestPrep	6-8	Ongoing beginning Aug. 26
August	Star Reading & Math	Renaissance	6-8	August 20-22
October	Star Reading & Math	Renaissance	6-8	October 22-24
January	Star Reading & Math	Renaissance	6-8	January 14-16
February	Practice MAP - ELA, Math and Science		6-8	March 30
March	Star Reading & Math	Renaissance	6-8	March 17-19
April	MAP ELA, Math, Science		6-8 Math & ELA 8 Science	April 14-30

- Assessments facilitated during content classes the first week after each quarter begins with the exception of March
- Reading/Tuesday, Math/Wednesday, make-up/Thursday (Brooke & Howard)

Test Prep USA Pre & Post Tests

Overview

Teachers administer pre-assessments at the beginning of units of study to determine various readiness levels and to assist the teacher in planning for instruction differentiated to individual student needs. Teachers will administer post tests following instruction of units of study to show areas of growth and remediation.

How Data is Used and Shared

The data from both formal and informal formative assessments can be used to determine whether to extend, intervene, reteach and/or reassess essential learning objectives. The summative assessment is utilized at the end of instruction for a particular unit to assess the comprehensive level of proficiency of each student related to the major learning objectives within the unit of instruction. With the data from these unit assessment, teachers can develop a plan to support students who are not proficient, while moving on to the next unit.

Star Assessments

Overview

Data will inform classroom teachers on how to best structure their classrooms and lessons as well as potentially restructure classroom composition.

How Data is Used and Shared

Data is available almost immediately for building administrators and classroom teachers. Teachers will conference with students following administrations to discuss and set goals for subsequent assessments.

Data Driven Instruction

Performance data is available almost immediately for teachers and administrators. Data is to be used:

- To adjust daily instruction.
- By grade level teams and PLCs to determine standards that need to be retaught, standards that are attained, and adjust teaching and reteaching.
- To create Intervention/Enrichment groups.

Results of these assessments help drive continuous improvement efforts within the classroom and school. Teachers are to track student performance on Domains/Clusters in their content areas and will meet in PLCs bi-weekly to discuss data and strategies for improving student achievement.

Student level reports are provided to students and families. Teachers are to conference with students monthly to discuss performance data and set goals for upcoming assessments.

Changes to the original proposal: Rationales

LSMS utilizes a two-part instructional model to replace “Multi-age learning groups”

Rationale: Students were not sufficiently exposed to grade level standards in multi-age groups based around skill level. The new model ensures students receive intervention services within the school day (growth) and have access to grade level content/skills (achievement).

LSMS has streamlined curricular resources in Math, ELA, and Science

Rationale: Curriculum developed internally often did not meet the level of rigor necessary for high achievement. Fidelity to fully vetted curricular resources that include quality assessments aligned to standards allows the leadership team to support teachers in improving instructional skills. Teachers are able to focus on making data-driven decisions within the approved curriculum, rather than writing original curriculum and transitioning between variety of products.

LSMS promotes an instructional model centered on a common lesson plan format

Rationale: The original charter proposed that teachers were charged with finding methods that work with students. This level of instructional autonomy did not meet the expectation for research-based best practices or allow students to know what to expect from class to class.

LSMS has developed a wrap-around model for educator evaluation and professional learning

Rationale: Formal policies and procedures in the areas of evaluation and professional development were needed to give educators and staff opportunities and resources to grow and allow for fair and timely systems when staffing changes are warranted.

LSMS has streamlined assessment and data-driven decision-making practices

Rationale: The former assessment plan included STAR, NWEA, teacher-made assessments, Common Formative Assessments, interim assessments, and summative assessments. A streamlined model allows more effective use of data and more time for instruction.

LSMS has returned to a traditional grading model

Rationale: With insufficient professional development and assessments not necessarily aligned to the rigor of the standards, the transition to Standards-Based Grading was not successful. Transparency in grading practices allows students to understand how they are progressing. A traditional model also supports the high school application process.

LSMS has adjusted systems for positive culture and climate to meet increased student needs

Rationale: LSMS leaders and staff had to adapt to increased student needs when transitioning from a private to public charter school. Former practices of identifying students who were considered a good fit for the school did not comply with serving any and all students who are awarded a seat through the lottery. Removing students from class or relying on out of school suspension resulted in lost instructional time, and those practices did not change student behaviors. Under a new, comprehensive, proactive model, the LSMS leadership team is better able to support students, staff, and families meet behavioral expectations and engage appropriately in the learning environment.

2019 - 2020 Bell Schedule

Monday - Friday

Student Breakfast	7:30 - 7:50
Advisory	7:53-8:03
Period 1	8:05 - 9:05
Period 2	9:08 - 10:08
Period 3	10:11 - 11:11
Period 4 - 6th Lunch	11:14 - 11:34
Period 4 - 6th Recess	11:34 - 11:59
Period 4 - 6th Elective	12:02 - 12:47
Period 4 - 7th & 8th Elective	11:14 - 11:59
Period 4 - 7th & 8th Lunch	12:02 - 12:22
Period 4 - 7th & 8th Recess	12:22 - 12:47
Period 5	12:50 - 1:50
Period 6 - Elective/Intervention	1:53 - 2:38
Period 7 - Elective/Intervention	2:42 - 3:27
Announcements & Dismissal	3:30 - 3:40

7th & 8th Grade teachers will eat lunch 11:14am - 11:59am

6th Grade Teachers will eat lunch 12:02pm - 12:47pm

September 10, 2019

Dear STAR Families:

School is back in session, and we are pleased to announce that it's that time of year again for **Saturday School at LSMS!** Our goal is to provide our students with high-quality learning experiences that they may thrive as 21st-century learners, workers, and citizens. In our effort to move the academic needle forward in ELA and math literacy, your son/daughter has been selected to participate in this extended learning experience. During Saturday School, your child will receive individualized, and small group instruction. Students will also participate in fun, engaging learning activities designed to increase their communication and critical thinking skills.

Saturday School will begin Saturday, September 21st from 9:00-11:30am. We hope that your child will be able to take advantage of this free learning opportunity. To ensure that learning goals are met, regular attendance is required. If you would like for your child to participate in our program, please complete and sign the attached Saturday School Agreement. Families will be responsible for ensuring that students are dropped off on the following **Saturdays no later than 9:05 am and picked up no later than 11:40 am.** Forms should be returned to the main office by **Monday, September 16th.**

DATES:

- **Fall Session I-Saturdays:** 9/21, 9/28, 10/5, 10/12
- **Fall Session II-Saturdays:** 10/26, 11/2, 11/16, 11/23, 12/7
- **Winter Session-Saturdays:** 1/11, 1/25, 2/1, 2/8, 2/22

TIME: 9:00-11:30am

We look forward to seeing your child grow academically, socially, and emotionally through participation in this program. Stay tuned for announcements about Saturday School rewards/incentives to celebrate your child's success. If you have any further questions please don't hesitate to contact me at lcobb@lasallemiddleschool.org.

Kind regards,

Lauren Cobb
Principal