



STRIDE ACADEMY CHARTER SCHOOL CONTRACT

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CHARTER SCHOOL CONTRACT

Between

Pillsbury United Communities

and

Stride Academy

WHEREAS, the primary purpose of the School is to provide an educational program for its students in order to improve all pupil learning and all student achievement; and

WHEREAS, the secondary purpose(s) of the School's educational program is/are to:

- Increase learning opportunities for all pupils;
- Encourage the use of different and innovative teaching methods;
- Measure learning outcomes and create different and innovative forms of measuring outcomes;
- Establish new forms of accountability for schools; and
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

WHEREAS, the parties are authorized under Minnesota law to contract for the operation and oversight of a charter school, pursuant to Department of Education approval of Pillsbury United Communities' intent to charter the School; and

WHEREAS, Pillsbury United Communities has considered the authorization of the School and has approved the issuance of a charter contract to the School.

NOW, THEREFORE, Pillsbury United Communities grants this Contract conferring certain rights, privileges, and obligations of a charter school and confirms the status of a charter school to the School. In addition, the parties agree that the granting of this Contract is subject to the following terms and conditions.

ARTICLE I

DEFINITIONS

Section 1.1. Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- (a) "Applicable Law" means all state and federal law applicable to Minnesota charter schools and any regulations implemented pursuant thereto.
- (b) "Charter School Act" means the Minnesota Statutes 124E, as amended, and any rules adopted pursuant thereto.
- (c) "Commissioner" means the Commissioner of the Minnesota Department of Education.
- (d) "Contract" means this Charter School Contract between PUC and the School.

- (e) "Department of Education" means the Minnesota Department of Education.
- (f) "PUC" means Pillsbury United Communities.
- (g) "School" means Charter School which is established as a charter school under this Contract pursuant to the Charter School Act. The name and location (3241 Oakham Lane St. Cloud, MN 56301) of the School will not be changed without the prior written consent of PUC.
- (h) "School Board" means the Board of Directors of the School.
- (i) "Student" and "Pupil" are used interchangeably, and each means the Students/Pupils at the school.

Section 1.2. Captions. The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 1.3. Gender and Number. The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

Section 1.4. Exhibits. All Exhibits to this Contract are incorporated into, and made part of, this Contract. This Contract has the following Exhibits:

- A. Description of Educational Program
- B. Implementation of Statutory Purposes
- C. Academic & Non-Academic Goals
- D. Admissions Policies & Procedures
- E. Governance, Management & Administration Plan
- F. Financial Management Plan
- G. Statement of Assurances Signed by All Board Members
- H. Charter School Closure Checklist & Plan
- I. Provisions for Service Provider
- J. Performance Evaluation of School
- K. On-Going Evaluation Criteria, Process, & Procedures
- L. Range of Possible Interventions
- M. Quality School Review Report

ARTICLE II

RELATIONSHIP BETWEEN THE SCHOOL AND PUC

Section 2.1. Voluntary Authorization. PUC qualifies as an authorizer pursuant to Minnesota Statute 124E.05. In granting this Contract, PUC voluntarily exercises powers given to PUC pursuant to Applicable Law to authorize charter schools. Nothing in this Contract shall be deemed to be any waiver of PUC's autonomy or powers.

Section 2.2. Independent Status of the School. The School is not and shall not be deemed to be a division or part of PUC nor an agent of PUC. The relationship between the School and PUC is based solely on the applicable provisions

of the Charter School Act and the terms of this Contract or other written contracts or written agreements between PUC and the School. Except as otherwise provided in this Contract, PUC shall have no authority or control over operational, administrative, or financial responsibility for the School.

Section 2.3. Financial Obligations Are Separate. Any contract, mortgage, loan or other instrument of indebtedness entered into by the School and a third party shall not in any way constitute an obligation, general, special, or moral, of PUC. The School will never pledge the full faith and credit of PUC for the payment of any School contract, mortgage, loan or other instrument of indebtedness.

Any contract, mortgage, loan or other instrument of indebtedness entered into by PUC and a third party shall not in any way constitute an obligation, either general, special, or moral, of the School. PUC will never pledge the full faith and credit of the School for the payment of any PUC contract, mortgage, loan or other instrument of indebtedness.

Section 2.4. No Authority To Obligate or Bind Other Party. The School has no authority whatsoever to enter into any contract or other agreement that would financially obligate PUC, nor does the School have any authority whatsoever to make any representations to lenders or third parties, that PUC in any way guarantees, is financially obligated, or is in any way responsible for any contract, mortgage, loan or other instrument of indebtedness entered into by the School.

PUC has no authority whatsoever to enter into any contract or other agreement that would financially obligate the School, nor does PUC have any authority whatsoever to make any representations to lenders or third parties, that the School in any way guarantees, is financially obligated, or is in any way responsible for any contract, mortgage, loan or other instrument of indebtedness entered into by PUC.

Section 2.5. Limited Use of "PUC" Name. The School may not use the name of PUC or any assumed name, trademark, division or affiliation of PUC in any of the School's promotional advertising, contracts, or other materials without PUC prior written consent, except that the School may include the following statement in such materials, "[Name of School] is authorized by Pillsbury United Communities ." Pursuant to Minnesota Statute 124E.07 Subd. 8(b) the School shall identify PUC as its authorizer and provide contact information.

ARTICLE III

ROLE OF PUC

Section 3.1. Oversight Responsibilities of PUC. PUC has the responsibility to oversee the School's academic, financial, operational, and student performance, including the School's compliance with this Contract and Applicable Law. PUC shall monitor and evaluate School performance using various criteria, processes, and procedures set forth general in Article VI and Exhibit K.

Section 3.2. Authorizer Fee. The School shall pay PUC a fee for PUC's execution of its oversight responsibilities. The fee shall be the maximum fee provided by the Charter School Act, except that if Minnesota law is amended to increase this fee, the School will pay the increased fee.

ARTICLE IV

PERMITTED ACTIVITIES OF THE SCHOOL & ASSUMPTION OF LIABILITY

Section 4.1. Limitation on Actions. The School shall act exclusively as a charter school and shall not undertake any action inconsistent with its status as a charter school authorized to receive state and federal school aid funds and shall not undertake any action to jeopardize its 501(c) (3) status including observation of applicable conflict of interest requirements.

Section 4.2. Other Permitted Activities. The School shall have all powers, duties and responsibilities provided by law to a charter school. The School shall not engage in any otherwise lawful activities that are in derogation of the School's status as a public school or that would jeopardize the eligibility of the School for state and federal school aid funds. The School may exercise its powers; enter into agreements with other public schools, governmental units, businesses, community and nonprofit organizations, reasonably necessary to accomplish its obligations as a charter school under this Contract so long as such contracts are in compliance with applicable law.

Section 4.3. Assumption of Liability. The School and the School Board may sue and be sued. The School and the School Board accept liability for all actions arising out of or are in any manner connected with the School's operations.

ARTICLE V

LEGAL STATUS OF THE SCHOOL

Section 5.1. Nonprofit Status. The School shall be organized and operated as a nonprofit cooperative under as a nonprofit corporation under Minnesota Statutes Chapter 317A, as amended. Notwithstanding any provision of Minnesota Statutes Chapters 317A, as amended, the School shall not take any action inconsistent with the Charter School Act or in derogation of the School's status as a public school.

Section 5.2. Articles of Incorporation. The school represents that The Articles of Incorporation of the School, are accurate as of the date of this contract, and have not been otherwise altered or amended.

Section 5.3. Bylaws. The school represents that the Bylaws of the School, as of the date of this contract, are accurate and have not been otherwise altered or amended. Bylaws shall be amended in accordance with procedures specified in the School's Bylaws. Updates Bylaws (as amended) must be forwarded to PUC within 20 days.

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1. Governance Structure. The School shall be organized and administered under the direction of the School Board elected in accordance with the School's Bylaws and Applicable Law. The School Board shall decide matters related to the operation of the School, not otherwise specified by this Contract, including but not limited to budgeting, curriculum, and operating procedures.

Section 6.2. School Board Meetings. Meetings of the School's Board and its committees shall comply with the Minnesota Open Meeting Law, Minnesota Statute Chapter 13D.

Section 6.3. Exhibits. The School agrees to implement and adhere to all the representations and information contained in the exhibits, including without limitation, the Academic and Non-Academic goals identified in Exhibit C.

Section 6.4. Compliance with all Applicable Laws. The School shall comply with all Applicable Laws.

Section 6.5. Programs Offered by School.

(a) Educational Programs: In-School Time. The School provides the in-school time program summarized in Exhibit A. Except as may be otherwise limited by the Department of Education approval of the PUC affidavit of intent to charter the school or expanded by Department of Education approval of any supplemental affidavit to expand the grades or programs offered by the School, the School may accept enrollment to students for the following in-school time program(s):

Early Learning

Preschool Instructional

Pre-K

Approved Grades [K] – [8]; Operational Grades Served [K] – [8]

Section 6.6. Academic Curriculum Program. The School will implement and adopt curriculum consistent with the educational program information set forth in Exhibit A.

Section 6.7. Methods of Student Assessment. The School shall evaluate students' performance based on the assessment strategies identified in this Contract and in its annual report. The School will report on its academic performance in its Annual Report.

(a) Academic Measures – PUC will monitor student academic performance and the academic culture at the school.

1. Regular Assessments. PUC will monitor academic achievement by reviewing student performance data.
2. Government Required Assessments. School students will take the Minnesota Comprehensive Assessment tests and any other testing required by Applicable Law.
3. Nationally Normed Referenced Assessments & School-Level Assessments. School students may take a nationally normed referenced assessment on at least an annual basis. In addition, School students will also take assessments that are consistent with the education program articulated in Exhibit A, the statutory purposes articulated in Exhibit B and the school goals articulated in Exhibit C.
4. Assessment and Test Results. The School will provide PUC results of government required assessments at such time as the School receives its formal assessment results, and the School will provide PUC the results of any other assessment data as requested by PUC, but no more than quarterly. PUC will compare the school's testing data to testing data of other comparable schools in order to measure performance. If the School wishes to change assessments that effect goals articulated in Exhibit C, those changes must be agreed upon by PUC and this Contract will be amended to reflect the change.
5. Pillsbury United Communities Annual Required Meetings. The School agrees to participate in PUC Annual Required Meetings. PUC will inform the School of the dates of such required meetings each year, no later than August 1. Costs to the School, if any, will be limited to transportation, means and lodging. PUC will monitor the School's participation in these required meetings.
6. Professional Development. The school will ensure that each teacher at the School has opportunities to engage in professional development activities that focus in part on developing quality assessments and measures of student outcomes. The School will advise PUC of its professional development activities in its Annual Report.

- (b) Site Visits. PUC may engage in scheduled and unscheduled site-visits in the course of the academic year. Site-visits will be an opportunity to review academic goals and achievement data to date, evaluate the implementation of the academic and programs, and evaluate operations and other matters. PUC may engage in scheduled and unscheduled site visits at such frequency as determined necessary or prudent by PUC.
- (c) Remediation.
 - a. School Initiated. If the School fails to make adequate progress towards achieving its academic outcomes/goals, financial targets, or comply with Applicable Law or other requirements, the School may at any time prepare and implement an improvement plan to overcome such deficiencies. The School may at any time submit the plan to PUC for review and comment prior to adoption and implementation.
 - b. PUC Initiated. If PUC has a concern about the School, or if the School fails to make adequate progress towards achieving its academic outcomes/goals or to meet financial requirements, or to comply with Applicable Law, or other requirements, PUC shall provide the following notices, as applicable and considered appropriate by PUC.
 - (a) Notice to School Leader and/or Board Chair. PUC shall notify the school leader and/or board chair of area(s) of concern for correction. PUC may specify a target date for correction.
 - (b) Formal Notice to School Board. If the situation remains uncorrected without reasonable explanation, or if the situation involves an urgent concern, PUC will formally notify the school board of the area(s) of concern for correction and may ask the school board to adopt a specific performance improvement plan. If PUC requires the School to retain a third-party investigation, the third-party investigator must be acceptable to PUC and the school board shall authorize such investigator to provide status reports to and communicate with PUC. PUC shall specify a target date for correction which may, if circumstances warrant, be amended.
 - (c) Notice to School Board of Charter Revocation/Termination. PUC initiates notice whereby charter authorization will be withdrawn pursuant to Article X.

Section 6.8. School Calendar and School Day Schedule. The School shall provide instruction for at least the number of days and hours required by Minn. Stat. 120A.41 and shall notify PUC by each July 1st of the number of instructional days and hours for that school year.

Section 6.9. Finance, Reporting and Compliance.

- (a) To PUC. The school will furnish PUC with monthly reports, through means determined by PUC. The report must contain budgeted and actual revenue and expenses by year-to-date percentages, as well as cash flow statements, disbursements and fiscal year-end fund balance projections. At least quarterly, through means determined by PUC, the School will provide PUC with a balance sheet, income statement, and student enrollment report with enrollment expressed in terms of funding mechanisms (e.g. Pupil Units). Should the School continually exceed its budgeted expenses with no corresponding increase in revenue, not report properly or timely to the Department of Education or PUC, evidence any fiscal or legal non-compliance, the School will engage resources to resume budgeted performance

and operate in compliance with all Applicable Law and generally accepted standards of fiscal management.

The School will execute a release to enable PUC to discuss the school's financial matters with its external auditor and accounting service provider if any. The school will submit the release to PUC no later than October 1st of each school year.

The School Board is responsible for establishing, approving, and amending an annual budget in accordance with Applicable Law.

By June 30th of each year, the School Board shall submit to PUC a copy of its final approved budget for the following school year. The budget must detail budgeted expenditures at the object level. In addition, the School Board is responsible for approving all revisions and amendments to the annual budget. Within ten (10) business days after school board approval, revisions or amendments to the School's budget shall be submitted to PUC.

- (b) To Department of Education. The School will comply with all reporting requirements established by the Department of Education.

Section 6.10. Accounting Standards. The School shall at all times comply with generally accepted public sector accounting principles, generally accepted standards of fiscal management, and accounting system requirements that comply with Department of Education requirements.

Section 6.11. Annual Financial Statement Audit. The School shall engage an annual external audit of all financial and accounting records. The audit will be prepared and reviewed by an independent certified public accountant. The School will comply with the same financial audits, audit procedures, and audit requirements of school districts, including Minnesota Statutes sections 123B.75 to 123B.83, except to the extent deviations are necessary because of the program of the School. Financial, program, or compliance audits may be conducted by the Department of Education, or the State Auditor, and or the Legislative Auditor. The School will submit the finalized financial audit with any required supplemental information to PUC no later than December 31 for the preceding fiscal year.

Section 6.12. UFARS and MARSS. The School will utilize the UFARS financial accounting principles and methods. The school will comply with MARSS requirements with respect to student accounting.

Section 6.13. Contributions and Fund Raising. The School may solicit and receive contributions and donations as permitted by law. The school shall have an approved policy regarding the administration of such gifts. No solicitation shall indicate that a contribution to the School is for the benefit of PUC. PUC may review the feasibility of any fundraising/non-government grants or gifts not already received or subject to written pledge in its budget for operating expenses.

Section 6.14. Annual Reports. The School will submit its state required annual report to PUC no later than October 1st for the immediately preceding school year ending June 30th. The annual report shall be approved by the School Board prior to the submission to PUC and will include such information as PUC may require, including at a minimum, information required by Applicable Law and a report on the School's performance as it relates directly to the goals articulated in this contract in Exhibit C. The School will post the Annual Report on the school's official website and distribute the Annual

Report by publication, mail, or electronic means to school employees, and parents and legal guardians of students enrolled in the School no later than October 1st.

Section 6.15. Authorization of Employment. An employee hired by the School shall be an employee of the School for all purposes and not an employee of PUC for any purpose. With respect to School employees, the School shall have the power and responsibility to: (i) select and engage employees; (ii) pay their wages; (iii) dismiss employees; and (iv) control the employees' conduct, including the method by which the employee carries out his or her work. The School shall comply with the Public Employment Relations Act (PERA), Minnesota Statutes Chapter 179A, as applicable. The School must employ or contract with teachers who hold valid licenses or any allowable waivers to perform the teaching service for which they are employed at the School.

The School Board shall be responsible for carrying workers' compensation insurance and unemployment insurance for its employees. The School shall employ and contract teachers who hold valid licenses or certifications, as required by Applicable Law. Teachers employed by the School shall be treated by the School as public school teachers for the purposes of Minnesota Statutes Chapters 354 and 354A.

Section 6.16. Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the School shall be the responsibility of the School.

Section 6.17. Transportation. The School may provide transportation for students enrolled in the School and shall provide transportation for all students who are enrolled in the School and who reside in the district in which the School is located; otherwise, transportation will be provided by the district in which the School is located. In providing transportation either through the district or itself, the School shall do so in compliance with and provide any notices required by Applicable Law.

Section 6.18. Notification of Claim. The School agrees to provide notice to PUC within five (5) days of the School's receipt of any significant claim, including any allegation of illegality or impropriety by the School or its employees, and any adverse notice received from the Department of Education.

Section 6.19. Expenses. The School agrees to pay for all expenses related to its operation as a charter school, including expenses incurred for operational programs and all expenses related to the performance of its obligations under this Contract and Applicable Law.

Section 6.20. Board Data. The School agrees to notify PUC, via an updated board roster, of any resignations or additions to its school board within ten (10) days of such change. The School agrees to obtain background checks, at the School's or the individual's expense, whichever is allowed by Applicable Law, on all potential board members before such members are added to the School Board and provide copies of the background check(s) to PUC when requested. In addition, the School agrees to furnish PUC with finalized minutes of the Board's meetings at such time as the minutes are approved by the School Board. The School further agrees to notify PUC of the School Board regular meeting schedule when requested by PUC. The School agrees to inform PUC of any special and emergency meetings at the same time as notice is provided to board members and the public.

Section 6.21. Additional Reporting Obligations.

- a) Teacher Licensure. The School will advise PUC, in its Annual Report and through submission of a STAR report if requested, each school year of the following for each teaching staff member: full name, Minnesota license number, grade taught, subject(s) taught.

- b) Other Reporting. The School will furnish other critical documents, data or information at PUC's request. PUC agrees that requests for other reporting will be reasonable and necessary.

Section 6.22. Cooperation and Third Parties. The School agrees to cooperate with and assist PUC or its designee in providing the access, information, and data PUC requires at PUC's sole discretion in executing this Contract. The School understands and agrees that PUC may contract with a third party to perform any of PUC' oversight functions identified in this Article VI.

ARTICLE VII

GENERAL PROHIBITIONS

Section 7.1. Tuition Prohibited. The School shall not charge tuition. The School may impose fees and require payment of expenses for activities of the School where such fees and payments are not prohibited by Applicable Law, including Minn. Stat 123B.34-123B. 39.

Section 7.2. Establishment of Religion Prohibited. The School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.

Section 7 . 3 . Home School Support Prohibited. The School shall not be used as a method of educating or generating revenue for students who are being home schooled.

Section 7.4. Open Admissions. The School shall not limit admissions to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability or any other criteria inconsistent with Applicable Law. A student shall be re-enrolled for the next school year until formally withdrawn from the School.

Section 7 . 5 . Lottery Admissions. The School shall enroll an eligible student who submits a timely application, unless the number of applicants exceeds the capacity of the programs, class, grade level, or building. In such cases, selection shall be by lottery except that the School shall provide enrollment preference to siblings of the School's enrolled students and to foster children of any of the School's enrolled student's parents. The School may provide enrollment preference for the children of the School's staff.

ARTICLE VIII

COMPLIANCE WITH STATE AND FEDERAL LAWS

Section 8.1. State Laws. The School shall comply with applicable state laws. Nothing in this Contract shall be deemed to apply any other state law to the School. Except as otherwise provided by the Charter School Act or this

Contract, the School shall be exempt from all Minnesota Statutes and rules applicable to a school, school board, and school district unless the statute or rule is made specifically applicable to a charter school.

(a) **Students with Disabilities.**

1. **Compliance.** The School shall comply with Minnesota Statute Sections 125A.02, 125A.03 to 125A.24 and 125A.65, concerning the provision of education services to students with a disability at the School.
2. **Special Education Director.** The School shall employ or contract with a special education director who shall be responsible for program development, coordination and evaluation; planning for professional development and general programmatic and fiscal supervision and administration. The School will execute a release to enable PUC to discuss the school's special education program compliance with the School's Special Education Director. The school will submit the release to PUC no later than September 1st of each school year.
3. **Systems & Services.** The School shall implement, at a minimum:
 - a. A child-find system to identify students with disabilities and students who are suspected of having disabilities; such system will include a procedure for receiving referrals from parents, teachers, outside agencies, and physicians.
 - b. A system for conducting comprehensive initial and reevaluations to determine eligibility for special education and related services.
4. **Financial Parameters.** The School is entitled to access state special education funds for salaries, supplies/equipment, contracted services, and student transportation costs. The School is permitted to bill certain excess special education costs not paid by state special education fund to the student's resident district. The combination of state special education funds and the ability to bill to the district certain excess special education costs enable the School to adequately provide special education services to such children. The School may also access federal special education funds.

At such time as the School has determined the number of its students who have disabilities as defined in Minnesota Statutes, sections 125A.03-24 and 125A.65, the School shall provide special education instruction and services to such children.

- (b) **Health and Safety.** The School shall meet the same federal, state, and local health and safety requirements applicable to a school district.
- (c) **Immunization.** The School shall comply with the Minnesota Statutes section 121A.15, requiring proof of student immunization, or exemption consistent with Applicable Law, against measles, rubella, diphtheria, tetanus, pertussis, polio, mumps, and hemophilia influenza type B prior to enrollment.
- (d) **Human Rights Act.** The School shall comply with the Minnesota Human Rights Act, Chapter 363, which prohibits unfair discriminatory practices in employment, public accommodations, public services, or education; and comply with Minnesota Statutes section 121A.04, which governs provisions of equal opportunities for members of both sexes to participate in athletic programs.

- (e) Student Discipline and Dismissal. The School shall comply with the Minnesota Pupil Fair Dismissal Act (MPFDA), Minnesota Statutes sections 121A.40 to 121A.56. The school board shall provide to PUC its approved discipline policy and procedure consistent with MPFDA within 120 days of the effective date of this Contract. The School shall comply with the continuing truant notifications under Minnesota Statute section 260A.03.
- (f) Fee Law. The School shall comply with the Minnesota Public Schools Fee Law, Minnesota Statutes sections 123B.34 to 123B.39, which governs authorized and prohibited student fees.

Section 8.2. Federal Laws. The School shall comply with applicable federal laws. Nothing in this Contract shall be deemed to apply any other federal law to the School.

Section 8.3. Intellectual Property. The School has ascertained that its name and logo do not violate or infringe upon the intellectual property rights of any third party and has taken appropriate measures to secure the intellectual property rights with respect to its name and logo. The School gives PUC the authority to use the School's name and logo on the PUC website, newsletters, or other materials including public reports solely for the purposes of identifying that the School is authorized by PUC.

Section 8.4. Student Records. The School shall comply with Applicable Law regarding the management and transfer of student records.

ARTICLE IX

AMENDMENT

Section 9.1. Amendments. PUC and the School acknowledge that the operation and administration of a charter school and the improvement of educational outcomes over time may require appropriate amendment of this Contract. In order to ensure a proper balance between the need for independent development of the School and the statutory responsibilities of PUC as an authorizing body, all amendments to this contract must be in writing, and signed by the parties.

Section 9.2. Change in Existing Law. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends the responsibilities and obligations rights or remedies of either the School or PUC, this Contract shall be altered or amended to reflect the change in existing law as of the effective date of such change. To the extent possible, the responsibilities, obligations, rights or remedies of the School and PUC shall conform to and be carried out in accordance with the change in Applicable Law.

ARTICLE X

CONTRACT REVOCATION/TERMINATION AND NONRENEWAL

Section 10.1. Grounds for Revocation/Termination or Nonrenewal. This Contract may be revoked/terminated and need not be renewed by PUC upon a determination by PUC that one or more of the following has occurred:

- 1) Failure of the School to meet the requirements for student performance set forth in this Contract; or
- 2) Failure of the School to meet generally accepted standards of fiscal management; or
- 3) Failure of the School to comply with all Applicable Laws

Section 10.2. Other Grounds for Revocation/Termination or Nonrenewal. In addition to the grounds for revocation/termination and nonrenewal set forth in Section 10.1, PUC may revoke/terminate or not renew this Contract, upon PUC's determination that one or more of the following has occurred:

- a) The School is unable to pay its bills as they become due is insolvent, or is bankrupt;
- b) The School has insufficient enrollment or demonstrated financial resources to successfully operate a charter school, or the School has lost more than fifty percent (50%) of its student enrollment from the previous school year;
- c) The School substantially defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract;
- d) PUC discovers negligent, fraudulent or criminal conduct by any of the School's applicant(s), directors, officers, employees or agents in relation to the school's performance under this Contract; or
- e) The School's applicant(s), directors, officers or employees have provided false or misleading information or documentation to The Department of Education or PUC in connection with PUC's issuance of this Contract, or the School's reporting requirements under this Contract or Applicable Law; or programs outlined in any supplemental affidavit.
- f) Other good cause shown.

Section 10.3. Procedures for Revoking/Terminating or Not Renewing Contract. PUC's process for revoking/terminating or not renewing the Contract is as follows:

- a) Notice of Intent to Revoke/Terminate or Not Renew. PUC, upon reasonable belief that grounds for revocation/termination or nonrenewal of the Contract exist, shall notify the School Board of such grounds by issuing the School Board a notice of intent to revoke/terminate or not renew. The notice of intent to revoke/terminate or not renew shall be in writing, shall set forth in reasonable detail the alleged grounds for revocation/termination or nonrenewal, and shall state that the School Board may request in writing an informal hearing before PUC within fifteen (15) business days of receiving the notice.
- b) School Board's Response. Within fifteen (15) business days of receipt of the notice of intent to revoke/terminate or not renew, the School Board shall respond in writing to the alleged grounds for revocation/termination or nonrenewal. The School Board's response shall either admit or deny the allegations of non-compliance. If the School's response includes admissions of non-compliance with the Contract or Applicable Law, the School Board's response must also contain a description of the School Board's plan and timeline for correcting the non-compliance with the Contract or Applicable Law. If the School's response includes a denial of non-compliance with the Contract or Applicable Law, the School's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this Section shall be deemed to be non-responsive. As part of its response, the School Board may request that an informal hearing be scheduled with PUC. The School Board's failure to provide to PUC a written request for an informal hearing within the fifteen (15) business day period shall be treated as acquiescence to PUC's proposed action.
- c) Informal Hearing. Upon receiving a timely written request for an informal hearing, PUC shall give ten (10) business days' notice to the School Board of the hearing date and time, and PUC shall conduct such hearing.

- d) Plan of Correction. PUC shall review the School Board's response and may, in its sole discretion, determine whether a reasonable plan for correcting the deficiencies may be formulated. If PUC determines that a reasonable plan for correcting the deficiencies set forth in the notice of intent to revoke/terminate or not renew can be formulated, PUC shall develop a plan for correcting the non-compliance ("Plan of Correction"). In developing a Plan of Correction, PUC is permitted to adopt, modify or reject some or all of the School Board's response for correcting the deficiencies outlined in the notice of intent to revoke/terminate or not renew. PUC is not obligated to offer a Plan of Correction to the School.
- e) Withdrawal of Notice of Revocation/Termination or Nonrenewal. PUC may withdraw its notice of intent to revoke/terminate or not renew if PUC determines any of the following: (i) the School Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the notice of intent to revoke/terminate or not renew has been corrected by the School Board; or (iii) the School Board has successfully completed the Plan of Correction.
- f) Effective Date of Revocation/Termination or Nonrenewal. If PUC decides to revoke/terminate or not renew the Contract, the revocation/termination or nonrenewal shall be effective on the date of PUC's act of revocation/termination or nonrenewal, or at a later date as determined by PUC, such date specified by PUC in its determination of revocation/termination or nonrenewal. PUC must take final action regarding revocation/termination or nonrenewal no later than twenty (20) business days: (i) before the specified date for revocation/termination or nonrenewal of the Contract, or (ii) the Contract's termination date.

Section 10.4. Dissolution. If this Contract is revoked/terminated, or if this Contract is not renewed pursuant to this Article, the School will dissolve following the process provided by Applicable Law relating to dissolutions and Exhibit H.

Section 10.5. Distribution of Property Upon Termination of Contract. In the event of dissolution of the School, all property which it might lease, borrow or contract for use, shall be promptly returned to those organizations or individuals from which the School has leased or borrowed the materials.

Section 10.6. Property Owned by School. All property which has been purchased by the School will remain its own. In the event of subsequent dissolution of the School, such property as may be required or permitted by Applicable Law will first be donated to any other Minnesota Charter School. Any remaining property will then will be sold or distributed in accordance with Applicable Law.

Section 10.7. Property Owned by School Employees. All property personally and/or individually owned by the trained and licensed teachers or staff employed by the School, shall be exempt from distribution of property and shall remain the property of the individual teachers and staff. Such property includes, but is not limited to, albums, personal mementos and other materials or apparatus which have been personally financed by teachers or staff. Such property does not include lesson plans and related materials developed and produced by School employees to implement the School's academic plan and curriculum; the School will ensure that its employment agreement with its employees document that such property is School property.

ARTICLE XI

ADDITIONAL PROVISIONS

Section 11.1. Contract Renewal or Transfer to Different Authorizer.

(a) Contract Renewal.

1. Considerations Determining Renewal. The School acknowledges that improving all pupil learning and all student achievement is the most important factor PUC will consider in determining Contract renewal, which determination shall be based substantially on the School's attainment of its academic and non-academic goals identified in Exhibit C. PUC will also consider the degree to which the School has improved all pupil learning and all student achievement other than the attainment of goals specified in Exhibit C.

PUC will consider other factors in its renewal determination, which factors are considered secondary to improving all pupil learning and all student achievement. Specifically, PUC will consider the School's achievement of additional purposes specified in Exhibit B, and financial and operational performance obligations and compliance with Applicable Law as set forth in this Contract.

The School will be eligible for renewal only if the School has improved all pupil performance and student achievement, and met education performance expectations notwithstanding superior performance in financial, operations, governance and legal compliance factors.

2. Considerations Warranting Nonrenewal. The School agrees that nonrenewal is warranted based on the existence of grounds identified in section 10.1 or 10.2 or Applicable Law, notwithstanding the existence of improved pupil learning and student achievement. For example, nonrenewal will result from the School's failure to improve pupil learning and student achievement (notwithstanding superior performance in financial, operations, governance or legal compliance factors) and may result from the School's improvement of pupil learning and student achievement combined with a failure to achieve education goals specified in Exhibit C or significant financial, operational, governance or legal compliance deficiency, or multiple deficiencies in any of the financial, operational, governance or legal compliance areas, or deficiencies in multiple areas.
3. Probationary Renewal. If the School has improved pupil learning and student achievement, but School performance also indicates the existence of a significant financial, operational, governance or legal compliance deficiency, or multiple deficiencies in any of the financial, operational, governance or legal compliance areas, or deficiencies in multiple areas, PUC may, but is not obligated to, renew this Contract. If PUC renews the Contract in these circumstances, the renewal is probationary with a term of two years or less, and the School acknowledges and agrees that the School must continue to improve pupil learning and student achievement and must eliminate and resolve the deficiencies causing the probationary renewal and that no additional deficiencies are created or identified during that renewal term in order to be eligible for a subsequent renewal.
4. Application. By November 15th of the School Year in which this Contract terminates, the School will either inform PUC that it no longer desires to be authorized by PUC after the conclusion of the contract period, or submit an application to PUC, in the manner PUC requests, which shall contain three parts: (1) School Performance. An analysis and evaluation

of the School's performance under this Contract, which shall include a comprehensive evaluation of each contract goal for each year of the contract, as well as an evaluation of governance performance, compliance with reporting obligations, and fiscal management, (2) Proposed Goals. A proposal for goals for the following contract period, and (3) Other Information. Any other information the School desires PUC to consider. The School agrees to provide PUC documentation supporting the school's evaluation if requested by PUC.

5. PUC will notify the School at least 60 business days prior to the termination of this Contract of its proposed renewal action. If PUC offers a renewal contract, the terms of the Contract will be at the sole discretion of PUC.

(b) Transfer to a Different Authorizer. The School acknowledges that PUC must consent to the School's transfer to another authorizer. If PUC consents to the School's request to transfer to a different authorizer, the School agrees to reimburse PUC for any authorizer fees waived or not paid.

Section 11.2. Insurance. The School Board shall secure and maintain in its own name as the "first named insured" at all times the following insurance coverage's:

- (a) workers' compensation insurance;
- (b) insurance covering all of the School's real and personal property, whether owned or leased;
- (c) insurance required by Minn. Stat. 466.04, including a minimum of commercial general liability insurance in comprehensive form, bodily injury and property damage combined of one and a half million dollars (\$1,500,000) per occurrence and personal injury of one and a half million dollars (\$1,500,000) per occurrence, and up three million dollars (\$3,000,000) per occurrence for the release or threatened release of a hazardous substance; and if not included under its general liability coverage, additional coverage's as follows: minimum automobile liability insurance coverage, bodily injury and property damage, of one million dollars (\$1,000,000) per occurrence if the School owns or operates motor vehicles; officer and employee errors and omissions/professional liability of one and a half million dollars (\$1,500,000) per occurrence; and employee dishonesty insurance of five hundred thousand dollars (\$500,000).

The insurance must be obtained from a financially responsible licensed mutual, stock, or other responsible company licensed to do business in the State of Minnesota. The School may join with other charter schools to obtain insurance if the School Board finds that such an association provides economic advantages to the School, provided that each School maintains its identity as first named insured. The School shall have a provision included in all policies requiring notice to PUC, at least thirty (30) days in advance, upon termination or non-renewal of the policy. In addition, the School shall provide PUC or its designee copies of all insurance policies required by this Contract, if requested by PUC, PUC may periodically review the types and amounts of insurance coverage's that the School secures.

The above-stated coverage limits shall be issued and maintained as indemnity limits and shall not be reduced by any applicable insurer defense obligations. The Department of Education may suggest or Applicable Law may determine alternative amounts and terms of any deductible or insurance provisions, which shall supersede the foregoing requirements, The School shall provide the Department of Education with any insurance information, as requested.

The School may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for students while attending school or participating in a school program or activity.

Section 11.3. School Lease. The School shall provide to PUC a copy of its lease, and any subsequent amendment(s), in which the School shall operate within fourteen (14) calendardays of execution. The school will provide to PUC any

notice of lease termination within five (5) calendar days of receipt. The School may lease space from any independent or special school board eligible to be a charter school authorizer, other public organization, private nonprofit institution organization or private property owner, as it deems necessary. The School may lease space from a sectarian organization as allowed by Applicable Law.

Section 11.4. Occupancy and Safety Certificates. The School Board shall: (i) ensure that the School's physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates for the School's physical facilities. The School Board shall not conduct classes until the School has complied with this section. Copies of such certificates shall be provided to PUC before the first day of classes, if requested by PUC.

Section 11.5. Legal Liabilities. PUC does not assume any obligation with respect to any director, employee, agent, parent, guardian, student, or independent contractor of the School. The School acknowledges and agrees it assumes full liability for its activities and that the Commissioner, PUC, officers and members of the Board of PUC, and employees of PUC, are immune from civil and criminal liability with respect to all activities related to the School; pursuant to Minnesota Statutes Section 124E.09, and nothing in this Contract is intended to affect such immunity.

Section 11.6. Indemnification of PUC & Commissioner. Notwithstanding Section 11.5, the School agrees to indemnify and hold harmless PUC and its board members, employees, agents or representatives, and to indemnify and hold harmless the Commissioner and Department of Education officers, agents, and employees notwithstanding Minn. Stat. Section 3.736: from all suits, claims, demands, or liabilities, including attorney fees, and related expenses, which arise out of or are in any manner connected with the School's operations or which are incurred as a result of the reliance of PUC upon information supplied by the School, or School Board and its agents or employees, which arise out of the failure of the School to perform its obligations under this Contract or which arise out of PUC's exercise of its obligation under Applicable Law and this Contract. The School will also provide to PUC a certificate from the insurance company naming PUC as an "additional insured".

ARTICLE XII

GENERAL TERMS

Section 12.1. Term of Contract. This Contract shall be effective on the date (July 1, 2021) of its issuance and shall remain in full force and effect for 4 academic years through the end of the 2025 school year, and shall terminate on June 30, 2025, unless sooner revoked/terminated according to the terms hereof.

Section 12.2. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon actual delivery, if delivery is by hand; or (ii) upon receipt by the transmitting party of confirmation or answer back if delivery is by facsimile or telegram or electronic mail; or (iii) upon placing into United States mail if by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other address or person as the respective party may designate by written notice delivered pursuant hereto:

If to PUC:

Pillsbury United Communities

Attn: Charter School Liaison

1701 Oak Park Ave N

Minneapolis, MN 55411

If to School:

Stride Academy

3241 Oakham Lane

St. Cloud, MN 56301

Section 12.3. Severability. If any provision in this 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 and enforceability of the remainder of the provision or the remaining provisions of this Contract. Subject to §9.2, if any provision of this Contract shall be or become in violation of any local, state or federal law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 12.4. Successors. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors.

Section 12.5. Entire Contract. Except as specifically provided in this Contract, this Contract sets forth the entire agreement between PUC and the School with respect to the subject matter of this Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 12.6. Assignment. This Contract is not assignable by either the School or PUC.

Section 12.7. Non-Waiver. Except as provided herein, no term or provision of this 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 by the other, whether expressed or implied, shall constitute consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.8. Governing Law. This Contract shall be governed and controlled by the laws of the State of Minnesota as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.9. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.10. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.11. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.12. No Third Party Rights. This Contract is made for the sole benefit of School and PUC. Except as otherwise expressly provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.13. Non-agency. School is not an agent of PUC and PUC is not an agent of the School.

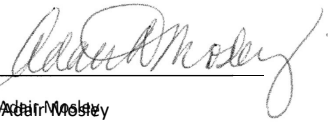
Section 12.14. Termination of Responsibilities. Except as provided in §12.15, upon termination or revocation of the Contract, PUC or its designee and the School shall have no further obligations or responsibilities under this Contract to the School or any other person or persons in connection with this Contract.

Section 12.15. Survival of Provisions. The terms, provisions, and representations contained in Section 11.1(a)3 Probationary Renewal, 11.2 Insurance, Section 11.5 Legal Liabilities, Section 11.6 Indemnification of PUC, Section 12.8 Governing Law, Section 12.10 Construction, Section 12.13 Non-Agency, and any other provisions of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

As the designate of PUC, I hereby issue this Contract to the School as of the date set forth:

DATE: 6/30/2021

PILLSBURY UNITED COMMUNITIES

By: 

~~Adam Mosley~~

~~Its: President/CEO~~

As the authorized representative of the School, I hereby certify that the School is able to comply with the Contract and all Applicable Law, and that the School, through its governing board, has approved and agreed to comply with and be bound by of the terms and conditions of this Contract.

DATE: 6/25/21

By: 

Sara Fromm

Title: Stride Academy Board Chair

Exhibit A: DESCRIPTION OF EDUCATIONAL PROGRAM

The mission of Stride Academy is to nurture individuals while fostering leadership and empowering students to attain their highest potential in a family-centered environment.

The vision of Stride Academy is to be a public charter school that is highly regarded for its approach to the whole child, for its academic excellence, and for its contribution in actively serving and improving the community.

Stride values effective community collaboration, an increased feeling of physical, social, and emotional wellbeing among students, and positive and culturally responsive practices that increase school connectedness.

Stride aims to teach students effective critical thinking skills, in addition to compassionate responses, and high emotional intelligence in order to foster successful leaders of today and of the future.

Stride Academy's educational program addresses the needs of its students through formative and summative assessments, differentiated instruction, English Language Learner strategies, bilingual teachers and paraprofessionals, and best practice instructional strategies including, Data-Driven Instruction and the Barton Method which is an Orton-Gillingham approach with a multisensory component used for reading remediation.

The education levels at Stride Academy range from new to country and never having attended a formal school to students who were born in the United States and are at grade level.

Exhibit B: STATUTORY PURPOSES

The primary purpose of school is to improve all pupils learning and all student achievement.

The additional purpose(s) of school are:

- Increase learning opportunities for all pupils;
- Encourage the use of different and innovative teaching methods;
- Measure learning outcomes and create different and innovative forms of measuring outcomes;
- Establish new forms of accountability for schools;
- Create new professional opportunities for teachers.

The school will report its implementation of these primary and additional purposes through an annual report to Pillsbury United Communities, per Section 6.14.

Exhibit C: ACADEMIC & NON-ACADEMIC GOALS

Academic Goals

Goal 1 MCA Growth - Reading

Comparative Growth – For each year of the contract, STRIDE Academy will demonstrate a *greater achievement level improved* in Reading than the St. Cloud Public School District and the STATE of Minnesota as defined by the *Minnesota Department of Education’s MCA Academic Progress Metric*.

- i. Goal Parameters:
 - a. Population: All students continuously enrolled by October 1 who take the Reading MCAs.
 - b. As measured by: *Minnesota Department of Education’s MCA Academic Progress Metric*
- ii. Goal Targets
 - a. Exceeds Expectations: STRIDE demonstrated a greater level of growth than the St. Cloud Public School District and the STATE of Minnesota
 - b. Meets Expectations: STRIDE demonstrated a greater level of growth than either the St. Cloud Public School District or the STATE of Minnesota
 - c. Approaching Expectations: STRIDE is within five percentage points of meeting either the St. Cloud Public School District or the STATE of Minnesota in growth attainment.
 - d. Of Concern: STRIDE demonstrated a smaller level of growth attainment as compared to both the St. Cloud Public School District and the STATE of Minnesota

Goal 2 MCA Growth - Math

Comparative Growth - For each year of the contract, Stride Academy will demonstrate a *greater achievement level improved* in Math than the St. Cloud Public School District and the STATE of Minnesota as defined by the *Minnesota Department of Education’s MCA Academic Progress Metric*.

- iii. Goal Parameters:
 - a. Population: All students continuously enrolled by October 1 who take the Math MCAs.
 - b. As measured by: *Minnesota Department of Education’s MCA Academic Progress Metric*
- iv. Goal Targets
 - a. Exceeds Expectations: STRIDE demonstrated a greater level of growth than the St. Cloud Public School District and the STATE of Minnesota
 - b. Meets Expectations: STRIDE demonstrated a greater level of growth than either the St. Cloud Public School District or the STATE of Minnesota
 - c. Approaching Expectations: STRIDE is within five percentage points of meeting either the St. Cloud Public School District or the STATE of Minnesota in growth attainment.
 - d. Of Concern: STRIDE demonstrated a smaller level of growth attainment as compared to both the St. Cloud Public School District and the STATE of Minnesota

Educational Equity Goal

Goal 3 MAP Participation

The School will administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress, in both Reading and Math, in all grades K through 8 in both September and January of each year of the Contract.

- i. Goal Parameters:
 - a. Student Population: Students in all grades enrolled by October 1 who remain enrolled continually through the end of the school year.

- b. Populations are defined as:
 - i. At least 95% of students in each grade will take both the reading and math assessment in both September and January.
 - ii. At least 95% of all English-Learners will take both the reading and math assessment in both September and January.
 - iii. At least 95% of all students qualifying for Free or reduced priced lunch will take both the reading and math assessment in both September and January.
 - c. As measured by: The School will provide the results with supporting NWEA reports to Pillsbury United Communities at the conclusion of the winter testing season.
- ii. Goal Targets
- a. Exceeds Expectations: All three of the student populations described above reached 96-100% participation.
 - b. Meets Expectations: All three of the student populations described above reached 95% participation.
 - c. Approaching Expectations: Two of the student populations described above reached 95% participation.
 - d. Of Concern: Only one of the student populations described above reached 95% participation.

Goal 4 MAP Goal Setting with Students

Staff will use individual goal setting tools provided by NWEA which allow teachers to set Reading and Math goals for all students. This includes critical thinking and problem solving, as the teacher and students will set work goals for each student in these meetings. This includes *critical thinking and problem solving* and *accessing and analyzing information*. Evidence: Examples will be provided upon request.

Each student will have personalized learning goals through NWEA or E-Spark

Measure: Staff Utilization (1 meeting with families and students, review results)

- i. Goal Parameters:
 - a. Population: Students and Families enrolled at the time of conferences
 - b. As measured by: Fall and Spring Conference Attendance and student goal setting documents
- ii. Goal Targets
 - a. Exceeds Expectations: Teachers are able to meet with 95% or more families at least once annually to discuss individualized goals as generated through NWEA and eSpark
 - b. Meets Expectations: Teachers are able to meet with 90-94% families at least once annually to discuss individualized goals as generated through NWEA and eSpark
 - c. Approaching Expectations: Teachers are able to meet with 85-89% families at least once annually to discuss individualized goals as generated through NWEA and eSpark
 - d. Of Concern: Teachers are able to meet with less than 85% families at least one annually to discuss individualized goals as generated through NWEA and eSpark

21st Century Literacy Goal

Goal 5 MAP Growth – Math (K-2)

For every year of the contract, At least 50% of K-2 students who scored below the 51st percentile meet, or are within one-point of their expected growth goal in Math as defined by NWEA.

- iii. Goal Parameters:
 - a. Population: All students who are continuously enrolled by October 1 that scored below the 51st percentile in their expected growth goal on the Math NWEA MAP test

- b. As measured by: NWEA MAP (September and May)
- iv. Goal Targets
 - a. Exceeds Expectations: 55.0% of students or more met their growth goal
 - b. Meets Expectations: 50.0-54.9% of students or more met their growth goal
 - c. Approaching Expectations: 45.0-49.9% of students or more met their growth goal or were within at least one-point of their expected growth goal
 - d. Of Concern: Less than 45.0% of students met their growth goal or were within at least one-point of their expected growth goal

Goal 6 MAP Growth – Math (3-5)

For every year of the contract, At least 50% of students in grades 3-5 who scored below the 51st percentile meet, or are within one-point of their expected growth goal in Math as defined by NWEA.

- i. Goal Parameters:
 - a. Population: All students in grades 3-5 who are continuously enrolled by October 1 that scored below the 51st percentile in their expected growth goal on the Math NWEA MAP test
 - b. As measured by: NWEA MAP (September and May)
- ii. Goal Targets
 - a. Exceeds Expectations: 55.0% of students or more met their growth goal
 - b. Meets Expectations: 50.0-54.9% of students or more met their growth goal
 - c. Approaching Expectations: 45.0-49.9% of students or more met their growth goal or were within at least one-point of their expected growth goal
 - d. Of Concern: Less than 45.0% of students met their growth goal or were within at least one-point of their expected growth goal

Goal 7 MAP Growth – Math (6-8)

For every year of the contract, At least 50% of students in grades 6-8 who scored below the 51st percentile meet, or are within one-point of their expected growth goal in Math as defined by NWEA.

- i. Goal Parameters:
 - a. Population: All students in grades 6-8 who are continuously enrolled by October 1 that scored below the 51st percentile in their expected growth goal on the Math NWEA MAP test
 - b. As measured by: NWEA MAP (September and May)
- ii. Goal Targets
 - a. Exceeds Expectations: 55.0% of students or more met their growth goal
 - b. Meets Expectations: 50.0-54.9% of students or more met their growth goal
 - c. Approaching Expectations: 45.0-49.9% of students or more met their growth goal or were within at least one-point of their expected growth goal
 - d. Of Concern: Less than 45.0% of students met their growth goal or were within at least one-point of their expected growth goal

Goal 8 MAP Growth – Reading (K-2)

At least 50% of students in grades K-2 who scored below the 51st percentile meet, or are within one-point of their expected growth goal in Reading as defined by NWEA.

- i. Goal Parameters:

- a. Population: All students in grades K-2 who are continuously enrolled by October 1 that scored below the 51st percentile in their expected growth goal on the Reading NWEA MAP test
- b. As measured by: NWEA MAP (September and May)
- ii. Goal Targets
 - a. Exceeds Expectations: 55.0% of students or more met their growth goal
 - b. Meets Expectations: 50.0-54.9% of students or more met their growth goal
 - c. Approaching Expectations: 45.0-49.9% of students or more met their growth goal or were within at least one-point of their expected growth goal
 - d. Of Concern: Less than 45.0% of students met their growth goal or were within at least one-point of their expected growth goal

Goal 9 MAP Growth – Reading (3-5)

At least 50% of students in grades 3-5 who scored below the 51st percentile meet, or are within one-point of their expected growth goal in Reading as defined by NWEA.

- i. Goal Parameters:
 - a. Population: All students in grades 3-5 who are continuously enrolled by October 1 that scored below the 51st percentile in their expected growth goal on the Reading NWEA MAP test
 - b. As measured by: NWEA MAP (September and May)
- ii. Goal Targets
 - a. Exceeds Expectations: 55.0% of students or more met their growth goal
 - b. Meets Expectations: 50.0-54.9% of students or more met their growth goal
 - c. Approaching Expectations: 45.0-49.9% of students or more met their growth goal or were within at least one-point of their expected growth goal
 - d. Of Concern: Less than 45.0% of students met their growth goal or were within at least one-point of their expected growth goal

Goal 10 MAP Growth – Reading (6-8)

At least 50% of students in grades 6-8 who scored below the 51st percentile meet, or are within one-point of their expected growth goal in Reading as defined by NWEA.

- i. Goal Parameters:
 - a. Population: All students in grades 6-8 who are continuously enrolled by October 1 that scored below the 51st percentile in their expected growth goal on the Reading NWEA MAP test
 - b. As measured by: NWEA MAP (September and May)
- ii. Goal Targets
 - a. Exceeds Expectations: 55.0% of students or more met their growth goal
 - b. Meets Expectations: 50.0-54.9% of students or more met their growth goal
 - c. Approaching Expectations: 45.0-49.9% of students or more met their growth goal or were within at least one-point of their expected growth goal
 - d. Of Concern: Less than 45.0% of students met their growth goal or were within at least one-point of their expected growth goal

Goal 11 – MAP Growth - Third Grade Literacy

At least 50% of third grade students who scored below the 51st percentile meet, or are within one-point of their expected growth goal in Third Grade Literacy as defined by NWEA.

- i. Goal Parameters:

- a. Population: All students in grade 3 who are continuously enrolled by October 1 that scored below the 51st percentile in their Fall test on the Third Grade Literacy test
- b. As measured by: NWEA MAP (September and May)
- ii. Goal Targets
 - a. Exceeds Expectations: 55.0% of students or more met their growth goal
 - b. Meets Expectations: 50.0-54.9% of students or more met their growth goal
 - c. Approaching Expectations: 45.0-49.9% of students or more met their growth goal or were within at least one-point of their expected growth goal
 - d. Of Concern: Less than 45.0% of students met their growth goal or were within at least one-point of their expected growth goal

Goal 12 MAP Growth - English Learners: Reading

At least 50% of English Learners who scored below the 51st percentile meet, or are within one-point of their expected growth goal in Reading as defined by NWEA.

- i. Goal Parameters:
 - a. Population: All ELL students who are continuously enrolled by October 1 that scored below the 51st percentile in their expected growth goal on the Math NWEA MAP test
 - b. As measured by: NWEA MAP (September and May)
- ii. Goal Targets
 - a. Exceeds Expectations: 55.0% of students or more met their growth goal
 - b. Meets Expectations: 50.0-54.9% of students or more met their growth goal
 - c. Approaching Expectations: 45.0-49.9% of students or more met their growth goal or were within at least one-point of their expected growth goal
 - d. Of Concern: Less than 45.0% of students met their growth goal or were within at least one-point of their expected growth goal

Educational Equity Goal

Goal 13 Standards Based Curriculum Alignment

Align Reading and Math Curriculum to the Standards: Grade level teachers will work to revise the curriculum to align with the State Reading and Math standards. Reading in 2021-2022 and Math in 2022-2023. Evidence:

- i. Goal Parameters:
 - a. Population: Grade level Teachers
 - b. As measured by: Curriculum Maps and Interim Assessments available upon request.
- ii. Goal Targets
 - a. Exceeds Expectations: N/A
 - b. Meets Expectations: Stride Reading Curriculum will be aligned with State Reading standards by June 30th, 2022 and then Stride Math Curriculum will be aligned with State Math standards by June 30th, 2023
 - c. Approaching Expectations: Stride Reading Curriculum will be aligned with State Reading standards by June 30th, 2023 and then Stride Math Curriculum will be aligned with State Math standards by June 30th, 2024
 - d. Of Concern: Stride Reading Curriculum and/or Stride Math Curriculum are not aligned with state standards by the end of the contract term.

Non-Academic Goals

Goal 14 Consistent Attendance

Consistent Attendance as defined by ESSA as “if a student attends more than 90 percent of the time they are enrolled, they are considered consistently attending.”

- i. Goal Parameters:
 - a. Student Population: All students enrolled by October 1st
 - b. As measured by: Annual Attendance Records
- ii. Goal Targets
 - a. Exceeds Expectations: 95% or more of students consistently attend school annually
 - b. Meets Expectations: 90-94% of students consistently attend school annually
 - c. Approaching Expectations: 85-89% of students consistently attend school annually
 - d. Of Concern: Less than 85% of students consistently attend school annually

Goal 15 – Strategies to Engage Students with inconsistent attendance to increase attendance

School will identify inconsistently attending students (as defined as by annual attendance records) and work with families towards an attendance rate of at least 90%.

- i. Goal Parameters:
 - a. Student Population: All students enrolled by October 1st who are not consistently attending school.
 - b. As measured by: Tracking of truancy letters, phone calls and/or parent meetings.
- ii. Goal Targets
 - a. Exceeds Expectations: 95% or more of inconsistently attending students received contact and/or support from the school.
 - b. Meets Expectations: 90-94% or more of inconsistently attending students received contact and/or support from the school.
 - c. Approaching Expectations: 85-89% or more of inconsistently attending students received contact and/or support from the school.
 - d. Of Concern: Less than 85% of inconsistently attending students received contact and/or support from the school.

Goal 16 Parent Satisfaction

Parents/Guardians returning the annual survey will indicate overall satisfaction with the School. Board and administration will use the results to consider specific recommended changes and investments to improve school climate and culture.

- i. Goal Parameters:
 - a. Population: Parents/Guardians of enrolled students who completed the annual survey
 - b. As measured by: Survey Results and Recommendation Analysis
- ii. Goal Targets
 - a. Exceeds Expectations: 95% or more of parents are satisfied with the School
 - b. Meets Expectations: 85%-94% of parents are satisfied with the School
 - c. Approaching Expectations: 80-84% of parents are satisfied with the School
 - d. Of Concern: Less than 80% of parents are satisfied with the School

Goal 17 Professional Development (Mission Driven Goal)

Staff will participate in at least one professional development opportunity annually related equity minded instruction, culturally competent teaching, cultural relevance, or other related topics.

- i. Goal Parameters:
 - a. Population: All staff
 - b. As measured by: Staff Participation records.
- ii. Goal Targets
 - a. Exceeds Expectations: 100% of staff will attend at least one mission-oriented professional development opportunity annually.
 - b. Meets Expectations: 95-99% of staff will attend at least one mission-oriented professional development opportunity annually.
 - c. Approaching Expectations: 90-94% of staff will attend at least one mission-oriented professional development opportunity annually.
 - d. Of Concern: Less than 90% of staff will attend at least one mission-oriented professional development opportunity annually.

Strong Leaders Matter

Goal 18 Operations and Leadership

Administration will review annually and recommend to the board staffing needs that optimally support the trauma responsive, social emotional, and academic efforts of the school.

- i. Goal Parameters:
 - a. Population: School Leadership
 - b. As measured by: Board Minutes
- ii. Goal Targets
 - a. Exceeds Expectations: Staff Recommendations are discussed at more than one board meeting.
 - b. Meets Expectations: Staff Recommendations are discussed at one board meeting.
 - c. Approaching Expectations: N/A
 - d. Of Concern: Staff Recommendations are not discussed at any board meetings.

Goal 19 Fund Balance

For each year of the contract, the School will continue to make progress toward achieving a fund balance of 20%. The School will consult with the Authorizer if there is a potential for an additional land purchase.

- i. Goal Parameters:
 - a. Population: N/A
 - b. As measured by: Independent Audit & Documentation
- ii. Goal Targets
 - a. Exceeds Expectations: School will achieve a fund balance that is greater than 20%.
 - b. Meets Expectations: School will continue to make progress towards a 20% fund balance while maintaining a fund balance that is higher than 15%
 - c. Approaching Expectations: School will continue to make progress towards a 20% fund balance while maintaining a fund balance that is higher than 10%.
 - d. Of Concern: School did not make progress towards a 20% fund balance and/or the fund balance fell below 10%.

Goal 20 Financial Proficiency

For each year of the contract, the School will make progress towards earning the Minnesota Department of Education's Finance Award.

- i. Goal Parameters:
 - a. Population: N/A
 - b. As measured by: Independent Audit & Documentation confirming the MDE Award
- ii. Goal Targets
 - a. Exceeds Expectations: School will earn the MDE Finance Award for all four years of the contract term.
 - b. Meets Expectations: School will earn the MDE Finance Award for three years of the contract term.
 - c. Approaching Expectations: School will earn the MDE Finance Award for two years of the contract term.
 - d. Of Concern: School will earn the MDE Finance Award for just one year of the contract term or will have not earned the MDE Finance Award for any year of the contract term.

Goal 21 Governance

The school board will continue to take part in mandatory trainings. Board members shall participate in at least one training session each year through the length of the contract term to better understand the school's mission and vision, including but not limited to: academic initiatives, culturally responsive teaching, personalized learning, dyslexia, EL support and prodigy.

- i. Goal Parameters:
 - a. Population: Stride Academy Board
 - b. As measured by: Board Participation records
- ii. Goal Targets
 - a. Exceeds Expectations: 100% of Board members completed more than one training session that relates to Stride's mission and vision
 - b. Meets Expectations: 100% of Board members completed one training session that relates to Stride's mission and vision
 - c. Approaching Expectations: 90% of Board members completed one training sessions that relates to Stride's mission and vision
 - d. Of Concern: Less than 90% of Board members completed one training sessions that relates to Stride's mission and vision

Strong Boards Matter

- Category	Possible Points Each Year if Met Expectations
Academic Goals	13
Non-Academic Goals	8
Total	21

Goal Attainment Level	Points
Exceeds Expectations	1.5 Points
Met Expectations	1 Point
Approaching Expectations	0.5 Point
Does Not Meet Expectations	0 Points

Commented [HAa1]: Goal 21

Exhibit D: ADMISSIONS POLICY AND PROCEDURES

Adopted: _____
Revised: August 23, 2018

STRIDE ACADEMY 715 ENROLLMENT AND ADMISSIONS

I. PURPOSE

Academy establishes the following Enrollment and Admissions and Lottery Policy

II. GENERAL STATEMENT OF POLICY

Admission to STRIDE Academy is open to all students, without regard to ability, race, religion, or any other factors, other than the capacity of the program, class, grade level, or building. A charter school shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot. — Charter Schools, Minn. Stat. § 124D.10 (2012)

III. APPLICATION PROCEDURES

1. STRIDE Academy's open enrollment period for the upcoming school year will end on December 15th of the current fiscal year for interested students of the upcoming school year.
2. The Lottery for the upcoming school year will occur on the fourth Tuesday of January of the current fiscal year.
3. All enrollment forms received after December 15th of the current fiscal year will be time stamped and students will be added to the waiting list after the lottery and in order of time submitted.
4. During the current school year – all interested students can submit an application at any time.
5. New student applications must be completed and include: a completed application. This is required of both sibling and non-sibling applicants.
6. Application Processing: Each enrollment application received is date-stamped and also either time-stamped or sequentially stamped by number designating the order in which applications were received for each such date.
7. Applications received after the open enrollment period expires are automatically

admitted as long as there is available enrollment as established by the Board in the applicable grade, in the order received. If, or once, there is no available enrollment in any grade, applications are added to the applicable waiting list for each such grade, in the order received.

8. Notice to Currently Admitted Students & Staff employed at the School: Prior to the end of the open enrollment period, the school provides notice of the open enrollment period to parents and staff so sibling of currently admitted students and children of staff may submit a timely application.

Upon consideration of the number of currently-enrolled students at STRIDE Academy, who are each by law provided enrollment preference, the Board of STRIDE Academy establishes the following available enrollment/seats in each grade:

AVAILABLE ENROLLMENT BY GRADE FOR SCHOOL YEAR 2018-2019		
Grade	Available Enrollment/Seats Per Classroom	Number of classrooms based on current school year. *Will be revisited as acknowledged in number 2 below.
K	20	3
1	20	2
2	22	3
3	24	3
4	24	2
5	24	2
6	24	2
7		
8		

1. After the lottery and before the end of the school year the enrollment will be revisited and determined in the following manner: Grade level and class size limits as determined by the Board of Directors & the number by which the Board has approved over-enrolling a grade level in anticipation of changes prior to the actual start of the school year.

IV. GENERAL ADMISSION PROCEDURES

1. All applications received during the open enrollment period are automatically accepted for enrollment (i.e. admitted) unless more applications are received than the available enrollment established by the Board for the applicable grade(s) are placed in the lottery; however, siblings of currently admitted students (including foster siblings) and children of staff employed in school have preference.

2. Order of Admission: Sibling of already admitted students, then children of staff employed at the school, then general admission.
3. Siblings, including foster siblings, of enrolled students, who submitted a timely application have preference over other students on the waitlist, who submitted a timely application.
4. No waiting list carry over from year to year: Each waiting list is subject to a lottery and redrawn during each admission process each year.
5. Multiple births (twins, triplets, etc.): Each student seeking admission completes an application (i.e. not one application for the family). In a lottery situation, each student receives an individual number/lot in the lottery.
6. Siblings of Admitted Students: Siblings, including foster siblings, who submit an application before the expiration of the open enrollment period, of currently admitted students are automatically admitted unless the number of sibling applications exceeds the available enrollment established by the Board for the applicable grade(s). If the number of sibling applications exceeds available enrollment in any grade, a sibling lottery is held for each such grade. Siblings are admitted to the school in the order in which they are drawn in the lottery. If all available enrollments in a grade are filled by siblings, the sibling lottery continues and establishes the sibling waiting list, which has preference over both the teacher-children waiting list and general waiting list.
7. Children of Staff Employed at STRIDE Academy: Children of Staff employed at the school who submit an application before the expiration of the open enrollment period, are automatically admitted provided that all siblings (of already admitted students) who submitted a timely application are admitted, and provided there is available enrollment as determined by the Board for the applicable grade(s). If the number of children of Staff exceeds the available enrollment established by the Board for any grade (and after all siblings (of admitted students) who submitted a timely application are admitted), a teacher-children lottery is held. Children of Staff are admitted to the school in the order in which they are drawn in the lottery. If all available enrollments in a grade are filled by children of Staff, the staff-children lottery continues to establish the teacher-children waiting list for each such grade.

V. LOTTERY PROCEDURES

STRIDE will hold up to three lotteries per grade, K-6, beginning with Grade six based on timely applications* received:

1. STRIDE sibling-applicant lottery;
2. STRIDE staff-child lottery;

3. General applicant lottery.

A lottery only needs to be held if the number of applicants exceeds the capacity of the grade level. STRIDE's lotteries will be conducted using an electronic randomizing process (Microsoft Excel) for each of the grade-levels containing on-time applications. The electronically randomized lists will become the waiting list for each grade, with the randomized list of siblings for a given grade being placed in the first places on the waiting lists, the randomized list of staff-children being placed immediately following the sibling applicants, and the randomized list of general applicants being placed immediately following the staff-children applicants. A charter school shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot. — Charter Schools, Minn. Stat. § 124E.11

All applications for each such grade(s) (excluding applications from siblings of already admitted students and excluding applications from children of Staff employed at the school) received before the expiration of the open enrollment period are included in the general lottery. Students are admitted to the school in the order in which they are drawn in the lottery, as long as there is available enrollment as determined by the Board for the applicable grade(s). If all available enrollments in any grade are filled, the lottery continues and establishes the general waiting list for each such grade in the order drawn, until all applications are drawn. If a student is admitted through the general lottery and that student has one or more siblings in other grades also subject to a lottery, those siblings are automatically admitted as long as available enrollment as determined by the Board remains in the applicable grade(s).

2. Lottery Grade Order: Applicable lotteries occur from highest grade to lowest grade. For example, if a lottery is required in grades K and 3, the grade 3 lottery is conducted first, followed by the K lottery.
3. The School conducts all lotteries through a method of random selection.

VI. STUDENT RECRUITMENT

1. STRIDE Academy shall vigorously market itself before and during the enrollment period to recruit students to meet its enrollment goals as set by the board of directors.
2. In accordance with a marketing strategy, STRIDE Academy may use the specific measures, such as: Posting flyers and notices in local newspapers and/or blogs and online newspapers; Posting the admissions policy and application (available for download) on the school's website; utilizing local radio advertisement.

VII. KINDERGARTEN AND FIRST GRADE ADMISSIONS

1. STRIDE Academy does not accept applications for kindergarten students who are not age five on or before September 1st of the calendar year in which the school year for which the student seeks admission commences.
2. STRIDE Academy does not accept applications for first grade students who are not age six on September 1st of the calendar year in which the school year for which the pupils seeks admission commences or has completed kindergarten.

Legal References: Minn. Stat. §124E.11 (Admission Requirements And Enrollment)

Minn. Stat. §§123B.36-.37 (Authorized Fees; Prohibited Fees)

Exhibit E: GOVERNANCE, MANAGEMENT AND ADMINISTRATION PLAN

Stride Academy shall have all powers, duties and responsibilities provided by law to a results-oriented school.

Stride Academy shall abide by all applicable federal laws, statutes and regulations.

Stride Academy shall be exempt from all Minnesota statutes and rules applicable to a School, a School board or a School district, except as provided by Minnesota Statutes, section 124E or as otherwise specified in this Contract.

Stride Academy shall be governed by a Board of Directors elected in accordance with policies and procedures in the School's Bylaws and consistent with statutory requirements.

The Stride Academy Board of Directors shall decide matters related to operation of the School, including, but not limited to, budgeting, curriculum, and operating procedures.

Meetings of the Stride Academy Board of Directors shall comply with the Minnesota Open Meeting Law, Minnesota Statutes, Chapter 13D.

The Stride Academy Board of Directors delegates the day-to-day management of the School to the administrator(s) who is/are hired and supervised by the Stride Academy Board of Directors. The Stride Academy Board of Directors may choose to contract with a third-party provider (CMO/EMO) for comprehensive education design and operation services or comprehensive management services.

The Stride Academy Board of Directors shall employ and contract with necessary teachers, as defined by Minnesota Statutes, section 122A.15, Subdivision 1, who hold valid licenses to perform the particular service for which they are employed at the School.

Teachers employed by the School shall be treated by the Stride Academy as public school teachers for the purposes of Minnesota Statutes, chapters 354 and 354A.

The Stride Academy Board of Directors may employ necessary employees who are not required to hold teaching licenses to perform duties other than teaching and may contract for other services.

Stride Academy Board of Directors may discharge teachers and non-licensed employees.

Stride Academy shall employ or contract with a Minnesota licensed director of special education to be responsible for program development, coordination, evaluation, in-service training, general special education supervision, and administration for the School's total special education system (TSES). This administrator shall also be responsible for overseeing that the School has a written Child Find Policy, and shall oversee the implementation of this policy, as well as the School's continued compliance with this policy and special education services to students.

The Stride Academy shall pursue all financial resources available to Schools to provide special education services.

The Stride Academy Board of Directors shall demonstrate governance practices of a viable organization as measured by indicators including but not limited to: ongoing training for the Board of Directors, proper oversight by the Board of Directors, active participation by members of the Board of Directors, adopting of required policies, self-evaluation, evaluation of the school administrator(s) and other indicators identified in PUC performance evaluations.

Stride Academy shall demonstrate operational practices of a viable organization as measured by indicators including but not limited to: evaluation of staff, gathering of appropriate student achievement and other data, timely and accurate submission of reports, employing appropriate and qualified staff, implementing effective and efficient transportation and

food programs, having appropriate insurances in place, maintaining a safe and healthy School environment, and other indicators identified in PUC performance evaluations.

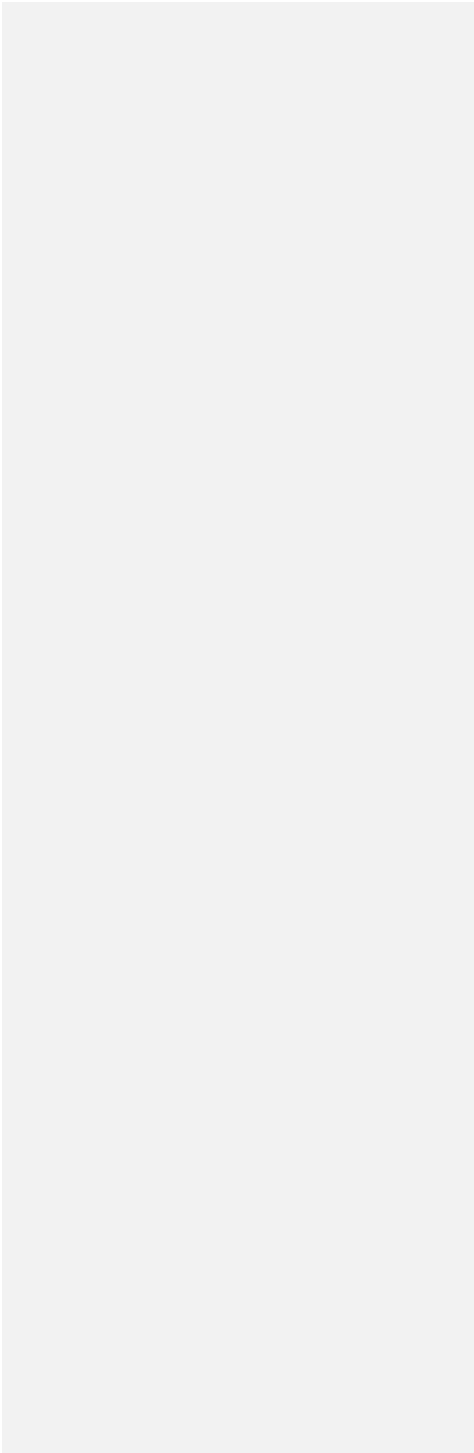


Exhibit F: FINANCIAL MANAGEMENT PLAN

Stride Academy Board of Directors is trained in financial oversight.

Stride Academy Board of Directors establishes, monitors, and amends the School's fiscal year budget.

Stride Academy Board of Directors monitors and evaluates the School's recordkeeping, controls, and financial position.

Stride Academy will utilize the Uniform Financial Accounting and Reporting Standards (UFARS). Student accounting will comply with the Minnesota Accounting and Reporting Student System (MARSS).

Stride Academy retains an external auditor on an annual basis to review the school's internal controls and processes. The Board initiates and monitors corrective action to ensure that noted deficiencies, if any, are addressed and will not result in repeat findings in subsequent audits.

Stride Academy shall be financially viable and sustainable organization as measured by indicators including but not limited to: fund balance, audit findings, proper use of public funds, appropriate financial systems, quality internal control processes, timely reporting, timely payment of invoices, percentage of funds dedicated to instruction, and other indicators identified in the PUC performance evaluations.

Meetings of the Stride Academy Board of Directors shall comply with the Minnesota Open Meeting Law, Minnesota Statutes, Chapter 13D.

Stride Academy Board of Directors delegates the day-to-day management of the School to the administrator(s) who is/are hired and supervised by the Stride Academy Board of Directors. The Stride Academy Board of Directors may choose to contract with a third-party provider (CMO/EMO) for comprehensive education design and operation services or comprehensive management services.

The Stride Academy Board of Directors shall employ and contract with necessary teachers, as defined by Minnesota Statutes, section 122A.15, Subdivision 1, who hold valid licenses to perform the particular service for which they are employed at the School.

Teachers employed by the School shall be treated by the Stride Academy as public school teachers for the purposes of Minnesota Statutes, chapters 354 and 354A.

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The Stride Academy Board of Directors may discharge teachers and non-licensed employees.

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Stride Academy shall pursue all financial resources available to Schools to provide special education services.

Stride Academy Board of Directors shall demonstrate governance practices of a viable organization as measured by indicators including but not limited to: ongoing training for the Board of Directors, proper oversight by the Board of

Directors, active participation by members of the Board of Directors, adopting of required policies, self-evaluation, evaluation of the school administrator(s) and other indicators identified in PUC performance evaluations.

Stride Academy shall demonstrate operational practices of a viable organization as measured by indicators including but not limited to: evaluation of staff, gathering of appropriate student achievement and other data, timely and accurate submission of reports, employing appropriate and qualified staff, implementing effective and efficient transportation and food programs, having appropriate insurances in place, maintaining a safe and healthy School environment, and other indicators identified in PUC performance evaluations.

Exhibit G: STATEMENT OF ASSURANCES SIGNED BY ALL BOARD MEMBERS



Board Member Affidavit of Assurances

As a board Member of School: STRIDE Academy

I assure the following:

1. Pursuant to Minn. Stat. § 124E.07, the Charter School Board of Directors agrees to comply with all federal and state laws governing organizational, programmatic, and financial requirements applicable to charter schools.
2. Pursuant to Minn. Stat. § 122A.15, the Charter School Board assures the Charter School 1) will employ teachers who hold valid teaching licenses for the services in which they are employed; or will seek and obtain the appropriate waiver, 2) all employed staff, licenses and non-licensed, at the school will have the appropriate background checks, and 3) will have on file a document listing each teacher and the service for which she/he is employed and a copy of his/ her teaching licenses available to Pillsbury United Communities upon request.
3. Pursuant to the Charter School Contract, the Charter School Board of Directors assures Pillsbury United Communities Authorizer Department that background checks for all board members are completed and available to Pillsbury United Communities upon request.
4. The Charter School is an eligible entity pursuant to the Minnesota Charter School Law Minn. Stat. §124E.
5. Pursuant to Minn Stat. § 124E.14 and 124E.07 Subd. 3, I declare that I have no active conflicts of interest with any contractual obligations of the school. If a conflict exists, I will not participate in selecting, awarding, or administering the contract.
6. Pursuant to Minn Stat. § 124E.07 Subd. 3, I have no immediate family members that are employed by the charter school, I am not employed by Pillsbury United Communities, and I do not contract facilities, goods, or services to the charter school.

Andrew J.S. Lymen
Board Member Name (printed)

[Signature]
Board Member Signature

3/11/25
Date



Board Member Affidavit of Assurances

As a board Member of School: Stride Academy

I assure the following:

1. Pursuant to Minn. Stat. § 124E.07, the Charter School Board of Directors agrees to comply with all federal and state laws governing organizational, programmatic, and financial requirements applicable to charter schools.
2. Pursuant to Minn Stat. § 122A.15, the Charter School Board assures the Charter School 1) will employ teachers who hold valid teaching licenses for the services in which they are employed; or will seek and obtain the appropriate waiver, 2) all employed staff, licenses and non-licensed, at the school will have the appropriate background checks, and 3) will have on file a document listing each teacher and the service for which she/he is employed and a copy of his/ her teaching licenses available to Pillsbury United Communities upon request.
3. Pursuant to the Charter School Contract, the Charter School Board of Directors assures Pillsbury United Communities Authorizer Department that background checks for all board members are completed and available to Pillsbury United Communities upon request.
4. The Charter School is an eligible entity pursuant to the Minnesota Charter School Law Minn. Stat. §124E.
5. Pursuant to Minn Stat. § 124E.14 and 124E.07 Subd. 3, I declare that I have no active conflicts of interest with any contractual obligations of the school. If a conflict exists, I will not participate in selecting, awarding, or administering the contract.
6. Pursuant to Minn Stat. § 124E.07 Subd. 3, I have no immediate family members that are employed by the charter school, I am not employed by Pillsbury United Communities, and I do not contract facilities, goods, or services to the charter school.

Andrew J. Luostila
Board Member Name (printed)

[Signature]
Board Member Signature

3-11-25
Date



Board Member Affidavit of Assurances

As a board Member of School: Stride academy

I assure the following:

1. Pursuant to Minn. Stat § 124E.07, the Charter School Board of Directors agrees to comply with all federal and state laws governing organizational, programmatic, and financial requirements applicable to charter schools.
2. Pursuant to Minn Stat. § 122A.15, the Charter School Board assures the Charter School 1) will employ teachers who hold valid teaching licenses for the services in which they are employed; or will seek and obtain the appropriate waiver, 2) all employed staff, licenses and non-licensed, at the school will have the appropriate background checks, and 3) will have on file a document listing each teacher and the service for which she/he is employed and a copy of his/ her teaching licenses available to Pillsbury United Communities upon request.
3. Pursuant to the Charter School Contract, the Charter School Board of Directors assures Pillsbury United Communities Authorizer Department that background checks for all board members are completed and available to Pillsbury United Communities upon request.
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5. Pursuant to Minn Stat. § 124E.14 and 124E.07 Subd. 3, I declare that I have no active conflicts of interest with any contractual obligations of the school. If a conflict exists, I will not participate in selecting, awarding, or administering the contract.
6. Pursuant to Minn Stat. § 124E.07 Subd. 3, I have no immediate family members that are employed by the charter school, I am not employed by Pillsbury United Communities, and I do not contract facilities, goods, or services to the charter school.

Abdi Ismail
Board Member Name (printed)

abdi@strideacademy.org
Board Member Signature

2025-03-10
Date



Board Member Affidavit of Assurances

As a board Member of School: Stride Academy

I assure the following:

1. Pursuant to Minn. Stat § 124E.07, the Charter School Board of Directors agrees to comply with all federal and state laws governing organizational, programmatic, and financial requirements applicable to charter schools.
2. Pursuant to Minn Stat. § 122A.15, the Charter School Board assures the Charter School 1) will employ teachers who hold valid teaching licenses for the services in which they are employed; or will seek and obtain the appropriate waiver, 2) all employed staff, licenses and non-licensed, at the school will have the appropriate background checks, and 3) will have on file a document listing each teacher and the service for which she/he is employed and a copy of his/ her teaching licenses available to Pillsbury United Communities upon request.
3. Pursuant to the Charter School Contract, the Charter School Board of Directors assures Pillsbury United Communities Authorizer Department that background checks for all board members are completed and available to Pillsbury United Communities upon request.
4. The Charter School is an eligible entity pursuant to the Minnesota Charter School Law Minn. Stat. §124E.
5. Pursuant to Minn Stat. § 124E.14 and 124E.07 Subd. 3, I declare that I have no active conflicts of interest with any contractual obligations of the school. If a conflict exists, I will not participate in selecting, awarding, or administering the contract.
6. Pursuant to Minn Stat. § 124E.07 Subd. 3, I have no immediate family members that are employed by the charter school, I am not employed by Pillsbury United Communities, and I do not contract facilities, goods, or services to the charter school.

Sara Fromm-
Board Member Name (printed)

Sara Fromm-Ringquist
Board Member Signature

2025-03-10
Date



Board Member Affidavit of Assurances

As a board Member of School: Stride Academy

- I assure the following:
1. Pursuant to Minn. Stat. § 124E.07, the Charter School Board of Directors agrees to comply with all federal and state laws governing organizational, programmatic, and financial requirements applicable to charter schools.
 2. Pursuant to Minn Stat. § 122A.15, the Charter School Board assures the Charter School 1) will employ teachers who hold valid teaching licenses for the services in which they are employed; or will seek and obtain the appropriate waiver; 2) all employed staff, licensed and non-licensed, at the school will have the appropriate background checks, and 3) will have on file a document listing each teacher and the service for which she/he is employed and a copy of his/ her teaching licenses available to Pillsbury United Communities upon request.
 3. Pursuant to the Charter School Contract, the Charter School Board of Directors assures Pillsbury United Communities Authorizer Department that background checks for all board members are completed and available to Pillsbury United Communities upon request.
 4. The Charter School is an eligible entity pursuant to the Minnesota Charter School Law Minn. Stat. §124E.
 5. Pursuant to Minn Stat. § 124E.14 and 124E.07 Subd. 3, I declare that I have no active conflicts of interest with any contractual obligations of the school. If a conflict exists, I will not participate in selecting, awarding, or administering the contract.
 6. Pursuant to Minn Stat. § 124E.07 Subd. 3, I have no immediate family members that are employed by the charter school, I am not employed by Pillsbury United Communities, and I do not contract facilities, goods, or services to the charter school.

Tina Barak
Board Member Name (printed)

Board Member Signature

2025-03-10
Date



Board Member Affidavit of Assurances

As a board Member of School: Stride Academy
Charter School

- I assure the following:
1. Pursuant to Minn. Stat § 124E.07, the Charter School Board of Directors agrees to comply with all federal and state laws governing organizational, programmatic, and financial requirements applicable to charter schools.
 2. Pursuant to Minn Stat. § 122A.15, the Charter School Board assures the Charter School 1) will employ teachers who hold valid teaching licenses for the services in which they are employed; or will seek and obtain the appropriate waiver; 2) all employed staff, licenses and non-licensed, at the school will have the appropriate background checks, and 3) will have on file a document listing each teacher and the service for which she/he is employed and a copy of his/ her teaching licenses available to Pillsbury United Communities upon request.
 3. Pursuant to the Charter School Contract, the Charter School Board of Directors assures Pillsbury United Communities Authorizer Department that background checks for all board members are completed and available to Pillsbury United Communities upon request.
 4. The Charter School is an eligible entity pursuant to the Minnesota Charter School Law Minn. Stat. §124E.
 5. Pursuant to Minn Stat. § 124E.14 and 124E.07 Subd. 3, I declare that I have no active conflicts of interest with any contractual obligations of the school. If a conflict exists, I will not participate in selecting, awarding, or administering the contract.
 6. Pursuant to Minn Stat. § 124E.07 Subd. 3, I have no immediate family members that are employed by the charter school, I am not employed by Pillsbury United Communities, and I do not contract facilities, goods, or services to the charter school.

Carolyn (Carie) Essig
Board Member Name (printed)

cessig@strideacademy.org
Board Member Signature

2025-03-10
Date

Exhibit H: CHARTER SCHOOL CLOSURE PROCESS

Charter School Closure Process and Plan Updated September 2019

In the event of CHARTER REVOCATION, a formal notice of Charter Revocation will initiate the following actions. The Charter Closure Process and Plan document is completed by the board of directors of the school, in collaboration with Pillsbury United Communities (PUC), as soon as possible after final notification of closure.

Below is a re-cap of the specific timelines involved in the charter closure process and plan to be conducted by the charter school. *Please note that all of the notification timeline days are business days.* The school and PUC will coordinate a plan for document submission in order to ensure compliance during the closure process.

Notice of Charter Revocation

- 7 days after notice- Notify all resident districts that students reside within
- 10 days after notice- Notify parent/ guardians
- 10 days after notice- Send records to resident districts of students
- 20 days after notice- Establish dissolution plan
- Every 14 days after establishing dissolution plan and prior to charter revocation- submit updated dissolution plan to PUC
- 20 days after notice- Notify all contractors and employees
- 20 days after notice- Establish a list of all creditors and debtors, submit to PUC
- 30 days after a notice- Provide an inventory of assets to PUC

Last Instructional Day

- 7 days after last instructional day- Send student records and report cards to parent/ guardian

Charter Revocation

- 7 days after revocation- Notify funders
- 10 days after revocation- First Interim Financial Statement sent to PUC
- Every 30 days after revocation- Interim Financial Statement sent to PUC
- 20 days after revocation- If it has not been conducted, cancel food/ transportation contracts
- 30 days after revocation- Notify creditors and debtors

Name of School:

Date - Notice of Charter Revocation:

Date – Charter Revocation:

Person Responsible	Date Completed and Comments

Current Date:		
TASK		
Establish <i>ad hoc</i> School Board Committee for dissolution		
Designate School contact person(s) to send and receive communications from PUC;		
Designate employees or School Board members who will handle various aspects of winding up of School operations;		
Provide contact information, and list of employees / School Board members and correspondent responsibilities to PUC		
Other:		
Contact MDE – Charter Center Immediately		
The Charter Center needs to be contacted immediately to facilitate the legal transfer of all property of the school that was purchased with Federal Charter School Program funds to other schools. Federal Law and the assurances signed by the school requires special attention be given to this property. Contact the CSP Federal Grant personnel at the MDE for guidelines and assistance. <i>(See Inventory and Liquidation of Assets below)</i>		
Other:		
Reserve Funds		
Segregate by School Board resolution in a separate checking account up to \$45,000 in funds to be used for legal, accounting and other expenses to execute this Closure Plan and to dissolve the School Corporation.		
Other:		
Notification to Parents / Guardians		
Within 10 days after the CHARTER REVOCATION date is set, notify parents / guardians and employees of school regarding the closure of the School, if such notification has not been made. Such notification shall include, but not be limited to, the following: <ul style="list-style-type: none"> • date of the last day of regular instruction; • cancellation of any planned summer school; • notice to parents that enrollment of children in their district of residence or other school is mandatory under state law; 		

<ul style="list-style-type: none"> describe the process to obtain student records to transfer appropriately and inform parents that disciplinary records will be sent with all records to the resident district 		
Provide PUC with a copy of the notice.		
Other:		
Final Report Cards and Student Records Notice		
<p>Within 7 days after the last instructional day, provide parents / guardians with copies of final report cards and notice of where student records will be sent (the students' resident school district) and specific contact information of where records are stored.</p> <ul style="list-style-type: none"> * The notice must advise the parent/guardian of who to inform after the parent/ guardian decides where to enroll the student. * The notice must advise the parent/ guardian that the student's new school needs to communicate with the students' resident school district to have the student's educational records transferred. * The notice must include who is responsible for providing parents of enrolled students information and assistance to enable the student to re-enroll in another school 		
Provide PUC with a copy of the notice.		
Other:		
Transfer of Student Records and Testing Material		
<p>No later than 10 days after the CHARTER REVOCATION date has been set, send student records to the students' resident school district, including:</p> <ul style="list-style-type: none"> * Individualized Education Programs (IEPs) and all records regarding special education and supplemental services; * student health / immunization records; * attendance records; * all other student records. <p>All end of school year grades and evaluations must be completed and made part of the student records, including any IEP /Committee on Special Education meetings /progress reports. As noted, parents / guardians should be offered copies of students' records.</p> <p>Testing material, including scores, test booklets, and annual data files etc. required to be maintained by the School by the State Education Department must also be forwarded to the resident school district within the charter school's location.</p> <p>To the extent that scores, etc. will come into existence after the CHARTER REVOCATION, arrangements should be made with the testing agent to forward such material to the resident school district within the charter school's location.</p> <p>The students' resident school district is provided all student records and testing materials continuously and in tandem with the files of the charter school after the charter revocation date has been set.</p>		
Other:		

Notification of School Districts

<p>Within 7 days after the charter revocation, the School must notify school district(s) of students' residence regarding the termination of the education program and lack of future enrollment as of CHARTER REVOCATION date.</p> <p>* If applicable, notification regarding cessation of food and transportation services should be provided.</p> <p>Provide PUC with a copy of the notice.</p>		
Other:		

Notification to Funding Sources /Charitable Partners

<p>Within 7 days after CHARTER REVOCATION, all other sources of the School's operational funding must be notified in writing of the closure of the School as well as charitable partners of the School.</p> <p>* The School should not accept further loans from management companies, etc. nor otherwise incur additional liability. However, it may continue to accept gifts from charitable partners as long as the charity is aware of the School's closure / restructuring status.</p> <p>* Any sub-leases within the premises of the School should be notified as soon as possible or after CHARTER REVOCATION, whichever is appropriate.</p>		
Other:		

Notification to Contractors and Termination of Contracts

<p>Within 20 days after notice of CHARTER REVOCATION, formulate a list of all contractors with contracts in effect, and notify them regarding cessation of current school operations with the date of CHARTER REVOCATION.</p> <p>* If applicable, instruct contractors to make arrangements to remove any contractor property from the School facility by a date certain, e.g., copying machines, water coolers, other rented property.</p> <p>* Retain records of past contracts with proof that they were fully paid (see Records Retention, below) to prevent spurious claims.</p> <p>Provide PUC with a copy of such notice.</p> <p>As appropriate, and to the extent possible, terminate contracts for goods and services as of the last date such goods or services will be needed to the extent not necessary for the educational program or dissolution of the School.</p> <p>* Telephone, gas, electric, water, insurance (premises and E&O insurance, see below) should remain operative through the CHARTER REVOCATION date and to the extent necessary to wind up the School's affairs beyond that time.</p>		
Other:		

Notification to Employees and Benefit Providers

<p>After an employee termination date is established, but not later than 20 days after the CHARTER REVOCATION date has been set, notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Further notify employees and providers of termination of all benefit programs, and, if allowable, terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e. COBRA), including:</p> <p>* health care / health insurance;</p> <p>* life insurance;</p>		
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<ul style="list-style-type: none"> * dental plans; * eyeglass plans; * cafeteria plans; * 401(k), retirement plans; * pension plans; * TRA; and * PERA <p>Specific rules and regulations may apply to such programs especially teacher's retirement plans so legal counsel should be consulted. Employees should be notified of eligibility for unemployment compensation. In the event the School has not paid into the unemployment program on an ongoing basis, the School may have significant financial liability on an ongoing basis after CHARTER REVOCATION, and reserve funds should be set aside for this purpose. See School Dissolution Plan and Action regarding payment of taxes, below.</p>		
Other:		
Notification to Food and Transportation Services and Cancellation of Contracts		
<p>Within 20 days after the charter revocation, or earlier if required by the contractual notice requirements, cancel school district or private food and/or transportation services for summer school and next school year.</p>		
Other:		
Notification to Authorizer Regarding Lawsuits		
<p>As soon as possible after receiving notice and/or service of process regarding litigation against, or initiated by, the School, School Board or School employees, notify PUC and provide copies of legal papers received.</p> <p>The School has an ongoing obligation to keep PUC informed regarding such litigation, including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.</p>		
Other:		
List of Creditors and Debtors; UCC Search		
<p>Within twenty (20) days after the notice of CHARTER REVOCATION, formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</p> <ul style="list-style-type: none"> * This list is not the same as the contractor list, above, but may include contractors, which should be listed. * Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Security interests may be recorded and filed pursuant to the Uniform Commercial Code (UCC) with the county and State of Minnesota, and may include all of the assets of the School Corporation or specific assets in which a creditor has an interest as long as such debt remains outstanding. * The UCC search should be performed by the School to determine if there are any secured creditors and to what assets security interests are attached. * Debtors include persons who owe the school fees or credits, lessees or sub lessees of the School, and any person holding property of the School. 		

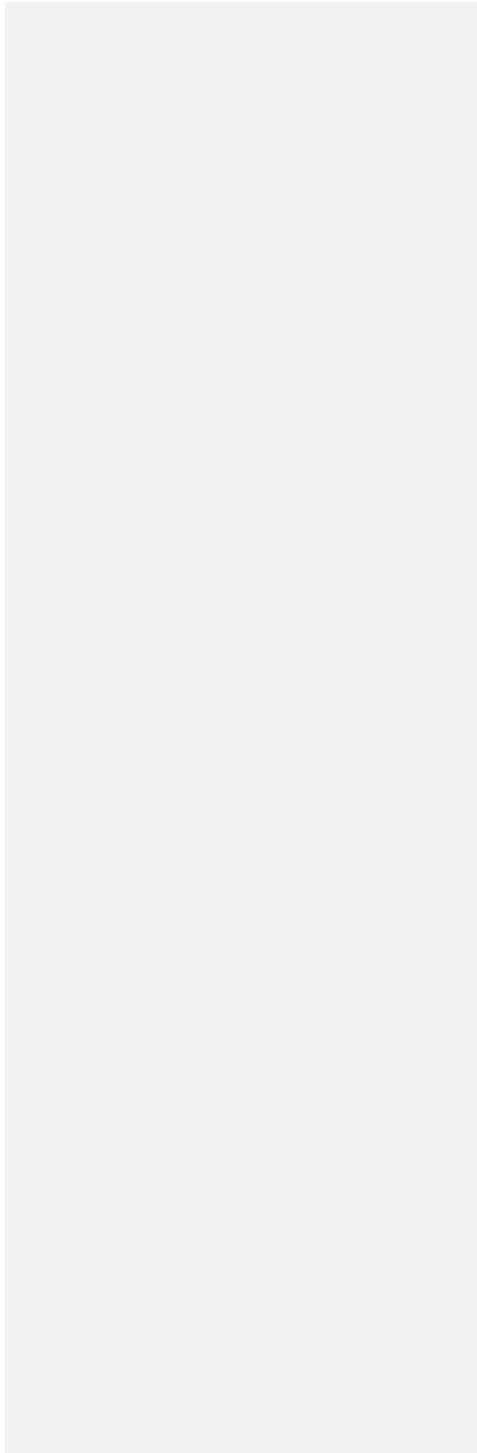
Provide a copy of the list of creditors to PUC with the amount owed to each creditor thereon and the amount owed by each debtor.		
Other:		
Notification to Creditors		
Within thirty (30) days after the notice of charter revocation, the School must notify all creditors of its closure. The School should solicit from each creditor a final accounting of the School's accrued and unpaid debt owed to such creditor. This figure should be compared to the School's calculation of the debt and be reconciled between the parties. To the extent possible, the School should also begin to negotiate a settlement of debts, which is ultimately consummated by a settlement agreement reflecting satisfaction and release of the existing obligations, if possible. Other:		
Notification to Debtors		
Within thirty (30) days after the charter revocation, the School must contact all debtors and demand payment. To the extent collection efforts are unsuccessful; the School may turn the debt over to commercial debt collection agencies. All records regarding such collection or disputes by debtors regarding amounts owed must be retained. Other:		
School Dissolution Plan and Action		
The school shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly fashion in accordance with a timetable and plan adopted by the School's board of directors. Priority should be given to continuing the School's educational program through the end of the school year (last instructional day) and retaining funds to complete the dissolution process. The initial plan should be adopted within 20 days of the notice of charter revocation, and be updated at least bi-weekly with copies to PUC. The plan should include, but not be limited to, the following. <ul style="list-style-type: none"> * Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION. * Make final federal, state and local tax payments (every employer, including the School, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments). * Auction / sale of assets in a manner that avoids conflicts of interest, and maximizes net revenue to the extent permitted by ongoing agreements with existing creditors. (See Liquidation of Assets, below.) * Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the School enough flexibility to pay creditors, attorneys, accountants, etc. during the course of dissolution, including funds for a final audit, and for dissolution. * Cancellation of corporate credit cards and lines of credit. 		

<p>* Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the school and School Board status of those authorized to sign for the school.</p>		
<p>Status reports on the implementation of the School Dissolution Plan to be submitted to PUC through Interim Financial Statements and a Final Financial Statement (below).</p>		
<p>Other:</p>		
Protection of Assets; Insurance		
<p>The School's assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration.</p> <ul style="list-style-type: none"> * Existing insurance coverage should be maintained on the assets until the disposal of such assets, in accordance with the Dissolution Plan. * Continue existing insurance for school facility, vehicles and other assets until <ul style="list-style-type: none"> 1) disposal, transfer, or termination of real estate and/or lease, and 2) disposal, transfer or sale of vehicles and other assets, respectively. * Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors; bond holders, etc., if possible. * Appropriate security services should be obtained or maintained. * Action may include moving assets to secure storage after closure or loss of the school facility. 		
<p>Other:</p>		
Inventory		
<p>No later than 30 days after the notice of CHARTER REVOCATION date is set, all of the School's assets must be inventoried with item #'s and quantities and/or its inventory updated. Reconcile with the most recent inventory conducted by the school.</p> <ul style="list-style-type: none"> * All assets of the School, not just over a threshold dollar value must be inventoried. * Identify assets purchased with Federal CSP Grant funds, * Identify assets belonging to other entities (school district, county, municipality, teachers, health department, foundations, vendors, PTA, etc.), including those borrowed or loaned. * Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest. * Return assets not belonging to School and document. <p>Provide PUC with a copy of the inventory.</p>		
<p>Other:</p>		
Liquidation of Assets		

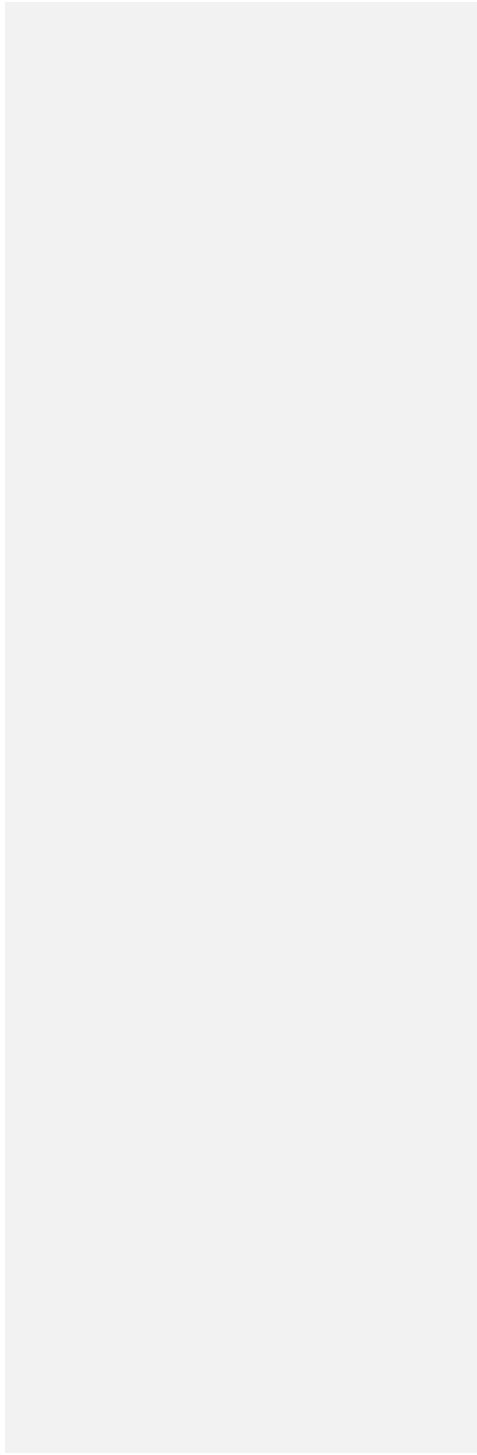
<p>Assets must be liquidated in a commercially reasonable manner including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and clear of any liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest (above), the secured party should be contacted.</p> <p>Pursuant to MN Statute 317A.735, no asset may be given away, except as authorized by law. In cases where the cost of disposing of an asset will exceed the cost to be received at sale or auction, it may be permissible to give away or discard such assets. However, this should be cleared from the largest or sole creditor(s) in advance.</p> <p>School Board members and their relatives as well as employees and students of the School should not purchase any asset unless the purchase is disclosed to the School Board and the disclosure is made a matter of record in the School Board's minutes and approved by a majority of the non-interested members of the School Board.</p>		
<p>Other:</p>		
E&O Insurance		
<p>Maintain existing directors and officers liability (E&O) insurance, if any, until final dissolution of the School Corporation. If no such E&O insurance exists, disclose this fact to the board of directors.</p>		
<p>Other:</p>		
Interim Financial Statements		

<p>No later than 10 days after CHARTER REVOCATION, prepare, and submit to PUC, an interim financial statement in a form satisfactory to PUC, of the status of all contracts and other obligations of the School Corporation, and all funds, including principal and accrued interest, owed to, and by, the School Corporation, with supporting evidence showing:</p> <ul style="list-style-type: none"> * all creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the school outstanding, including principal and accrued interest, as of the date of the interim report; and * all amounts owed to the school by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and * all income generated through sale or auction of assets and any other change in status of assets. <p>The School will prepare and submit such statements to PUC at 30 day intervals until the final statement (below) is prepared and submitted.</p>		
<p>Other:</p>		
Final Financial Statement		
<p>At a date to be determined by PUC, anticipated to be no later than 90 days after CHARTER REVOCATION, no later than 10 days prior to the filing of a legal dissolution proceeding, the school shall prepare to the full satisfaction of PUC a final statement of the status of all contracts and other obligations of the School Corporation, and all funds owed to the School, audited (or confirmed) by an independent accountant, with supporting evidence showing:</p> <ul style="list-style-type: none"> * all assets and the value and location thereof, whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and * each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and * statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and * each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest. <p>* This statement is submitted to PUC in the form in which it will be sworn and submitted to the MN Attorney General and/or MN Secretary of State as part of any dissolution proceeding.</p> <p>* This statement is in addition to the final Financial Audit (below).</p>		
<p>Other:</p>		

Financial Audit		
The School must have a financial audit performed in accordance with the Charter and the Act no later than December 31st of the calendar year in which the School ceases instruction.		
Other:		
Closeout of State and Federal Grants		
State, federal and other grants must be closed out, <i>(See Contact MDE section above)</i> including: <ul style="list-style-type: none"> * notification to the grant entity of the School closure; and * filing of any required expenditure reports or receipts and any required program reports. The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The School Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements.		
Other:		
IRS Status; Reports		
The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following: <ul style="list-style-type: none"> * notification to IRS regarding any address change of the School Corporation; and * filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). When the school proceeds to formal dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status furnish a copy to PUC.		
Other:		
Corporate Records		



<p>In all cases, the School Board shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> * Loans, bonds, mortgages and other financing; * Contracts; * Leases; * Assets and asset sales; * Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042. * Governance (Minutes, by-laws, policies); * Employees (background checks, personnel files); * Accounting/audit, taxes and tax status, etc.; * Personnel, * Employee benefit programs and benefits; and * Student summary test data files * Any items listed in this Closure Plan. <p>After formal dissolution, any and all records not previously sent to the school district should be sent to school district in which the charter school is located.</p>		
Other:		
Resolution of Dissolution		
The School Board must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the MN Attorney General and/or MN Secretary of State.		
Other:		
Dissolution		



<p>If the School Corporation dissolves, the School Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include:</p> <ul style="list-style-type: none"> * a complete statement of all assets, their location and an estimate of their value; and * a statement of the ascertainable debts of the education corporation. <p>Whenever the charter or an order of dissolution is made, the members of the School Board or other custodian of the records of the School have the duty to properly maintain the permanent records of the School according to law and stored in a secure, locked container.</p> <p>Copies of all legal documentation related to dissolution should be sent to PUC.</p> <p>Members of the School Board are empowered to continue in office even after CHARTER REVOCATION and dissolution of the school for the purpose of the dissolution plan and settling the affairs of the school, and after the formal dissolution of the educational corporation or legal status.</p>		
<p>Other:</p>		
Final Distribution of Assets		
<p>All liabilities and obligations of the School must be paid and discharged (or adequate provision must be made therefore) to the extent of the School's assets. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations.</p> <p>Assets received and held by the school subject to limitations permitting their use only for charitable, benevolent, educational, or similar purposes, but not held upon condition requiring return or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools or to the resident school district.</p> <ul style="list-style-type: none"> * An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. In case of later question, audit or review by federal bankruptcy or state supreme court, or other governmental body. * In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations. 		
<p>Other:</p>		

Exhibit I: PROVISIONS FOR SERVICE PROVIDER

In the event the charter school intends to contract with a third party provider ("Service Provider") for comprehensive school management or operations services ("Service Contract"), all of the following requirements must be met by the Charter School:

- 1) **Submission of Service Contract.** The Service Contract shall be submitted to the Authorizer no later than 30 days prior to its effective date.
- 2) **Required Terms of Service Contract.** The Service Contract shall include, without limitation, the following Required Terms:
 - a) The Service Contract shall identify the Charter School board of directors as the party ultimately responsible for the success or failure of the school, and clearly define the Service Provider as a vendor of services.
 - b) The Service Contract shall ensure that the Charter School board of directors maintains independent fiduciary oversight and authority over the school budget at all times.
 - c) The Service Contract shall establish the primacy of the charter contract with the authorizer over the Service Contract.
 - d) The Service Contract shall be subject to, and shall incorporate by reference, the terms and conditions of the Charter School Agreement with the Authorizer.
 - e) The Service Contract shall articulate the performance measures, consequences, and mechanisms by which the Charter School board of directors will hold the Service Provider accountable aligned with the Charter School Agreement.
 - f) The Service contract shall clearly delineate the respective roles and responsibilities of the Service Provider and the Charter School in the management and operation of each school facility for which the Service Provider shall provide management or operations services, including responsibilities of each party in the event of school closure.
 - g) The Service Contract shall contain provisions requiring compliance with all requirements, terms and conditions established by any Federal or State funding source.
 - h) The Service Contract shall clearly state all compensation payments to be paid by the Charter School to the Service Provider for all services including management, administrative, licensing, technology, curriculum, performance bonuses, and any other amounts paid to the Service Provider, including to any third party vendors, and shall clearly explain the method for calculating such fees or payments.
 - i) The Service Contract shall articulate the terms of any facility agreement that may be part of the relationship, referencing a lease appropriate, and clearly delineate lease, debt-service or other facilities related fees or costs paid by the Charter School to the Service Provider.
 - j) The Service Contract shall ensure that all payments to the Charter School from the State or other grant making organizations shall be made to an account controlled by the Charter School board of directors, not the Service Provider.
 - k) The Service Contract shall ensure that all payments to the Charter School from the State or other grant making organizations shall be made to an account controlled by the Charter School board of directors, not the Service Provider.
 - l) The Service Contract shall require the Charter School board of directors to directly select, retain and compensate the school attorney and audit firm.

- m) The Service Contract shall provide that all employees or contractors of the Service provider who have direct, regular contact with students of the Charter School shall be subject to criminal background investigations and checks in compliance with applicable laws.
 - n) The Service Contract shall provide that any and all financial books of the Charter School held or managed by the Service Provider shall be available for inspection by the Charter School board of directors and/or the Charter School Authorizer.
 - o) The Service Contract shall provide that all financial reports provided or prepared by the Service Provider shall be presented in GAAP/FASB (Financial Accounting Standards Board) approved nonprofit format consistent with Authorizer requirements.
 - p) The Service Contract shall articulate the process and criteria to be used for evaluation of the Service Provider by the Charter School.
- 3) Financial Reporting
- a) Budget. The budget prepared by the Charter School pursuant to applicable provisions of the Charter School Agreement shall include, without limitation, the following itemized information:
 - i) All contract payments, lease payments, management fees, administrative fees, licensing fees, curriculum fees, technology, fees, performance bonuses and other amounts budgeted for the Service Provider, or otherwise budgeted for the Service Contract by the Charter School, with the method for calculating such fees or payments clearly explained.
 - b) Financial Statements. In the event that monthly or quarterly financial statements are required to be furnished by the Charter School pursuant to the applicable provisions of the Charter School Agreement, such financial statements shall reflect the entire school's financial operations, including an itemized accounting of all amounts paid to the Service Provider or otherwise paid for services in the Service Contract, which amounts shall be itemized in a manner that clearly corresponds to those categories provided in the Charter School's annual budget or the Service Contract.
 - c) Annual Audit. The Financial Audits required under applicable provisions of the Charter School Agreement shall include review of all fees and payments made by the Charter School to the Service Provider.
 - d) Reporting of Loans and Investments. All loans to, or investments in, the Charter School by the Service Provider must be evidenced by appropriate documentation and disclosure, either in the Service Contract or through separate agreements. In the case of investments, such documentation shall explain how the investment shall be treated on the books of the Charter School and shall clearly state the Service Provider's expected return on equity.

Nothing in the document shall be construed to waive or otherwise limit the obligation of the Charter School to provide information otherwise required to be reported by the Charter School under the Charter Schools Law or the Charter School Agreement.

Exhibit J: PERFORMANCE EVALUATION OF SCHOOL

Updated August 2016

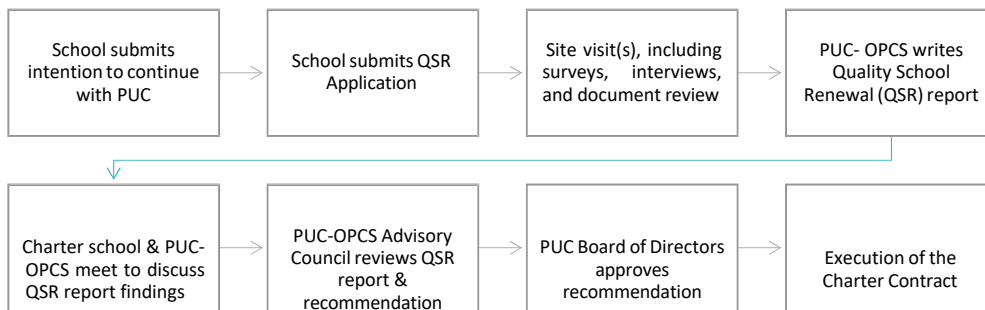
Purpose of Quality School Review

The Pillsbury United Communities (PUC) Office of Public Charter Schools (OPCS) Quality School Review (QSR) is a comprehensive evaluation process in which charter schools' performance is evaluated against its compliance with the Authorizer-School contract, State and Federal law, and goals set forth for the contract term.

Pillsbury United Communities authorizes charter school contracts of varying terms. The last year of the charter contract, the QSR process takes into effect. The review process serves two purposes: First, it informs the renewal recommendation that is presented to the PUC Board of Directors to either renew or not renew a charter school contract, second, it provides the charter school an opportunity to evaluate their effectiveness and can provide opportunity for the school to set new goals and priorities. The information gleaned from the QSR is combined with historical data to inform the school renewal/ termination process.

Process & Decision Making

The components of the QSR process include:



The QSR is completed in a team format. The site visit team consists of the PUC – OPCS staff, outside individuals with particular areas of expertise, and school directors from other PUC authorized schools.

The site visit team assess the overall health and performance of each charter school at the onsite review. Reviewers look for evidence of student progress and accomplishments; how teaching and classroom environments support learning; the types of instructional approaches and repertoire of strategies being used; the learning opportunities different students experience and how the school functions as a community.

The site visit team goes to a school for a 1-3 day period. Some team members are there all of the time; others come and go in order to fulfill their responsibilities to the review. Some site visit team members arrive 30 minutes before school

starts and also observe after-school, extended day activities. The time commitment for reviewers varies, however reviewers should anticipate anywhere between 5-10 hours.

Members of the site visit team interview the school leadership team, teachers, para-professionals, students, parents, community partners, and other stakeholders. Interviews take place in person or by phone. The team observes classrooms, hallways, activities in common areas, meetings that are not confidential in nature and arrival/ departure of buses.

Reviewers utilize review documents to assist in the evaluation including draft interview questions, surveys to be distributed, and observation forms / rubrics. After the onsite review the site visit team shares, via verbal and written feedback, thoughts and findings with PUC-OPCS.

PUC-OPCS combines the QSR application and site visit data with any documents collected throughout the duration of the contract term as part of PUC – OPCS’ ongoing evaluation. All information is considered, collected, and included as part of the Quality School Review reporting.

In order to recommend a school for renewal, PUC-OPCS must determine that a school has met or is making reasonable progress toward pupil performance standards, meets accepted standards of fiscal management, meets governance and operations standards, and has not committed a material violation of its contract. For example:

Requirement	Method of Evaluation
Committing a material violation of any of the conditions, standards or procedures set forth in the charter.	Review of renewal application; Review of operations, financial and compliance analysis; Evaluation of budget and cash flow statements
Failing to meet or make reasonable progress towards achievement of pupil performance standards	Review of renewal application; Analysis of student academic performance over time
Failing to meet accepted standards of fiscal management	Review of renewal application; Review of operations, financial and compliance analysis, evaluation of budget and cash flow statement, review of audit findings, financial practices
Violating any provision of law from which the charter is not exempted	Review of renewal application; review of operations, financial and compliance analysis, evaluation of budget and cash flow statements; evaluation of any other evidence of legal violations

The PUC-OPCS draft the QSR report informed by its ongoing oversight (inclusive of performance framework), review of the QSR application, and the site visit team’s findings in the form of a summative evaluation. The charter school and PUC-OPCS review the QSR report to validate its contents. This report includes PUC’s decision to renew/ terminate the school contract and the renewal term -- one to five year(s).

The QSR report outlines conditions/ consequences if a school did not meet performance standards- particularly around the academic and non-academic goals, performance framework and material violations of the contract or statute. Each condition or consequence is considered by specific situation, in relation to the entire charter school, and the larger environment of public schools. Charter contract negotiation and execution includes remediation plans.

The recommendation for renewal/termination, via the QSR report, goes to the PUC-OPCS Advisory Council for consideration and approval. Per the PUC-OPCS Advisory Council's recommendation, the full PUC Board of Director's reviews and approves the renewal/termination decision. Once a renewal decision is approved, PUC-OPCS submits a charter contract to the MN Department of Education prior to the end of the contract term.

QSR - CONTRACT RENEWAL APPLICATION

Completed by charter school in final year of contract to determine renewal terms.

Pillsbury United Communities encourages the school to be thoughtful in their responses. By providing clear and concise responses to the questions, schools can help ensure that the renewal process is completed in an effective manner. It also helps reduce the number of questions that the reviewers have, therefore making the process more efficient.

The Contract Renewal Application should be no longer than 15 pages (excluding attachments) and addresses the following areas:

Section I. Cover Sheet

Section II. Student and Staff Report

Section III. Mission, Strategy, and Goals

Section IV. Leadership and Operations

Section V. Academics

Section VI. Governance

Section VII. Financial

The report should discuss the progress the school has made, existing and future challenges, and how it has responded directly to any concerns/challenges that it has faced over the term of the contract. For example, if a school has had major financial problems, it might devote more space to discussing how the issue has been addressed and/or resolved. Because renewal is approached as an ongoing process, the application should be thought of as a summary or re-cap.

Directions for the QSR application:

Please note the following directions when completing the QSR application:

- Submit completed application electronically by assigned date to PUC-OPCS.
- Include a table of contents.
- Include header or footer with Stride Academy and page numbers.
- All attachments should be clearly labeled.

- If a specific question does not apply to your school. Please respond “not applicable”.
- Answer each question in the application at the charter district level. If there are multiple sites within a district, provide site specific responses as designated in the application and as applicable in responses.

Note: Upon review of the application, if we find that items are missing the school is contacted and given 3 days to provide the missing content.

Section I. Cover Sheet

Name of Charter Leader: [Click here to enter text.](#)

Name of Board Chair: [Click here to enter text.](#)

Charter School's Initial Opening Date: [Click here to enter a date.](#)

Current Operational Grades for the School: [Click here to enter text.](#)

Name of Contact Person for this Application: [Click here to enter text.](#)

Mailing Address, Telephone, and Email of Contact Person: [Click here to enter text.](#)

Name of Alternate Contact Person for this Application: [Click here to enter text.](#)

Mailing Address, Telephone, and Email of Alternate Contact Person: [Click here to enter text.](#)

Signature of Charter Leader	Signature of Board Chair	Date: Jan – 01 - 0000
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Section II. Student and Staff Report

Complete the following including data for each year of your contract term: Multiple sites complete this form for each site. Add rows/ columns for additional grade levels served and school years.

	School Year	School Year	School Year	School Year	School Year
Enrollment (by grade)					
PK					
K					
1 st					
2 nd					

(etc....) use applicable grades					
Gender					
Male					
Female					
Ethnicity/Race					
White					
Black					
Hispanic					
Asian					
Native American					
Immigrant (specify)					
Specialized Populations					
Student with IEPs					
English Language Learners					
Homeless / Highly Mobile Students					
Eligible for free and Reduced lunch					
# of in-school suspensions					
# of out-of-school suspensions					

# of students expelled					
Total # of teacher positions					
# of teachers returning to the school from the previous school year					
# of teacher hired due to growth in grade levels or enrollment					

Section III. Mission, Strategy & Goals

- c. Provide a summary of this contract term highlighting academic and organizational successes.
- d. How has the school realized its mission over the last contract term? Include specific examples.
Multi-site, how have each charter school site contributed to the overall realization of the mission?
- e. How does the charter school fit with Pillsbury United Communities mission, vision and values for authorizing charter schools? Complete the below table.

PUC- OPCS Vision, Mission & Values	School Vision & Practice Indicators
Vision	
Higher Education	
Citizenship	
Self-sufficiency	
Personal Fulfillment	
Mission	
Innovative Education Strategies	

Promotion of Respect	
Engage students	
Service Learning	
Personal Development	
Values	
Motivated by success of people we serve	
Open and honest communication	
Collaboration	
Transparency	
Diversity	
Continuous Improvement	
Fiscal Responsibility	
Quality Board Training and Development	

- f. Please describe programs and activities that support the mission (e.g. community partnerships, parent programs, after school and extracurricular activities). How have these programs helped the school realize its mission? Include specific examples.
- g. How does the charter school collaborate with parents to encourage active participation in their student’s education? Provide an example. Multisite, note differences between sites.
- h. Describe the academic and non-academic goals established in the charter contract. How is the school measuring progress towards achieving these goals? Provide the results of each goal to date. Use the below table to organize if applicable.

Charter Contract Goal	Year 1	Year 2	Year 3	Year 4	Year 5
Academic Goal #1 <i>State goal here according to charter contract.</i>	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>
Non-Academic Goal #1 <i>State goal here according to charter contract.</i>	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>
Etc...	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met

<input type="checkbox"/> Goal currently not met	<input type="checkbox"/> Goal currently not met	<input type="checkbox"/> Goal currently not met	<input type="checkbox"/> Goal currently not met	<input type="checkbox"/> Goal currently not met
<i>List source of information and any additional info pivotal to this goal.</i>	<i>List source of information and any additional info pivotal to this goal.</i>	<i>List source of information and any additional info pivotal to this goal.</i>	<i>List source of information and any additional info pivotal to this goal.</i>	<i>List source of information and any additional info pivotal to this goal.</i>

Mission, Strategy & Goals- DOCUMENT REQUEST

- School Mission and Vision Statement
- Annual Reports from all years in the contract term

Section IV. Leadership and Operations

1. Describe the distribution of tasks and responsibilities. How does this distribution ensure compliance with state statute and enable pupil performance for all students?
2. Describe the professional development opportunities available to and required by staff members.
3. Describe the performance evaluation process for executive director, staff and teachers. Multisite, please list each site and note any differences in staff performance evaluation.
4. What is the behavior intervention system? How are staff trained in the behavior intervention system? Describe the key responsibilities of staff to maintain and protect school culture (i.e. Classroom teachers, paraprofessionals, dean of students, behavior interventionist, executive director, etc.) Multisite, please list each site and note any differences in behavior intervention systems.
5. Describe the admission and lottery process. Please explain how you ensure that these processes are aligned with the charter law. Multisite, please list each site and note any differences in admission and lottery process. What are the school's procedures for withdrawals and transfers? Multisite, please list each site and note any differences in withdrawals and transfer procedures.
6. Describe the key community partnerships, how they are impacting the school's academic goal, and how the school evaluates the usefulness and effectiveness of community partnership. Multisite, please note specific partnerships and evaluation practices.
7. Does the school contract out any of the essential business functions (e.g., finances, student data management, human resources)? If yes, please list each contract and identify the area in which they are contracted. Multisite, please list and note any differences in business function.

Leadership & Operations- DOCUMENT REQUEST

- Professional development plan and calendar for the current and previous academic years.
- School schedule (start time, class times, etc)
- Staff meeting schedules
- Copies of the enrollment and application
- School admission policies
- Student and staff handbooks

Section V. Academics

1. Provide a description of the document(s) that are used to link classroom practices with that of state standards (e.g. sample curriculum map, scope and sequencing document, pacing guides). Multisite, please provide a description for each site.
2. Provide, if applicable, a list of educational programs (Everyday Math, Houghton Mifflin, etc.) used to support the implementation of the curriculum. Multisite, provide information regarding each site.
3. Provide an overview of how your educational program differentiates to address the needs of all students. What is the range of levels and how does the school support all students? Multisite, please list each site and note any differences.
4. Describe the process by which teachers use data to inform decisions regarding instruction. Multisite, please list each site and note any differences in use of data for decision-making.

INTERNAL ASSESSMENT	PURPOSE	FREQUENCY	MONTH ADMINISTERED

5. Please fill out the below table. Add additional rows as necessary.
6. How does the school evaluate and identify students with special learning needs? How are IEP's developed, reviewed and revised? How are transition plans developed, where applicable? Multisite, note any differences in sites.
7. How are special education students integrated within the school and the general education program? Multisite, note any differences in sites.

8. What is the enrollment process and transition procedure for English learner students? Multisite, please note any differences in sites.
9. Does the school offer distinct programs/activities for ELL students? Parents? Multisite, please note any differences in sites.

Academics- DOCUMENT REQUEST

- Policies and procedures related to special populations (e.g., ELL, special education, etc)
- Sample lesson plans from various grades and subject areas
- List of teacher names, assignments
- Classroom observation videos

Section VI. Governance

- i. Describe how the board monitors the school's academic performance and charter contract compliance. Multisite, please list each site and note how this is addressed across sites.
- j. How does the board intervene if the school is not meeting goals? Provide an example where the Board has intervened. Multisite, please note any differences in sites.
- k. How does leadership evaluate the effectiveness of school programs? Multisite, please note any differences in sites.
- l. What does school leadership do to improve teaching and learning? Multisite, please note any differences in sites.
- m. What is the schedule the board has adopted for evaluating the school leader(s)? Multisite, please note any differences in sites.

Governance – DOCUMENT REQUEST

- Board handbook
- Board's strategic plan
- Board bylaws (if changes)
- Board conflict of interest statements
- Board meetings schedule

Section VII. Financial

- n. Has the school received any significant audit findings for any of the fiscal years covered in the contract? If so, please describe the steps the school has taken address the auditor's findings.
- o. Has the school remained in good standing with all financial obligations? (e.g., pensions, taxes, insurance, contracts etc.)?

p. Does the school anticipate any upcoming financial challenges? If yes, please describe.

Financial – DOCUMENT REQUEST

- Provide copies of the audits over the length of contract
- Provide a list of any outstanding invoices more than 60 days overdue

Exhibit K: ONGOING EVALUATION CRITERIA, PROCESSES AND PROCEDURES

Pillsbury United Communities (PUC) Office of Public Charter Schools (OPCS) is comprised of professionals with charter school authorizing and evaluation expertise. This includes both employees of PUC and contracted service providers. PUC-OPCS is overseen and monitored by the PUC Board. Ultimately, the PUC Board of Directors makes decisions regarding the ongoing authorization of any particular school.

PUC-OPCS evaluates schools in four primary areas:

1. **Academic Performance**- The evaluation provides a multi-faceted understanding of student performance at the charter school. Charter schools are required to set specific and measurable goals in academic and nonacademic areas for which they agree to be held accountable. These goals provide the central focus for the charter school leadership, staff, and families. PUC-OPCS also evaluates the school's academic performance annually through the performance framework. The performance framework uses data from the school's performance on statewide assessments, other data available from the state (e.g. attendance and graduation rates), data provided by the school, and any other relevant data available to PUC-OPCS.
2. **Financial Performance**- Charter schools receive public funds and must meet generally accepted standards of fiscal management. It is PUC-OPCS' duty to ensure that these schools are responsible stewards of public funds. Near-term and sustainability measures are tracked.
3. **Operational Performance**- Charter schools are required to follow many state and federal laws pertaining to school systems and non-profit law. Schools are expected to uphold all provisions of the charter school contract and state statute. As such, PUC-OPCS has developed a system of oversight to verify compliance.
4. **Governance Performance** - PUC-OPCS attends board meetings for its authorized schools in order to observe the school's governance. Minutes, agenda packets, and observation forms are utilized to inform oversight of a school's governance capabilities.

PUC-OPCS uses the following process and procedures to conduct ongoing evaluation of its authorized schools:

Data Review – PUC-OPCS regularly reviews data that is publicly available and/or provided by the school. This includes a review of state academic data, annual reports, budgets, financial audits, other compliance documents, and any other relevant data available to PUC-OPCS. This also includes review of financial reports and board meeting materials and minutes. PUC-OPCS reserves the right to request data from the school consistent with data privacy practices.

Site Visits – PUC-OPCS regularly visits authorized schools to verify performance and compliance. PUC-OPCS, at its sole discretion, determines the frequency and scope of site visits. During site visits, PUC-OPCS staff, the site visit team, or contracted evaluators observe classrooms, tour the facilities and interview key school stakeholders including board members, school leadership, teachers, staff, parents and students.

Board Observations – PUC-OPCS attends board meetings for its authorized schools in order to observe the school's governance. PUC-OPCS, at its sole discretion, determines the frequency of attendance at board meetings.

Meetings- PUC-OPCS hosts meetings with all authorized charter schools, individualized for specific charter schools. The meetings discuss ad hoc specific topics, inclusive of performance toward academic and non-

academic goals and performance framework. Attendance at these events may be mandatory or voluntary. Attendees may include the executive director, board chair, board members, and other members of the school's staff. The gatherings focus on shared accountability, building partnership/ collaboration, and effective communication.

Performance Evaluations – PUC-OPCS conducts specific evaluations in the areas of academic, financial and operations performance for each of its authorized schools. The specific frequency and scope of these evaluations is at the discretion of PUC-OPCS and in alignment with the expertise and strategic priorities of the department and authorized schools.

Significant Programmatic Changes – If a charter school significantly alters their programmatic structure, PUC-OPCS maintains the right to undergo a comprehensive evaluation. Examples of such changes include new mission or vision, grade expansion, site expansion, merging with another entity, altering composition of grades or sites, or staffing transition of the executive director. The manner of evaluation is determined in accordance with statutory deadlines, occurs within an appropriate timeline, and maintains the autonomy of the authorized charter schools. If the significant programmatic change is a school leadership change, PUC-OPCS must be notified within three (3) days.

Comprehensive Evaluations – During its renewal year, or if a comprehensive evaluation is warranted, an authorized school complies with the Quality School Review Process for a summative academic, operational, and financial evaluation.

Further information is given below on the academic, financial, operational, and governance indicators PUC-OPCS evaluates on an ongoing basis throughout the contract term.

Academic Performance

Central to PUC-OPCS' academic evaluation is the school's performance on the academic & non-academic contractual goals. Charter schools provide an update on their progress towards the Academic and Non-Academic goals through the annual report.

Additionally, charter schools report upon progress towards meeting the performance framework indicators. The two main academic categories assessed within the K-8 performance framework are:

- **Achievement:** Are our students making expected academic growth? PUC views achievement through a growth mindset (i.e. the success of students when targets are met).
- **Preparation:** Are our students meeting academic proficiency? PUC views preparation as having the tools necessary for a stated task, MN standards show the preparedness of the student.

In addition the above categories, the main academic category addressed within the 9-12+ performance framework is:

- **Access:** Schools show student's access to positive outcomes through post-secondary indicators including employment and career opportunities.

The final academic category PUC tracks related to student success (via site visits, annual meetings, observations, contract goals, etc.) in our schools is:

- **Belief:** Student’s socio-emotional indicators of success including surveys, attendance data, tracking emotional intelligence, executive functioning, cognitive proficiency, and/ or other essential skill sets. PUC tracks Stakeholder Feedback and attendance data in support of these items, as well as the ways schools prioritize social-emotional learning in line with their school model and student demographics (via the annual Site Visit Report).

Financial Performance

PUC-OPCS evaluates its authorized schools’ financial performance in management, near-term, and sustainability measures.

1. Management- This portion of the evaluation focuses on the school’s performance relative to required financial management. Quality management and oversight of financials is a critical indicator of financial health. Schools that fail to meet the standards are not implementing best practices or those required by law or the charter contract and may be at greater risk for financial challenges in the present or future.
2. Near-Term- This portion of the evaluation tests a school’s near term financial health and is designed to depict the school’s financial position and viability in the coming year. Schools that fail to meet the standards may currently be experiencing financial difficulties and/or have a higher likelihood for financial hardship. These schools may require additional review and/or corrective action by PUC-OPCS. This indicator includes the following measures: Current Ratio, Unrestricted Days Cash, Default and Enrollment Variance.
3. Sustainability- This portion of the evaluation includes longer-term financial sustainability measures and is designed to depict the school’s financial position and viability over time. Schools that fail to meet the standards are more likely to face financial hardship in the future. This indicator includes the following measures: Fund Balance Percentage, Total Margin, Debt to Asset Ratio, Cash Flow, and Debt Service Coverage Ratio.

Near-Term and Sustainability indicators are evaluated by PUC-OPCS through review of quarterly financial reports, board financial packets, and audits. The Management indicator may be evaluated annually or as often as deemed appropriate by PUC-OPCS, but at least in the school’s renewal year.

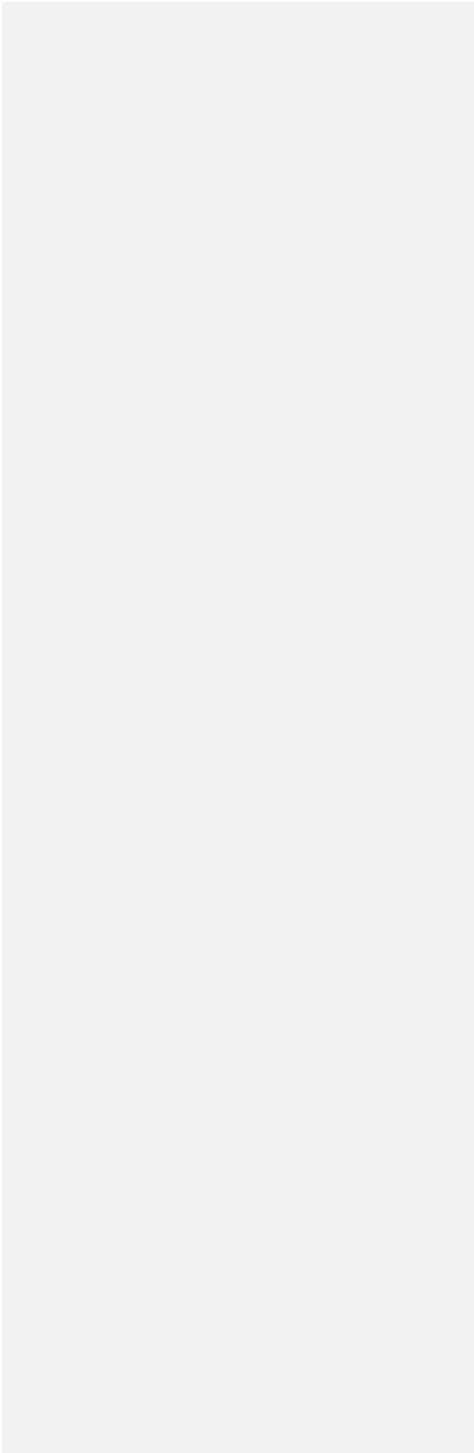
Operational Performance

PUC-OPCS evaluates its authorized schools’ operations performance in seven general categories through the site visit report and review protocol.

1. First Impressions
2. Learning Environment
3. Health and Safety
4. Special populations
5. Documents and Processes
6. Stakeholder Feedback and Belief Indicators
7. Qualitative Descriptions

Governance Performance

Governance- PUC-OPCS evaluates its authorized schools' board governance at least twice annually, using the board observation report and monthly review of board related documents.



Site Visit Report and Review Protocol

This report is to be utilized once a year with schools during their annual formal site visit from PUC-OPCS.

Site Visit Report



Observer: _____ School: _____ Date: _____ Visit Start Time: _____ Visit End Time: _____

Yes (Y) – Clear evidence exists Partial (P) – Some evidence exists and improvement is needed No (N) – No evidence exists

Critical Measures	Indicators of Compliance and Best Practice	Evidence: Y, P, or N	Comments
First Impressions			
	School name and directional signage are clearly visible and in good condition		
	School grounds are clean and well-maintained		
	School entrance is well-maintained and welcoming		
	Reception staff is friendly and helpful towards guests, staff and students		
X	School maintains a log of all visitors		
X	Visitors are required to sign in and wear a name badge		
	Shared open spaces (hallways, gym, cafeteria, bathrooms, etc.) are clean and clear of clutter		
Learning Environment			
	Classrooms are clean and conducive to learning		
	Teachers are well-prepared and learning objectives are clear		
	Students appear engaged in their learning		
	Teachers employ positive and effective classroom management		
	There is evidence of curriculum that is challenging to students		
X	Curriculum is aligned to standards – evidenced by school's curriculum plan		
	School demonstrates a focus on literacy across the curriculum		
	School has a plan to prepare students to meet or exceed standards on the Minnesota Comprehensive Assessments		
X	School has designated an Assessment Coordinator and process for ensuring compliance with state examination administration		Name of DAC:
	School has (and is adhering to) a plan for standardized interim assessments, and utilizes data to improve student performance		
	Conduct 2 random classroom observations during this visit* *See attached classroom observation form – <i>Focus on Learning</i>		Observation forms attached
Health and Safety			
X	There is secure access to the building		
	Staff wear identification badges at all times at the school		
X	Classrooms and shared spaces have evacuation plans posted		
X	School has had a recent facility inspection by the local fire department		Date of inspection:
	School has an updated crisis management plan in place		

	School has crisis management team for current school year		
X	School complies with MS 144.29 Health Records; Children of School Age		Employee responsible:
X	School complies with MS 121A.15 1-health Standards; Immunizations; School Children		Employee responsible:
X	School complies with MS 121A.22 Administration of Drugs and Medicine		Employee responsible:
	School contracts with a licensed school nurse or organization to oversee student health services		
	Special Populations		
X	School approved to provide Title 1 Programs		
X	School approved to provide Title 2 Programs		
X	School approved to provide Title 3 Programs		
	School has a description for English Learner program		
	School has self-assessment for English Learner program		
	School attempts to communicate and sends correspondence to parents in the preferred language(s) of English Learner students		
X	School sent written notice to parents of Special Education students who have been taught by a teacher who is unlicensed for more than 20 days		
X	School has designated coordinator for Special Education program		Employee responsible:
X	School has designated coordinator for English Learner program		Employee responsible:
	School is mindful of the caseload of each Special Education and English Learner teacher		SPED Avg.: EL Avg.:
X	School has a Total Special Education System (TSES) plan and adheres to their defined <i>Child Find</i> process		
X	School trains employees on provisions pertaining to IDEA, special education laws and school's TSES plan, including <i>Child Find</i>		
X	School employs special education teachers with necessary license to provide services in accordance with IEP's. Number of special education teachers is consistent with caseload requirements		
X	School has NOT been the subject of any investigations by MDE Monitoring and Compliance or Program Finance Divisions related to special education services delivery or procedures in past 12 months, OR has positively resolved all investigations		
	Routine school special education audits (program or financial) are free of findings or has corrected findings		
X	School contracts with a special education director		Name of SPED director:
	The school's enrollment of students with disabilities is in line with that of the local school district.		% at local district: % at school:
	School retains its students with IEPs and 504 plans		% students that remain year over year
X	School holds Special Education Advisory Committee (SEAC) meetings		
X	School has a process to ensure that student accommodations are consistent with ADA plans		
X	School has a Response to Intervention (RTI) process in place and it is utilized regularly and consistently		
	School has provided training for Special Education paraprofessionals and education assistants		
	Paraprofessionals and Education Assistants are being used effectively to support IEPs and 504 plans		
X	School follows all IEPs and retains a list of necessary related service providers		
X	School hires, or is actively seeking to hire, related service providers as required		
	Documents and Processes		
	School adheres to their human resources policies and procedures		Review Policies/Staff Handbook
X	All staff and volunteers have completed criminal background checks per state law and school policy		
X	Faculty has current job descriptions delineating roles, responsibilities and qualifications		
X	School only employs and contracts with teachers, as defined by MN Statute 122A.15, <u>Subd. 1</u> , who hold valid teaching licenses issued by the State to perform the particular service for which they are employed at the school. If necessary, the school can employ persons to teach on an approved variance from a teaching license under MN Statute 122A Licensure section.		
	Faculty performance observations and evaluations are conducted according to established policy/handbook and is consistent with state law.		
	Board of Directors conducts an annual evaluation of the head of school (director, executive director, interim director, principal, etc.) who reports directly to the board.		
X	School complies with state and federal laws pertaining to data collection, storage, and distribution		
	School has a data retention plan		
X	Student academic records are filed in a separate locked cabinet		
X	Student/Employee legal records are filed in a separate locked cabinet		
X	Student/Employee health records are filed in a separate locked cabinet		
X	Only designated school employees have access to files containing student/employee records		
	School has a board approved Data Request Policy and maintains a detailed register of all data requests		
X	School complies with MDE attendance requirements		
	School maintains accurate and timely reporting in Epicenter (Previous School Year). PUC considers a minimum of 75% on time, 90% accurate, and 95% complete to be meeting expectations for Epicenter reporting.	% on time	% accurate % complete
	Stakeholder Feedback and Belief Indicators		
	School administers student feedback (survey, social-emotional tool, etc.) and takes action on the results		
	School administers staff feedback (survey, evaluation, etc.) and takes action on the results		
	School administers parent feedback (survey, focus group, etc.) and takes action on the results		
	School has an attendance rate goal and is on track to meet that goal		Goal Rate
	School prioritizes and implements social-emotional learning for students		

Qualitative Descriptions –

For each question please provide a brief narrative to address the topic. A satisfactory answer will include evidence, reflection, and/or information that can be supported by observation during PUC's site visit. Please ensure that each answer does not exceed half a page.

Educational Equity and 21st Century Literacy

- What programmatic elements are contributing to the closure of academic and opportunity gaps?

- How is your school culture and curriculum culturally relevant to your students?

- How are you preparing your students to be 21st century literate (consider addressing one of the Seven Survival Skills for Students in your answer: critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurship, effective oral and written communication, accessing and analyzing information, curiosity and imagination)?

- Please share a story of success that exemplifies the connection between your school's programing and positive student outcomes (this could be for a class, a group of students, or an individual student).

- What areas are you most concerned about in terms of academic data?

Strong Leaders and Strong Boards

- The following are pillars that effective leaders create in their school:
 - A relentless focus on student success
 - Clear organizational structure
 - Decisiveness
 - Consistency
 - Presence
 - Professional Development
 - Fostering and environment of improvement and establishing a leadership pipeline
 - Teacher readiness, onboarding and retention
- Pick one of the pillars and describe how you as a leader have successfully supported its development in your school.

- Pick one of the pillars that you feel as a leader you need to further develop. Describe why and how developing this area more would support your campus.

- Describe the relationship between the board and management. In what areas is the board successfully supporting the school? In what areas is there room for improvement?

Site Visit Review Protocol



First Impression	Yes: _____ / 7 _____ % Partial: _____ / 7 _____ % No: _____ / 7 _____ %	Learning Environment	Yes: _____ / 11 _____ % Partial: _____ / 11 _____ % No: _____ / 11 _____ %
Health and Safety	Yes: _____ / 10 _____ % Partial: _____ / 10 _____ % No: _____ / 10 _____ %	Special Populations <i>*Measure total dependent on EL population</i>	Yes: _____ / 20 or 25 _____ % Partial: _____ / 20 or 25 _____ % No: _____ / 20 or 25 _____ %
Documents and Processes	Yes: _____ / 15 _____ % Partial: _____ / 15 _____ % No: _____ / 15 _____ %	Stakeholder Feedback	Yes: _____ / 3 _____ % Partial: _____ / 3 _____ % No: _____ / 3 _____ %
Critical	Yes: _____ / 36 _____ % Partial: _____ / 36 _____ % No: _____ / 36 _____ %	Overall <i>*Measure total dependent on EL population</i>	Yes: _____ / 66 or 71 _____ % Partial: _____ / 66 or 71 _____ % No: _____ / 66 or 71 _____ %
Site Visit Score	Of Concern: Less than 89% of measures are a "Yes."	On Target: Over 90% of the measures are a "Yes." All critical measures are a "Yes." *	Exceeding: Over 95% of the measures are a "Yes." All critical measures are a "Yes." All Learning Environment measures are a "Yes." *
Qualitative Data Scores	Unsatisfactory Answer: Answer does not include adequate evidence, reflection and/or is not supported by observation during site visit. _____ / 8 _____ %	Satisfactory Answer: Answer demonstrates evidence, reflection and/or answer is supported by observation during site visit. _____ / 8 _____ %	
Areas to Celebrate		Areas of Concern	
Next Steps		Next Steps	

**If a critical measure is missed, then the Site Visit Score becomes "Of Concern"*

Qualitative Data Scoring*								
	1.	2.	3.	4.	5.	6.	7.	8.
Addresses Question								
Evidence								
Reflection								
Observation								
Total								
Satisfactory/Unsatisfactory								

*Each answer must adequately address the question (1 point), and earn at least two of the three other point areas, in order to be considered 'satisfactory' (3 points total on each question).

Classroom Observation Form

This form is to be utilized during site visits to schools from PUC-OPCS.

Classroom Observation: *Focus on Learning*



Observer: _____ School: _____

Date: _____ Time: _____

Subject/Class: _____ Grade Level(s): _____

Comments
What are the students DOING? (Receiving information, applying skills, practicing newly acquired skills, time on task, etc.)
What are the students PRODUCING?
Describe interactions between teacher & student and/or student & student.
How are students REWARDED or RECOGNIZED by the teacher and/or other students?
What provisions/accommodations are being made for students with special needs? How are they participating in classroom activities?
<p>Students are: (Circle all that apply)</p> <ul style="list-style-type: none"> • Receiving information • Reviewing skills • Practicing newly acquired skills • Engaged in their work • Applying skills • Synthesizing/evaluating • Task-oriented • Other

Class activities: (Circle all that apply) <ul style="list-style-type: none"> • Individual work • Hands on learning • Worksheets • Teacher made test • Group work • Norm-referenced tests 	<ul style="list-style-type: none"> • Short/long-term projects/research • Oral/group project • Open-ended problem solving • Discussion self/peer assessments 	
Students are applying the following skills: (Circle all that apply) <ul style="list-style-type: none"> • Reading • Writing 	<ul style="list-style-type: none"> • Speaking • Computing • Thinking • Listening 	
How are students challenged to think and to communicate their thoughts orally and in writing?		
How does the teacher effectively manage class and student behavior?		
Does the classroom set up meet the needs of the students and the lesson at hand?		

Areas of Success	Areas of Improvement	Overall Assessment

Board Observation Form

This form is to be utilized during board observations by PUC-OPCS.

Board Observation Report



Observer: _____ School: _____ Date: _____

School Meeting Type (check one) Regular Special Emergency Mtg Start Time: _____ Mtg End Time: _____

Yes (Y) – Clear evidence that indicator exists Partial (P) – Some evidence of the indicator but improvement is needed


No (N) – Indicator does not exist Not applicable (NA) – Not observed at this meeting

Indicators of Compliance and Best Practice	Evidence Y, P, N or NA	Comments
Open Meeting Law/Transparency		
Meeting is open to the public in compliance with MN Stat 13D Open Meeting Law		
Board meeting time and location was published on the school website in advance, and on site the day of the meeting		
A quorum is established		
One printed board packet, including agenda and related materials is <u>available at the meeting</u> for public inspection		
Board membership is in compliance with MN Stat 124E.07 Subd. 3		
If meeting is conducted by phone or other electronic means, it meets MN Stat 13D conditions		
SPECIAL or EMERGENCY meeting is conducted in accordance with MN Stat 13D		
CLOSED meeting is conducted in accordance with MN Stat 13D		
Votes are recorded in a journal of votes and is available to the public per MN Stat 13D MN Stat 13D Subd. 4. Votes to be kept in journal.		
(a) The votes of the members of the state agency, board, commission, or department; or of the governing body, committee, subcommittee, board, department, or commission on an action taken in a meeting required by this section to be open to the public must be recorded in a journal kept for that purpose.		
(b) The vote of each member must be recorded on each appropriation of money, except for payments of judgments, claims, and amounts fixed by statute		
Meeting Procedures/Participation		
Board members received agenda and supporting documents 3-5 days in advance		
Meeting is called to order on time		
The board operates under parliamentary procedure (e.g. Roberts Rules)		
Agenda is adopted and adhered to following board approval		
Minutes from last board meeting are reviewed, amended as necessary, and approved		

Board meeting minutes and motions are easy to understand and clearly communicate the topics		
There is time on the agenda and a sign-up sheet provided for public comment		
Conflict of interest declaration is included as an agenda item		
Committee reports are thorough and understandable (written reports recommended)		
All board members actively participate throughout the meeting		
Community members are in attendance (Teachers, students, parents, other stakeholders of the school)		
Vendor and employment contracts are brought to the board for approval where applicable		
Board consistently demonstrates a clear understanding of the difference between governance and management		
The majority of the meeting is focused on the future rather than reporting on past events		
Decisions are guided by the school's mission and vision		
CONTENT		
ACADEMICS		
Student academic progress is presented and discussed, including contract goals		
The board uses academic data (qualitative and quantitative) to make board decisions		
There is a presentation by the executive director to the board of directors		
OPERATIONS		
The board develops and reviews policies on an ongoing basis		
Board utilizes committees to support the operational work of the executive director (e.g. finance, curriculum, development, etc.)		
The board has a current strategic plan		
The board follows its bylaws (as submitted via Epicenter)		
FINANCES		
Review School Financial		
<ul style="list-style-type: none"> • Cash Flow Projections • Balance Sheet • Income Statement • Check Registry 		
Finance reports tie pupil units budgeted to actuals		

Quarterly Financial Review Template

This form is to be submitted quarterly by the schools to PUC-OPCS.

Column A	Column B	Column C
 Quarterly Financial Template - Near-Term Measures		
<i>Instructions: Fill in column B with the appropriate information/ data for any cells highlighted in yellow. As needed, include any notes upon the data/information in column C.</i>		
School	XYZ Charter School	
Last day of Quarter	00/00/0000	
Last day of Quarter ADM	1.00	
% of Budgeted Revenues		
% of Budgeted Expenditures		
Current Assets	0,000.00	
Current Liabilities	0,000.00	
Current Ratio	#VALUE!	
Unrestricted Cash	0,000.00	
Total Expenses	0,000.00	
Depreciation Expense	0,000.00	
Unrestricted Days Cash	#VALUE!	
Default: School is in default of loan covenant(s) and/ or is delinquent with debt service payments	Yes/ No	
On-Time Payments: School is on-time (not in violation of 30 day statutory limit) with all vendor payments	Yes/No	
Actual Enrollment (last day of quarter)	0	
Enrollment Projection in board approved budget	0	
Enrollment Variance	#DIV/0!	



Quarterly Financial Template - Sustainability and Management Measures

Instructions: Fill in column B with the appropriate information/ data for any cells highlighted in yellow. As needed, include any notes upon the data/information in column C.

Column A	Column B			Column C
Reserves				
Total Margin (fill out rows 7-9)				
Aggregated Three Year Total Margin Percentage				
Total Margin Percentage Trend	2017	2018	2019	
Insert Three Year of Total Margin				
Debt to Asset Ratio				
Cash Flow: Multi-Year Cash Flow= Year 3 total cash- Year 1 Total Cash, AND One Year Cash Flow= Year 2 Cash- Year 1 Cash				
	2018	2019	2020	
Cash Flow Trends				
Multi-Year Cash Flow				
Debt Service Coverage Ratio= (Net Income + Depreciation + Interest Expense)/ (Annual Principal, Interest and Lease Payments)				
MDE Finance Award (previous year)				



Quarterly Financial Template - Scorecard

Instructions: Fill in the Value column with the appropriate information/ data from the previous templates for any cells highlighted in yellow. Please also self-score using the scoring and levels of achievement guidance below, PUC will double-check upon review and make any necessary changes.

Scorecard Template

Measure	Value	Points	Achievement Level
Current Ratio			
Unrestricted Days Cash			
Enrollment Variance			
Default			
Reserves			
Total Margin			
Debt to Asset Ratio			
Cash Flow: Multi-Year			
Debt Service Coverage Ratio			
MDE Finance Award Recipient			
Total Score		0	Of Concern/On Target/Exceeding

Scoring and Levels of Achievement

Measure	0 Points	1 Point	2 Points
Current Ratio	Current ratio is less than or equal to 0.3	Current ratio is between 1.0 and 1.1 and one-year trend is negative	Current ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)
Unrestricted Days Cash	Fewer than 15 days cash	Days cash is between 30-60 days and one-year trend is negative	Between 30-60 days cash and one-year trend is positive
Enrollment Variance	Enrollment variance is less than 85 percent in the most recent year	Enrollment variance is between 85-95 percent in most recent year	Enrollment variance equals or exceeds 95 percent in the most recent year
Default	School is in default of loan covenant(s) and/or is delinquent with debt service payments	School is not in default of loan covenant(s) and/or is not delinquent with debt service payments	
On-Time Payments	School is not on-time with vendor payments	School is on-time with vendor payments	
Reserves	Reserve is less than 3 months' expenses.	Reserve is enough to cover one full payroll as measured by end of year reserves divided by annual expenditures.	Reserve is at least three months' expenses (25%) as measured by end of year reserves divided by annual expenditures.
Total Margin	The most recent year Total Margin is less than -10%	Aggregated Three-Year Total Margin is greater than -1.5%, the most recent year Total Margin is between -10 and 0%, and/or trend does not "Meet Standard"	Aggregated Three-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive.
Debt to Asset Ratio	Debt to Asset Ratio is greater	Debt to Asset Ratio is between 0.9 and 1.0	Debt to Asset Ratio is less than 0.9
Cash Flow: Multi-Year	Multi-Year Cumulative Cash Flow is negative	Multi-year cumulative cash flow is positive, but trend does not "Meet Standard"	Multi-year Cumulative cash flow is positive and cash flow is positive each year
Debt Service Coverage Ratio	Debt Service Coverage Ratio is less than 1.1	Debt Service Coverage Ratio is equal to or exceeds 1.1	
MDE Finance Award Recipient	Not an MDE Finance Award Recipient	MDE Finance Award Recipient	
		Total Points Available	18
		Levels of Achievement:	
		<i>Of Concern</i>	Less than 11 points
		<i>On Target</i>	At least 11 points
		<i>Exceeding</i>	15 or more points

Performance Frameworks

Performance Framework K-8



Our Mission

PUC charter schools boldly engage and affirm all students in innovative, challenging, authentic, and equitable learning opportunities.

Our Vision

Equitable communities where students realized their opportunities to excel academically and are socially responsible, self-sufficient and personally fulfilled.

Authorizing Monitoring and Oversight

PUC believes that education is one of the cornerstones to ending cycles of poverty. To that end, PUC became an authorizer of charter schools because the communities we serve identified a need for innovative educational opportunities. PUC charter schools strive to meet the needs of the communities they serve by providing culturally relevant instruction that closes academic and opportunity gaps. As an authorizer PUC-OPCS is required by state statute to monitor the fiscal, operational and academic performance of its schools. PUC-OPCS uses a variety of tools to assess school's performance, share their successes, and provide support for areas of growth. The tools include:

- Performance Framework
- Annual Site Visit
- Financial Reporting
- Contract Goals
- Quality School Review

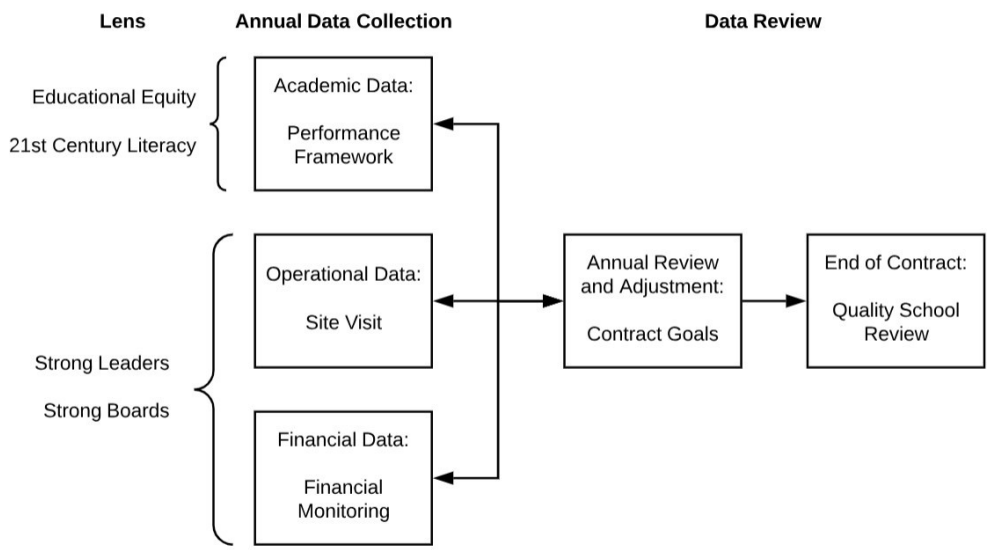
Each of these tools supports the four core lenses in the PUC-OPCS strategic framework for 2018-2022.

- Educational Equity
- 21st Century Literacy
- Strong Leaders
- Strong Boards

It is the belief of PUC-OPCS that these lenses are crucial for student success and by framing monitoring and oversight through these lenses PUC-OPCS can better support its schools.

Monitoring and Oversight Tools

Each of the tools PUC-OPCS uses to assess school performance work in tandem to provide different data and perspectives on performance aligned to the four lenses. Academic, operational, and financial data collected through the performance framework, the site visit, and financial reporting inform a school's contract goals. Contract goals are set based on the individual school's areas of strength and needs for improvement. When a school's contract is up for renewal, the Quality School Review (QSR) process is informed by data collected in the annual data collection tools, performance on contract goals, and an in-depth site visit process.



The Performance Framework

The performance framework is the primary tool for capturing academic data. The tool uses a variety of standardized measures and is aligned to state reporting. Given the achievement and opportunity gaps that exist between students of color and white students in Minnesota, the focus of the data collected in the performance framework is on gap closure particularly in reading and mathematics. PUC-OPCS uses the following definitions for achievement and preparation.

- **Achievement:** Are our students making expected academic growth? PUC views achievement through a growth mindset (i.e. the success of students when targets are met).
- **Preparation:** Are our students meeting academic proficiency? PUC views preparation as having the tools necessary for a stated task, MN standards show the preparedness of the student.

PUC-OPCS collects data on overall achievement, preparation, and performance by subpopulations and compares these levels to that of the school’s resident district and the state. This allows PUC-OPCS to see at a systemic level how its schools are serving the needs of its students and fulfilling a need in the community. PUC-OPCS also asks schools to complete a qualitative write up of how they are achieving their results and stories of success. This allows schools to showcase their unique and innovative approaches to culturally relevant and identity affirming instruction.

Once the framework is complete PUC-OPCS uses a holistic review guide to decide on next steps, including areas to celebrate and areas for further support.

Measures

Education Equity, 21st Century Literacy			
Measure	Data Source	Metric	Data Reporting Source
Achievement			
Overall State Assessment Progress-Math	MCA	% of students with achievement level maintained or improved compared to resident district/state	State MCA Report - North Star
Overall State Assessment Progress-Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state	State MCA Report - North Star
Subpopulation 1: MCA Progress-Math	MCA	% of students with achievement level maintained or improved compared to resident district/state	State MCA Report - North Star
Subpopulation 1: MCA Progress - Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state	State MCA Report - North Star
<i>Other meaningful subpopulations</i> <i>*See data notes</i>	MCA	% of students with achievement level maintained or improved compared to resident district/state	State MCA Report - North Star
Overall Nationally Normed Localized Assessment Growth-Math	School Choice-NWEA/FAST	% of students meeting growth targets	School Created Report
Overall Nationally Normed	School Choice-	% of students meeting	School Created

Localized Assessment Growth-Reading	NWEA/FAST	growth targets	Report
Subpopulation 1: Nationally Normed Localized Assessment Growth- Math	School Choice-NWEA/FAST	% of students meeting growth targets	School Created Report
Subpopulation 1: Nationally Normed Localized Assessment Growth- Reading	School Choice-NWEA/FAST	% of students meeting growth targets	School Created Report
<i>Other meaningful subpopulations *See data notes</i>	<i>School Choice-NWEA/FAST</i>	<i>% of students meeting growth targets</i>	<i>School Created Report</i>
Preparation			
Overall State Assessment Achievement (Met or Exceeded)-Math	MCA	Rate compared to resident district/state	State MCA Report-North Star
Overall State Assessment Achievement (Met or Exceeded)-Reading	MCA	Rate compared to resident district/state	State MCA Report-North Star
Subpopulation 1- State Assessment Achievement (Met or Exceeded)-Math	MCA	Rate compared to resident district/state	State MCA Report-North Star
Subpopulation 1 State Assessment Achievement (Met or Exceeded)-Reading	MCA	Rate compared to resident district/state	State MCA Report-North Star
<i>Other meaningful subpopulations *See data notes</i>	<i>MCA</i>	<i>Rate compared to resident district/state</i>	<i>State MCA Report-North Star</i>
Overall State English Language Learner Progress Toward Target	ACCESS	Rate compared to resident district/state	State ACCESS Report- North Star
Subpopulation 1- State English Language Learner Progress Toward Target	ACCESS	Rate compared to resident district/state	State ACCESS Report- North Star
<i>Other meaningful subpopulations *See data notes</i>	<i>ACCESS</i>	<i>Rate compared to resident district/state</i>	<i>State ACCESS Report- North Star</i>

Notes on the Performance Framework

- *Indicators within the performance framework align with World's Best Workforce legislation passed in 2013.*
- *All third-graders can read at grade level. Each component within the achievement and preparation sub-categories address third grading reading and assess a school's ability to ensure that all third-graders are able to read at grade level. The achievement indicators focus on growth while the preparation indicators focus on proficiency.*
- *All racial and economic achievement gaps between students are closed. Within the achievement, preparation, and access sub-categories racial and economic subgroups are assessed including free and reduced lunch, English learner, special education, and homeless/ highly mobile. Performance indicators from state and national normed localized assessments assess if racial and economic achievement gaps are being closed.*

Data Notes

- *All assessment results only include those that meet enrollment criteria set by MDE
 - *Excluding students with standardized testing exemptions via their Individualized Education Plan (IEP)**
- *Other meaningful subpopulations include any student subpopulation available via state reporting systems that has a minimum of 10 or 20 students depending upon the reporting system.*
- *District and state rates are determined by calculation of applicable grade bands from MDE Report Card.*

Performance Framework Data Template



School:

Resident District:

School Year:

–

Localized Assessment Tool:

Meaningful Subpopulations (Any demographic, any combination of demographic and special population):

Education Equity, 21st Century Literacy

Achievement

Measure	Data Source	Metric	School Rate	Resident District Rate	State Rate
Overall State Assessment Progress-Math	MCA	% of students with achievement level maintained or improved compared to resident district/state			
Overall State Assessment Progress-Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state			
Subpopulation 1: MCA Progress-Math	MCA	% of students with achievement level maintained or improved compared to resident district/state			
Subpopulation 1: MCA Progress-	MCA	% of students with achievement level			

Reading		maintained or improved compared to resident district/state			
<i>Other meaningful subpopulations</i>	MCA	% of students with achievement level maintained or improved compared to resident district/state			
Overall Nationally Normed Localized Assessment Growth-Math	School Choice-NWEA/FAST	% of students meeting growth targets			
Overall Nationally Normed Localized Assessment Growth-Reading	School Choice-NWEA/FAST	% of students meeting growth targets			
Subpopulation 1: Nationally Normed Localized Assessment Growth- Math	School Choice-NWEA/FAST	% of students meeting growth targets			
Subpopulation 1: Nationally Normed Localized Assessment Growth- Reading	School Choice-NWEA/FAST	% of students meeting growth targets			
<i>Other meaningful subpopulations</i>	<i>School Choice-NWEA/FAST</i>	<i>% of students meeting growth targets</i>			
Preparation					
Measure	Data Source	Metric	School Rate	Resident District Rate	State Rate
Overall State Assessment Achievement (Met or Exceeded)-Math	MCA	Rate compared to resident district/state			
Overall State Assessment Achievement (Met or Exceeded)-Reading	MCA	Rate compared to resident district/state			
Subpopulation 1- State Assessment Achievement (Met or Exceeded)-Math	MCA	Rate compared to resident district/state			

Subpopulation 1 -State Assessment Achievement (Met or Exceeded)- Reading	MCA	Rate compared to resident district/state			
<i>Other meaningful subpopulations</i>	MCA	Rate compared to resident district/state			
Overall State English Language Learner Progress Toward Target	ACCESS	Rate compared to resident district/state			
Subpopulation 1- State English Language Learner Progress Toward Target	ACCESS	Rate compared to resident district/state			
<i>Other meaningful subpopulations</i>	ACCESS	Rate compared to resident district/state			

Performance Framework Review Protocol



School: _____ Resident District: _____ School Year: _____

	Of Concern	On Target	Exceeding
Achievement Data	School results are below the results achieved by the resident district and the state. ____ / ____ measures ____% Growth goals: Less than 49% of students meet growth goals ____ / ____ measures ____%	School results meet or exceeds the results of the resident district or the state. ____ / ____ measures ____% Growth goals: 50- 59% of students meet their growth goals ____ / ____ measures ____%	School result meets or exceeds the results of the resident district and the state. ____ / ____ measures ____% Growth goals: 60% or more of students meet their growth goals ____ / ____ measures ____%
Preparation Data	School results are below the results achieved by the resident district and the state. ____ / ____ measures ____%	School results meet or exceeds the results of the resident district or the state. ____ / ____ measures ____%	School results meet or exceeds the results of the resident district and the state. ____ / ____ measures ____%
Areas to Celebrate		Areas of Concern	
Next Steps		Next Steps	

High School Performance Framework



What is it?

The High School Performance Framework (accountability plan) is an articulation of the school's goals with respect to academic, financial, and operational performance. The performance framework pairs with the Academic & Non-Academic goals in the Charter Contract to provide an annual quantitative analysis of a school's performance.

	Weight- Elem (PK-8)	Weight- HS (9-12)
Academic		
Achievement ^a	40.0%	25.0%
Preparation ^a	25.0%	6.0%
Access ^b	0.0%	45.0%
Belief	25.0%	14.0%
Operational		
Operational	5%	5%
Financial		
Financial	5%	5%

How does it align?

The framework was developed in alignment with Pillsbury United Communities strategic priorities and the primary and secondary purposes of charter schools according to state statute. Pillsbury United Communities' Office of Public Charter Schools (PUC-OPCS) diminishes the opportunity gap in the

communities we serve—particularly the achievement, preparation, access and belief gaps. Each of these areas correspond with data collected in the performance framework.

Achievement- growth indicators of academic success. PUC views achievement through a growth mindset (i.e. the success of students when targets are met).

Preparation- proficiency indicators of academic success. PUC views preparation as having the tools necessary for a stated task, MN standards show the preparedness of the student.

Access- employment/ career indicators of academic success

Belief- mindset indicators of academic success

Indicators within the performance framework align with World’s Best Workforce legislation passed in 2013.

- *All racial and economic achievement gaps between students are closed.* Within the achievement and preparation sub-categories racial and economic subgroups are assessed including free and reduced lunch, English learner, special education, homeless/ highly mobile, and below grade level growth. Schools within the PUC portfolio represent racial diversity and qualify for free and reduced lunch. Performance indicators from state and national normed localized assessments assess if racial and economic achievement gaps are being closed.

- *All students are ready for career and college.* The framework assesses college and career readiness within the Access sub-category. Three tests are utilized to assess preparedness for post-secondary: the ACT, ASVAB, and Accuplacer. Participation in assessments is tracked as well as FAFSA completion.

- *All students graduate from high school.* Within the Access sub-category, the performance framework tracks four, five and six year cohort graduation rates. Schools are monitored on progress towards graduation goals and credit accumulation as leading indicators to graduation.

How is it used?

High schools authorized by PUC include an update on the Performance Framework in their Annual Report detailing the level of achievement (points) attained in each goal area with association proof of achievement. PUC-OPCS utilizes this information to inform renewal decision-making and ongoing oversight. The performance framework is used to inform contract renewal, but is not the only indicator of a school’s success (other indicators include board observations, annual and monthly reporting, site visits, etc.).

^a All assessment results only include those enrolled October 1st

^b Indicators only include students that enroll for 45 consecutive days

^c Schools & Authorizer designate three schools comparable in mission, academic stance, demographically or geographically similar

^d Grad year is designated at the school's discretion or via MDE

^e Excluding students with standardized testing exemptions via their Individualized Education Plan (IEP)

^f Satisfactory credit is determined as any positive credit reflecting on the student's transcript for graduation (no matter the points).

^g Assessment participation must be 95% of students, excluding any students with the current years as their Grad year as designated by MDE or school

- Each site within a K-12 school receives a separate performance framework based on if it is an Elementary (K-8) or High School (9-12).

- Any indicators with less than 10 students in a rating are not reported (data withheld), points and weighting are not be considered for this rating. Points and weighting are distributed proportionally within the category or sub-category.

Weighting & Points

	Total Points		
	Available	Weight- Elem (PK-8)	Weight- HS (9-12)
Academic			
Achievement ^a		40.0%	25.0%
A) Accountability Systems	2	4.0%	3.0%
B) Overall Growth	8	14.0%	10.0%
C) Sub-Population Growth- Nationally Normed Localized Assessment	16	16.0%	8.0%
D) State Assessment - % of non-proficient students that make high growth	4	6.0%	4.0%
Preparation ^a		25.0%	6.0%
E) Overall Proficiency	6	7.00%	2.00%
F) Sub-Population State Assessment Proficiency	32	10.00%	2.00%
G) Overall Language Acquisition Proficiency	4	5.2%	1.30%
H) Sub-Population Proficiency - State English Language Learner Assessment	14	2.8%	0.70%
Access ^b		0.0%	45.0%
I) Graduation Rate	10		12.0%
J) On Track to Graduation	6		15.0%

K) Participation in Post- Secondary Requirements	6	8.0%
L) Post-Secondary Preparation	14	8.0%
M) Employment	4	2.0%
Belief	25.0%	14.0%
Belief ^b	18	
Operational		
Operational	5%	5%
Financial		
Financial	5%	5%

Levels of Achievement

	Low- 0 points	Middle- 1 point	High- 2 points
Academic			
Achievement ^a			
A) Accountability Systems			
1. State Designation	Priority or Focus Designation	No Designation or Continuous Improvement	Celebration or Reward Designation
B) Overall Growth			
2. State Assessment Growth- Math	Less than 30 percent of students make medium or-high growth	30-50 percent of students make medium or high growth	Greater than 50 percent of students make medium or high growth
3. State Assessment Growth- Reading	Less than 30 percent of students make medium or high growth	30-50 percent of students make medium or high growth	Greater than 50 percent of students make medium or high growth
4. Nationally Normed Localized Assessment Growth- Math	Less than 30 percent of students meet their growth target that pre- and post-tested	30-50 percent of students meet their growth target that pre- and post- tested	Greater than 50 percent of students meet their growth target that pre- and post- tested AND at least 95% of students participated in the assessment ^g

5. Nationally Normed Localized Assessment Growth- Reading	Less than 30 percent of students meet their growth target that pre- and post-tested	30-50 percent of students meet their growth target that pre- and post-tested	Greater than 50 percent of students meet their growth target that pre- and post- tested AND at least 95% of students participated in the assessment ^g
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C) Sub-Population Growth- Nationally Normed Localized Assessment

6. Free and Reduced Lunch - Math	Less than 30 percent of students meet their growth target that pre- and post-tested	30-50 percent of students meet their growth target that pre- and post- tested	Greater than 50 percent of students meet their growth target that pre- and post- tested AND at least 95% of students participated in the assessment ^g
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7. Free and Reduced Lunch- Reading	Less than 30 percent of students meet their growth target that pre- and post-tested	30-50 percent of students meet their growth target that pre- and post- tested	Greater than 50 percent of students meet their growth target that pre- and post- tested AND at least 95% of students participated in the assessment ^g
------------------------------------	---	---	--

8. English Learner- Math	Less than 30 percent of students meet their growth target that pre- and post-tested	30-50 percent of students meet their growth target that pre- and post- tested	Greater than 50 percent of students meet their growth target that pre- and post- tested AND at least 95% of students participated in the assessment ^g
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9. English Learner- Reading	Less than 30 percent of students meet their growth target that pre- and post- tested	30-50 percent of students meet their growth target that pre- and post- tested	Greater than 50 percent of students meet their growth target that pre- and post- tested AND at least 95% of students participated in the assessment ^g
10. Special Education ^e - Math	Less than 30 percent of students meet their growth target that pre- and post- tested	30-50 percent of students meet their growth target that pre- and post- tested	Greater than 50 percent of students meet their growth target that pre- and post- tested AND at least 95% of students participated in the assessment ^g
11. Special Education ^e - Reading	Less than 30 percent of students meet their growth target that pre- and post- tested	30-50 percent of students meet their growth target that pre- and post- tested	Greater than 50 percent of students meet their growth target that pre- and post- tested AND at least 95% of students participated in the assessment ^g
12. Homeless/ Highly Mobile- Math	Less than 30 percent of students meet their growth target that pre- and post- tested	30-50 percent of students meet their growth target that pre- and post- tested	Greater than 50 percent of students meet their growth target that pre- and post- tested AND at least 95% of students participated in the assessment ^g
13. Homeless/ Highly Mobile- Reading	Less than 30 percent of students meet their growth target	30-50 percent of students meet their growth target that pre- and post- tested	Greater than 50 percent of students meet their growth target that pre- and post- tested AND at

that pre- and post-tested

least 95% of students participated in the assessment ^e

D) State Assessment - % of non-proficient students that make high growth

14. Math	30 percent of students below grade level make high growth	30-35 percent of students below grade level make high growth	More than 35 percent of students below grade level make high growth
15. Reading	31 percent of students below grade level make high growth	30-35 percent of students below grade level make high growth	More than 35 percent of students below grade level make high growth

Preparation ^a

E) Overall Proficiency

18. Student Options Comparison on State Assessment ^c - Math	The school's proficiency rate does not exceed the school's comparison institutions' average	The school's proficiency rate exceeds their comparison institutions' average by 0-10 percentage points	School's proficiency rates are >10 percentage points above their comparison institutions' average AND at least 95% of eligible students participated in the assessment
--	---	--	--

19. Student Options Comparison on State Assessment ^c - Reading	The school's proficiency rate does not exceed the school's comparison institutions' average	The school's proficiency rate exceeds their comparison institutions' average by 0-10 percentage points	School's proficiency rates are >10 percentage points above their comparison institutions' average AND at least 95% of eligible students participated in the assessment
---	---	--	--

F) Sub-Population State Assessment Proficiency

20. Free and Reduced-Math	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
21. Free and Reduced-Reading	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
22. English Learner-Math	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment

23. English Learner- Reading	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
24. Special Education ^e - Math	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
25. Special Education ^e - Reading	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
26. Homeless/ Highly Mobile- Math	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
27. Homeless/ Highly Mobile-Reading	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state	School's proficiency rates are >5 percentage points above the state average AND at least

average by 0-5
percentage points

95% of eligible
students participated
in the assessment

28. American Indian/ Alaskan Native- Math	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
29. American Indian/ Alaskan Native- Reading	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
30. Asian/ Pacific Islander- Math	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
31. Asian/ Pacific Islander- Reading	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment

32. Black, not of Hispanic Origin-Math	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
33. Black, not of Hispanic Origin-Reading	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
34. Hispanic- Math	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
35. Hispanic- Reading	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment

G) Overall Language Acquisition Proficiency

36. State English Language Learner Assessment - Composite	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
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37. Student Options Comparison on State English Language Learner Assessment- Composite	The school's proficiency rate does not exceed the school's comparison institutions' average	The school's proficiency rate exceeds their comparison institutions' average by 0-10 percentage points	School's proficiency rates are >10 percentage points above their comparison institutions' average AND at least 95% of eligible students participated in the assessment
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H) Sub-Population Proficiency - State English Language Learner Assessment

38. Free and Reduced-Composite	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
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39. Special Education-Composite ^e	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
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40. Homeless/ Highly Mobile- Composite	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
41. American Indian/ Alaskan Native- Composite	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
42. Asian/ Pacific Islander- Composite	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
43. Black, not of Hispanic Origin- Composite	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state average by 0-5 percentage points	School's proficiency rates are >5 percentage points above the state average AND at least 95% of eligible students participated in the assessment
44. Hispanic- Composite	The school's proficiency rate does not exceed the state average	The school's proficiency rate exceeds the state	School's proficiency rates are >5 percentage points above the state average AND at least

average by 0-5
percentage points

95% of eligible
students participated
in the assessment

Access ^b

I) Graduation Rate

45. Graduation Rate Cohort	The school's graduation rate does not exceed the state average for the 4-yr, 5-yr, or 6-yr cohort	The school's graduation rate exceeds the state average by 0-5 percentage points for 4-yr, 5-yr, or 6-yr cohort	School's graduation rates are >5 percentage points above the state average for 4-yr, 5-yr, or 6-yr cohort
46. Continuing Rate Cohort	The school's continuing rate does not exceed the state for the 4-yr, 5-yr, or 6-yr cohort	The school's continuing rate exceeds the state by 0-5 percentage points for 4-yr, 5-yr, or 6-yr cohort	School's continuing rates are >5 percentage points above the state for 4-yr, 5-yr, or 6-yr cohort
47. Graduation Rate Cohort - Free & Reduced Lunch	The school's graduation rate does not exceed the state average for the 4-yr, 5-yr, or 6-yr cohort	The school's graduation rate exceeds the state average by 0-5 percentage points for 4-yr, 5-yr, or 6-yr cohort	School's graduation rates are >5 percentage points above the state average for 4-yr, 5-yr, or 6-yr cohort
48. Graduation Rate Cohort- Comparable Schools	The school's graduation rate does not exceed the comparable schools for the 4-yr, 5-yr, or 6-yr cohort	The school's graduation rate exceeds the comparable schools by 0-5 percentage points for 4-yr, 5-yr, or 6-yr cohort	School's graduation rates are >5 percentage points above the comparable schools for 4-yr, 5-yr, or 6-yr cohort

49. One Year Graduation Cohort ^d	< 70 percent of students with the current year as their GRAD year graduate on time or before.	70-85 percent of students with the current year as their GRAD year graduate on time or before.	> 85 percent of students with the current year as their GRAD year graduate on time or before.
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J) On Track to Graduation

50. Credit Accumulation ^d	< 60 percent of students meet their annual credit accumulation goal, whereby maintain on-track to graduation goal.	60-80 percent of students meet their annual credit accumulation goal, whereby maintain on-track to graduation goal.	> 80 percent of students meet their annual credit accumulation goal, whereby maintain on-track to graduation goal.
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51. Credit Attainment in Math and Science (need six years) ^f	< 50 percent of students taking course, received satisfactory credit	50-80 percent of students taking a course, received satisfactory credit	> 80 percent of students taking course, received satisfactory credit
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52. Credit Attainment in Reading/ Writing/ Social Studies (need 7.5 years) ^f	< 50 percent of students taking course, received satisfactory credit	50-80 percent of students taking a course, received satisfactory credit	> 80 percent of students taking course, received satisfactory credit
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K) Participation in Post- Secondary Requirements

53. FAFSA Submission (of students able to submit)	< 60 percent submitted	60- 80 percent submitted	> 80 percent submitted
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54. Participation in post-secondary assessment (i.e. Accuplacer/ACT/AS VAB)	< 50 percent participated	50-70 percent participated	>70 percent participated
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55. Post-Secondary Applications	< 50 percent of graduated students applied to post-secondary education, military, full-time employment, vocational, and/ or apprenticeship	60-80 percent of graduated students applied to post-secondary education, military, full-time employment, vocational, and/ or apprenticeship	> 80 percent of graduated students applied to post-secondary education, military, full-time employment, vocational, and/ or apprenticeship
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L) Post-Secondary Preparation

56. Accuplacer- Math	Less than 50 percent of students reach a minimum score of 34	50-69 percent of students reach a minimum score of 34	70 percent of students reach a minimum score of 34
57. Accuplacer- Reading	Less than 50 percent of students reach a minimum score of 72	50-69 percent of students reach a minimum score of 72	70 percent of students reach a minimum score of 72
58. Accuplacer- Sentence Skills	Less than 50 percent of students reach a minimum score of 61	50-69 percent of students reach a minimum score of 61	70 percent of students reach a minimum score of 61
59. ACT- Math	Less than 50 percent of students reach college ready benchmark score	50-69 percent of students reach college ready benchmark score	70 percent of students reach college ready benchmark score AND at least 95% of eligible students participated in the assessment
60. ACT- Reading	Less than 50 percent of students reach college ready benchmark score	50-69 percent of students reach college ready benchmark score	70 percent of students reach college ready benchmark score AND at least 95% of

eligible students
participated in the
assessment

61. ASVAB- Standard Score	Less than 50% of participants reach a standard score above 50 (positive standard deviation)	50-69% of participants reach a standard score above 50 (positive standard deviation)	70% of students reach a standard score above 50 (positive standard deviation)
62. ASVAB- Armed Forces Qualification	Less than 50% of participants reached a AFQT score adequate for enlistment into their chosen service	50-69% of participants reached an AFQT score adequate for enlistment into their chosen service	70% of participants reached an AFQT score adequate for enlistment into their chosen service

M) Employment

63. Part- Time Employment	> 10 percent of students hold a part time or summer job	10- 50 percent of students hold a part time or summer job	> 50 percent of students hold a part time or summer job
64. Career Readiness Tool/ Curriculum	School utilized career readiness tool/ curriculum, but no action further action was taken.	School utilized curriculum/ tool and took action to ensure students are career ready.	School utilized the curriculum/tool, took action, and saw increases in career readiness in the student population.

Belief

Belief ^b

65. Attendance Rates (reported on MN School Report Card)	< 90 percent attendance rate	90-95 percent attendance rate	>95 percent attendance rate
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66. Retention from Oct 1 thru end of school year	No increases in retention from prior school year and the retention rate is less than 60%	Retention rate increased 0 - 5 percentage points or the retention rate is equal or greater than 60%	Retention rate increased > 5 percentage points or the retention rate is greater than 60%
67. Socio-emotional growth	School took assessment, but no action was taken upon the results	School took the assessment and took action upon the results	School took the assessment, took action upon the results, and saw increases in socio-emotional growth in the student population.
68. Student Survey- School Satisfaction	Less than 60 percent of students agree (4) or strongly agree (5) that they are satisfied with the school	60-79 percent of students agree (4) or strongly agree (5) that they are satisfied with the school	80 percent or more of students agree (4) or strongly agree (5) that they are satisfied with the school <u>AND</u> at least 95% of all students respond to the survey (enrolled during survey timeframe)
69. Student Survey- Caring Adult	Less than 60 percent of students agree (4) or strongly agree (5) that they have an adult who cares about them in the school	60-79 percent of students agree (4) or strongly agree (5) that they have an adult who cares about them in the school	80 percent or more of students agree (4) or strongly agree (5) that they have an adult who cares about them in the school <u>AND</u> at least 95% of all students respond to the survey (enrolled during survey timeframe)

70. Student Survey- Culture and Identity	Less than 60 percent of students agree (4) or strongly agree (5) that their culture and identity are affirmed in the school	60-79 percent of students agree (4) or strongly agree (5) that their culture and identity are affirmed in the school	80 percent or more of students agree (4) or strongly agree (5) that their culture and identity are affirmed in the school <u>AND</u> at least 95% of all students respond to the survey (enrolled during survey timeframe)
71. Teacher Survey	Less than 60 percent of teachers agree (4) or strongly agree (5) that they are satisfied with the school	60-79 percent of teachers agree (4) or strongly agree (5) that they are satisfied with the school	80 percent or more of teachers agree (4) or strongly agree (5) that they are satisfied with the school <u>AND</u> at least 95% of all teachers respond to the survey (on payroll during survey timeframe)
72. Teacher Survey- Culture and Identity	Less than 60 percent of teachers agree (4) or strongly agree (5) that their culture and identity are affirmed in the school	60-79 percent of teachers agree (4) or strongly agree (5) that their culture and identity are affirmed in the school	80 percent or more of teachers agree (4) or strongly agree (5) that their culture and identity are affirmed in the school <u>AND</u> at least 95% of all teachers respond to the survey (enrolled during survey timeframe)
73. Parent/Guardian Survey	< 60 percent of parents agree (4) or strongly agree (5) that they are	60-80 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school	80 percent or more of parents agree (4) or strongly agree (5) that they are satisfied with the school <u>AND</u> is conducted through

satisfied with the school

statistically random sampling of at least 30% of student's parent/guardians represented

Operational			
Operational			
Operational			
N) Educational Program			
74. Is the school implementing the material terms of the education program as defined in the current charter contract?	No	Yes	
75. Is the school complying with applicable education requirements?	No	Yes	
O) Governance			
76. Is the school complying with governance requirements?	No	Yes	
77. Is the school holding management accountable?	No	Yes	

P) School Environment			
78. Is the school complying with facilities and transportation requirements?	No	Yes	
79. Is the school complying with health and safety requirements?	No	Yes	
Q) Student Rights			
80. Is the school protecting the rights of students with disabilities?	No	Yes	
81. Is the school protecting the rights of English Language Learner (ELL) students?	No	Yes	
82. Is the school protecting the rights of all students?	No	Yes	
83. Is the school handling information appropriately?	No	Yes	
R) Personnel Practices			
84. Is the school meeting teacher and other staff	No	Yes	

credential requirements?

85. Is the school respecting employee rights?	No	Yes
86. Is the school completing required background checks?	No	Yes

S) Compliance & Reporting

87. Compliance	More than three infractions.	No more than three infractions AND any infraction is resolved by assigned deadline.
88. Is the school meeting financial reporting and compliance requirements?	No	Yes
89. Is the school following Generally Accepted Accounting Principles (GAAP)?	No	Yes
90. Is the school complying with reporting requirements?	No	Yes
91. Is the school complying with all other obligations?	No	Yes

Financial

Financial

T) Near-Term Measures

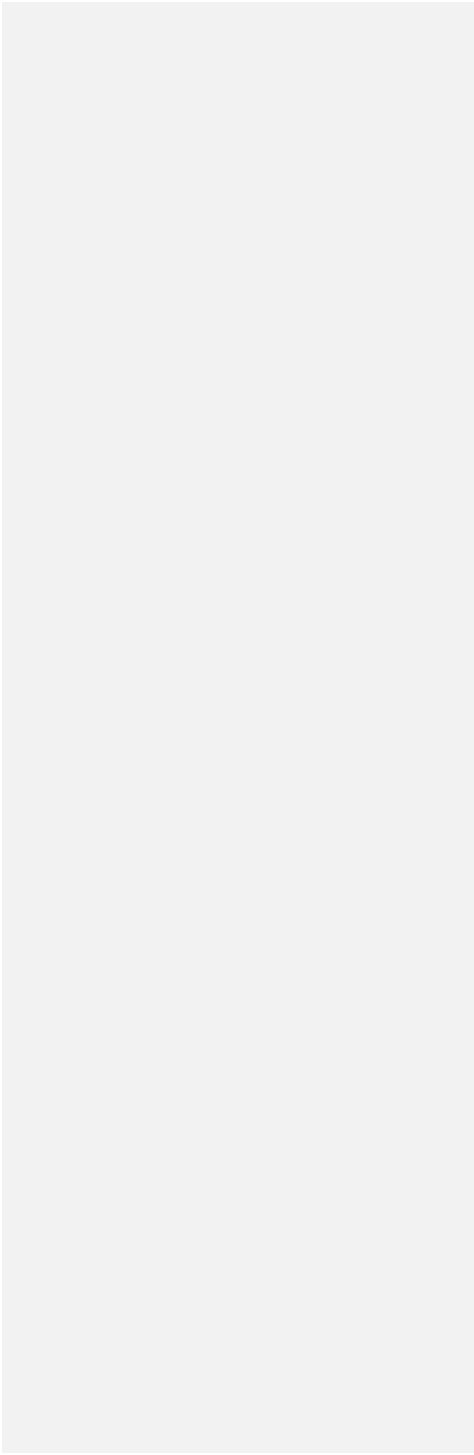
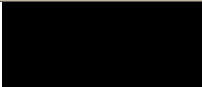
92. Current Ratio: Current Assets divided by Current liabilities	Current ratio is less than or equal to 0.9	Current ratio is between 1.0 and 1.1 and one-year trend is negative	Current ratio is between 1.0 and 1.1 and one- year trend is positive (current year ratio is higher than last year's)
93. Unrestricted Days Cash: Unrestricted cash divided by [(Total Expenses minus Depreciation Expense)/365	Fewer than 15 days cash	Days cash is between 30-60 days and one- year trend is negative	Between 30-60 days cash and one-year trend is positive
94. Enrollment variance: Actual enrollment divided by Enrollment projection in charter school board-approved budget	Enrollment variance is less than 85 percent in the most recent year	Enrollment variance is between 85-95 percent in most recent year	Enrollment variance equals or exceeds 95 percent in the most recent year
95. Default	School is in default of loan covenant(s) and/ or is delinquent with debt service payments	School is not in default of loan covenant(s) and/ or is not delinquent with debt service payments	

U) Sustainability
Measures

96. Reserves	Reserve is less than 3 months' expenses.	Reserve is enough to cover one full payroll as measured by end of year reserves divided by annual expenditures.	Reserve is at least three months' expenses (25%) as measured by end of year reserves divided by annual expenditures.
97. Total Margin: Net Income divided by Total Revenue & Aggregated Total Margin: Total Three-Year Net Income divided by Total Three- Year Revenues	The most recent year Total Margin is less than -10%	Aggregated Three- Year Total Margin is greater than -1.5%, the most recent year Total Margin is between -10 and 0%, and/or does not "Meet Standard"	Aggregated Three- Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive.
98. Debt to Asset Ratio	Debt to Asset Ratio is greater than 1.0	Debt to Asset Ratio is between 0.9 and 1.0	Debt to Asset Ratio is less than 0.9
99. Cash Flow: Multi-Year Cash Flow= Year 3 Total Cash- Year 1 Total Cash & One Year Cash Flow= Year 2 Total Cash- Year 1 Total Cash	Multi-Year Cumulative Cash Flow is negative	Multi- year cumulative cash flow is positive, but trend does not "Meet Standard"	Multi- year Cumulative cash flow is positive and cash flow is positive each year
100. Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense) / (Annual Principal, Interest and Lease Payments)	Debt Service Coverage Ratio is less than 1.1	Debt Service Coverage Ratio is equal to or exceeds 1.1	

V) Financial
Management &
Oversight

101.	MDE Finance Award	Not an MDE Finance Award Recipient	MDE Finance Award Recipient
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School Specific Performance Framework Decisions

- 1) Which nationally normed localized assessment will the school utilize? (i.e. NWEA, FAST, other)

STRIDE Academy utilizes FastBridge as its nationally normed localized assessment. FastBridge provides comprehensive academic screening and progress monitoring in reading and math, supporting the school's intervention strategies and instructional planning.

- 2) Identify the pre and post testing season for the nationally normed localized assessment growth indicators. (i.e. Fall to Spring; Spring to Spring; Winter to Spring; etc.)

a) Pre Test Period: _____ Fall _____

b) Post Test Period: _____ Spring _____

STRIDE Academy administers assessments in the fall and spring to track student growth throughout the academic year, ensuring data-driven instructional decisions and progress monitoring.

- 3) Which assessment will the school utilize for socio-emotional indicators? (i.e. Developmental Assets Profile, HOPE Survey, Gallup Student Poll, other).

STRIDE Academy assesses socio-emotional indicators using SAEBERS (Social, Academic, and Emotional Behavior Risk Screener) and MY SAEBERS. These tools **provide** insight into students' social, emotional, and behavioral well-being through both teacher-reported and student self-assessments.

- 4) What are three comparable schools that are similar in mission, academic performance geography and/or demographics?

Athlos Academy (St. Cloud, MN)
Math and Science Academy (St. Cloud, MN)
Success Academy (St. Cloud, MN)

- 5) High School Only: Which career readiness curriculum/tool will be utilized? (i.e. MN Career Inventory System, Ramp Up to Readiness, etc.)

DATE: 2/15/2025

School Director's Signature of Approval:



Dr. Eric Skanson

DATE: 2/20/2025

Authorizer's Signature of Approval:



Larry McKenzie

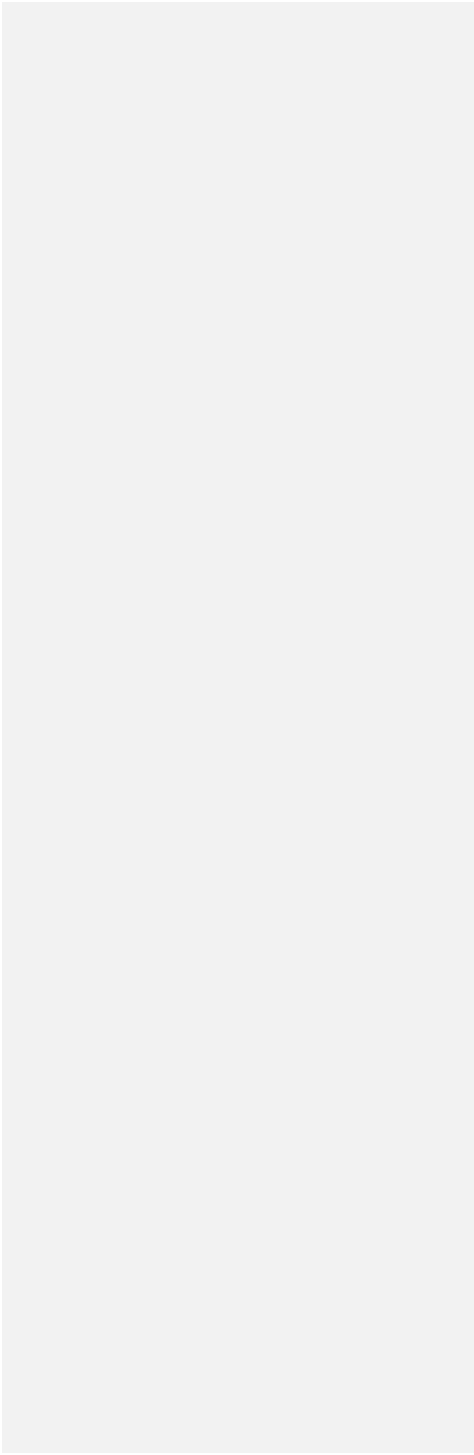


Exhibit L: RANGE OF POSSIBLE INTERVENTIONS

<i>Status</i>	<i>Triggered By</i>	<i>May Result In</i>
Letter of Awareness	<ul style="list-style-type: none"> External stakeholder provides notification on a specific matter (i.e. complaint of substantial substance, financial or program audit, etc.). Charter school leadership, staff, or board relay information on topics / decision-making/ concern regarding school performance. 	<ul style="list-style-type: none"> Letter from PUC to the charter school's Board of Directors detailing area of concern and how the concern is being addressed. <i>and/or</i> Further transparent communication between parties involved on the matter until fully resolved.
Notice of Concern	<ul style="list-style-type: none"> Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means. Repeated failure to submit required documents on a timely basis. 	<ul style="list-style-type: none"> Letter from PUC to the charter school's Board of Directors detailing areas of concern. <i>and/or</i> Review and reconsideration of goals and performance targets in the Performance Framework. <i>and/or</i> PUC recommendation that the school develop a Performance Improvement Plan.
Notice of Deficiency	<ul style="list-style-type: none"> Failure to meet multiple performance targets; or glaring or repeated failure to meet a single performance target. Failure to comply with applicable law or significant failure to comply with Board condition(s) of the charter. 	<ul style="list-style-type: none"> Letter from PUC to charter school Board of Directors detailing areas of deficiency. <i>and/or</i> Performance Improvement Plan - containing specific improvement objectives, technical assistance requirements, and schedule for remedial action - negotiated with PUC.
Notice of Probationary Status	<ul style="list-style-type: none"> Continued failure to meet performance targets; and failure to meet objectives of Performance Improvement Plan. Continued failure to comply with applicable law or with the charter. 	<ul style="list-style-type: none"> Performance Improvement Plan imposed by PUC <i>and/or</i> Assignment of technical assistance team by PUC <i>and/or</i> In certain cases, PUC may appoint an agent to monitor the implementation of the Performance Improvement Plan and the activities of the technical assistance team.
Charter Review	<ul style="list-style-type: none"> Extended pattern of failure to comply or to meet performance targets; or failure to successfully address terms of probation. 	<ul style="list-style-type: none"> Recommendation to revoke, not to revoke, or to impose sanctions <i>and/or</i> Decision to commence or not to commence revocation proceedings made by PUC.
Charter Revocation	<ul style="list-style-type: none"> Charter Review results in recommendation to revoke. 	<ul style="list-style-type: none"> Written notice from PUC stating reasons for proposed revocation and informing charter school of right to an informal hearing. Record of informal hearing. Decision to revoke or not to revoke made by PUC.



Quality School Review Report
Stride Academy

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INTRODUCTION QUALITY SCHOOL REVIEW

THE CHARTER RENEWAL PROCESS

Minnesota law section 124E.05 Subd.4 requires Authorizers to evaluate schools prior to renewal of the charter contract. At the end of the contract terms, Pillsbury United Communities' Office of Public Charter Schools (PUC-OPCS) conducts a quality school review to inform renewal or revocation of a charter school contract. The charter renewal process also provides the charter school an opportunity to evaluate their effectiveness and an opportunity for the school to set new goals and priorities.

Quality School Review (QSR) assists a school in continuously improving by providing qualitative and quantitative data which can be combined to create a "panoramic" view of the school.

The review process occurs over several months and includes the completion of multiple steps. These steps include, but are not limited to:

- Charter School submission of a Renewal QSR Application
- Evaluation of Ongoing Oversight including; Review of charters on-time submission of authorizer requested documents, including board packets, board minutes, financials, audit, annual report
- Analysis of current and historic student performance data
- Review of the charter schools operations, such as governance, financial practices, compliance, and work with special populations (ELL, Special Education, GLBT students)
- Document Review, such as bylaws, insurance documents, etc.
- 2-4 site visits
- 2-4 board meeting observations
- Onsite Review: Site visit, including interview, observations, file audits, and additional document review
- Leadership, Student, and Teacher Surveys
- Final Report completed by Authorizer
- Office of Public Charter Schools Advisory Council Recommendation
- Pillsbury United Communities' Board Decision

During this process, members of a review committee are given rubrics to assess key indicators. Indicators in the areas of Mission, Strategy, and Goals; Governance; Student Outcomes; Financial; and Operations and Leadership are assessed and rated based on a metric of "no evidence," "does not meet expectations," "meets expectations," and "exceeds expectations." Recommendations from these indicators guide renewal decisions and contractual goals.

The Stride Academy contract renewal process encompassed an intensive review of the contract renewal application, review of pertinent documents listed below, and a site visit. Reviewers had the opportunity to interview a wide variety of stakeholders during the review process.

The following is a list of additional methods and documents used to collect information for the QSR:

- Interviews
- Surveys
- Document Reviews
- Evaluation of document submission over contract term
- Board and School Policies and Procedures
- By-laws
- Board list, schedule, minutes, and committee structure
- Insurance documents
- Building lease and addenda
- Building Inspections
- Contact listing for all contracted services
- Student Handbook
- Personnel Handbook
- School Calendar
- Student and Teacher Schedule
- Student list per class
- Lesson planning documents
- List of curricular material used
- Evidence of Technology Integration in the Classroom
- Last audit
- Lease
- Most recent financials with UFARS coded detail
- Original and Revised Budget
- 3-year budgets, current year plus 2 future years
- Current ADM report and/or student roster by grade with enrollment enter and drop dates
- FRL Billing Submission
- Loan Documents
- Grant Documents
- Purchasing Plan and Evidence of Competitive Bid Process
- Source documents for paid invoices, debit/credit card activity as applicable, petty cash, payroll records, bank statements and reconciliations, deposit records, list of outstanding payables
- Evidence that of Special Education spending
- Fixed Asset/Inventory Listing
- Competitive Bid Policy
- Purchases Policy
- Signing authority
- Segregation of Duties
- Petty cash/credit card checkbook

AUTHORIZER PROFILE

Pillsbury United Communities (PUC) is proud of its historical roots and traditions of serving communities since 1897. PUC is an interconnected network of diverse neighborhood centers, innovative programs, and social enterprises that work with isolated and underestimated populations to increase choice, inspire change, and strengthen connections. PUC believes that the strength of communities can end the cycle of poverty. As such, PUC views education as the cornerstone to building the strength of communities.

The PUC-Office of Public Charter Schools (PUC-OPCS) has been a charter school authorizer since the 1990s, currently providing oversight to 20 chartered schools. Elementary to high schools, online schools, internship focused programs, and project-based learning models are all represented in the portfolio of the PUC-OPCS. As an Authorizer, PUC provides educational opportunities for approximately 9,000 students within Minnesota.

In support of the mission of PUC and the spirit of the charter school movement, the PUC-OPCS intentionally authorizes schools that reach out to those students and families whose educational needs have not fit in the traditional school mold. ***PUC-OPCS intentionally seeks schools increasing achievement with students at-risk of negative educational outcomes.***

The PUC-OPCS Academic and Social Achievement Vision, Mission, and Values are:

Mission: PUC charter schools boldly engage and affirm all students in innovative, challenging, authentic, and equitable learning opportunities.

Vision: Equitable communities where students realize their opportunities to excel academically and are socially responsible, self-sufficient and personally fulfilled.

Values:

- We are motivated by the success of the people we serve
- We value open and honest communication
- We work in partnership, collaboration and participate in peer review
- We value diversity in all its forms
- We strive towards continuous improvement
- We value transparency
- We understand that fiscal responsibility is required
- We value quality board training and development

QUALITY SCHOOL REVIEW REPORT:
STRIDE ACADEMY



Authorizer: Pillsbury United Communities

Evaluators:

Larry McKenzie, Pillsbury United Communities

Emily Edstrom Moore, Pillsbury United Communities

Kristin Robert, Pillsbury United Communities

Samantha Diaz, Pillsbury United Communities

Ismail Ahmed, Twin Cities International Schools

Mark Krug, Designs for Learning

EXECUTIVE SUMMARY: STRIDE ACADEMY

Stride Academy (SA) is at the end of their initial three (3) year contract with PUC, following the completion of a Change in Authorizer process (July 1st 2018-June 30th, 2021). At the summation of this contract, PUC-OPCS recommends a four (4) year contract between Stride Academy and Pillsbury United Communities.

Academics – The academic performance of the school is consistently strong. SA met the majority of their academic goals for the contract and performed at a high level on PUC’s Performance Framework. The work the school has done utilizing dyslexia strategies, as well as the persistent focus on individualized learning, continue to advance student learning. The school should be proud of its accomplishments over the term of the contract.

Governance – The SA board is highly functional and organized. Meetings are run well and focus on the governance of the school. The board has done deep-dives into the purpose of and opportunities for the school during their board retreats. They are a committed and purposeful board that serves the school well.

Finances – Stride Academy is overall financially proficient but will need to be mindful of its fund balance entering into the next contract term. While the situation with the bond holders will require ongoing monitoring, the strong financial practices at the school speak to the foundation for future success.

Operations and Leadership – SA is an operationally proficient school that is well-run. The staff at the school are dedicated to the students and are willing to go the extra mile to help them succeed. This attitude of collaboration and innovation is present in the culture of the school overall. The established leadership of the school facilitates these aspects as central to the work being done at SA.

SA is a student-centered school with a well-developed educational model that advances learning for all students. They have recovered from recent challenges and have used the stabilizing process to go deeper into actualizing the purpose of the school. PUC looks forward to the school’s continued success over the next contract term (July 1st, 2021 to June 30th, 2025).

SUMMARY OF FINDINGS

MISSION, STRATEGY, & GOALS

Indicator	N	D	M	E	Sources
1. 124E.01 Subd 1: Purposes The school's goals, educational program, operations, etc., align with and support the fulfillment of the vision and mission statements.			X		QSR application
2. Authorizer Contract Demonstrates alignment with PUC vision and mission statement. Mission is well articulated with staff, board, parents.			X		QSR application

N- No Evidence, D- Does Not Meet Expectations, M- Meets Expectations, E- Exceed Expectations

SCHOOL MISSION

STRIDE Academy nurtures individuals while fostering leadership and empowering students to attain their highest potential in a family-centered environment.

SCHOOL VISION

In five years, STRIDE will have developed, delivered, & be recognized for...

- Academic excellence.
- Individualized learning.
- A welcoming school community.
- Active engagement in the community through intentional collaboration.
- Meeting the needs of whole child (i.e. academic, social, emotional).
- Promoting Lifelong learning.
- Engaging students.
- Establishing family supports that go beyond the school day.

Future Work that will define STRIDE's Vision...

- Social Emotion & Character Development
- Investigation into how to best use technology effectively & efficiently. Researched/Project-based Learning (Technology as a component of Project Based Learning)
- Intentional Individualized Learning
- Investigate what Trauma Informed Care looks like @ STRIDE - empowering families. Continued ACES training.
- Increase the number of opportunities for families to connect w/ school.

- Ongoing professional development in all facets of learning (e.g. differentiated learning, equity etc.).
- Ongoing analysis & review of school's finances.

RATIONALE FOR QSR DECISION

The mission and vision of SA is aligned with PUC-OPCS' mission and vision in the areas of creating a supportive learning environment where students have innovative learning opportunities and where they are challenged academically and personally fulfilled. The continued alignment of the school's and PUC's mission supports a contract renewal for SA within the PUC portfolio.

ACADEMICS

Indicator	N	D	M	E	Sources
1. 124E.01 Subd. 1: Purpose and Applicability; Purposes Encourages the use of different and innovative teaching methods.			X		Interviews, QSR application.
2. 124E.07 Subd. 6: Board of Directors; Duties The school met 21.5/27, or 76%, of its academic goals over the course of the contract.			X		QSR Application, Goal Reporting
3. 124E.07 Subd. 6: Board of Directors; Duties School has a plan for data driven decision making that is well articulated. Plan is implemented consistently throughout district.				X	Interviews, QSR Application
4. 124E.07 Subd. 6: Board of Directors; Duties Appropriate strategies are used for measuring progress toward goals throughout the academic year. Strategies demonstrate alignment with needs of student population.			X		Interviews, QSR Application
5. 124E.07 Subd. 6: Board of Directors; Duties Goals are clear, specific, measurable, attainable, results-based, reflective of the school's mission, and time-bound.			X		School Contract
6. 124E.07 Subd. 6: Board of Directors; Duties Student performance goals and indicators are known by all school staff and leadership.			X		Interviews
7. 124E.07 Subd. 6: Board of Directors; Duties Curriculum is aligned with MN State Standards			X		QSR Application, Interviews
8. 124E.07 Subd. 6: Board of Directors; Duties Clear curriculum map/program is used consistently across teachers and is aligned from grade to grade, and across grades.			X		Interviews, QSR Application
9. 124E.07 Subd. 6: Board of Directors; Duties Curriculum is evaluated and adjusted based on student performance.			X		Interviews
10. 124E.07 Subd. 6: Board of Directors; Duties School culture supports and encourages high expectations for students.				X	Interviews, Observations
11. 124E.07 Subd. 6: Board of Directors; Duties Curriculum is rigorous and allows opportunities for advanced/accelerated learning			X		Classroom observations , Interviews
12. 124E.03 Subd 3: Applicable law; Pupils with a Disability The school has a licensed special education director.			X		QSR Application
13. 124E.03 Subd 3: Applicable law; Pupils with a Disability			X		QSR Application, Site Visits

The school has a knowledgeable staff member who serves as a 504/disability law compliance officer.					
14. 124E.03 Subd 3: Applicable law; Pupils with a Disability Special education compliance issues are dealt with swiftly, confidentially, and appropriately.			X		Interviews, Document Review
15. 124E.07 Subd. 6: Board of Directors; Duties The school met SA met 76%, of its academic goals and 83% of their non-academic contract goals over the course of the contract term.			X		QSR Application, Annual Goal Reporting

N- No Evidence, D- Does Not Meet Expectations, M- Meets Expectations, E- Exceed Expectations

INTERVENTIONS OVER TERM OF CONTRACT

None.

STRENGTHS

Academic Goal Attainment and Performance Framework– The school met 21.5/27, or 76%, of its academic goals over the course of the contract. This is a great accomplishment for the school and a testament to the strength of the work being done by the students, staff, and community. On the K-8 Performance Framework, the school had only two measures in 2018-2019 that were ‘Of Concern’, with 77% of the preparation data measures being ‘Exceeds Expectations’. The amount of hard work that has gone into solidifying the academic model after downsizing three years ago has gone a long way in creating sustainable academic outcomes for the students.

School Culture – SA has a positive school culture that is conducive to learning. Students are engaged in a model that supports each child individually. Students and parents feel their needs are being met and overall spoke positively of their experiences with the school.

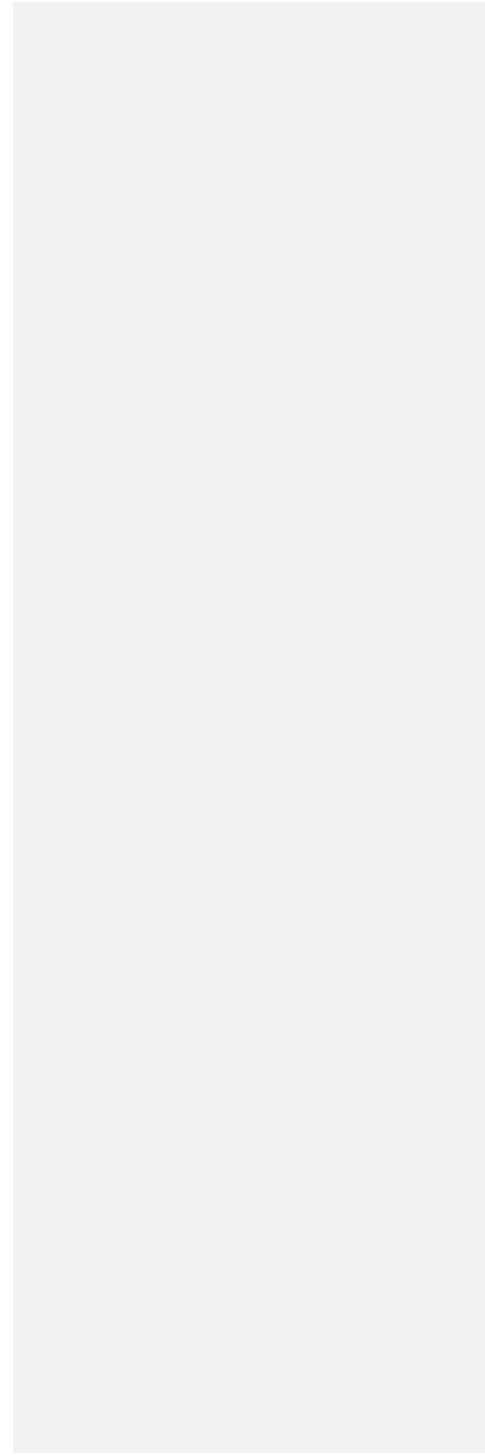
Dyslexia Strategies – SA employs an innovative education model by taking strategies that support students with dyslexia and utilizing them with all learners. Staff are trained on these strategies annually to ensure fidelity of implementation. The experts in this approach have been recognized for their work and presented on the model for other educators, including at PUC’s Staff Forum in 2019. The strategies work well in supporting all learners to further their academic achievement.

OPPORTUNITIES FOR IMPROVEMENT

Proficiency Goal – The one area of the academic contract goals where performance was weakest is with regards to proficiency for all students and Black/African-American students, both of which saw a decline in reading and math. The most significant decline was in reading for Black/African-American students, of about four (4) percentage points. The other declines were about one (1) percentage point, which is important to note but not overly concerning. SA will need to consider these results with regards to academic supports and contract goal writing for the next term.

RATIONALE FOR QSR DECISION

SA has had strong academic performance throughout the contract term. They have made excellent progress on which to build future success. It is due to these consistent outcomes and progress overall that PUC recommends another contract term with SA.



GOVERNANCE

Indicator	N	D	M	E	Sources
16. 124E.14: Conflicts of Interest Each board member has a signed conflict of interest form on file at School and with Authorizer			X		Document Review
17. 124E.07 Subd. 7: Board of Directors; Training Approved board annual training			X		QSR Application, Epicenter Reporting
18. 124E.07 Subd. 3(g): Board of Directors; Membership The Board should consist of at least five nonrelated members and include: (1) one licensed teacher employed at the school (2) one parent or legal guardian of a student enrolled (3) one interested community member who resides in MN and is not employed by the school.			X		Website review
19. 124E.07 Subd. 7: Board of Directors; Training The Board adequately recruits and trains new board members.			X		Epicenter Reporting, Observations
20. 124E.07 Subd. 6: Board of Directors; Duties The Board knows the general accountability expectations of the authorizer.			X		Interviews, Observations
21. 124E.07 Subd. 6: Board of Directors; Duties The board understands the process and criteria for the authorizer to revoke or terminate the contract.			X		Interviews
22. 124E.07 Subd. 8: Board of Directors; Meetings and Information The board follows the rules and protocols for its meetings and its activities as spelled out in its by-laws, state law, open meeting law, and in best practice.			X		Observations, Document Review, Interviews
23. 124E.12 Subd. 01: Employment; Teachers Documentation of valid teacher licenses to perform duties in school; or, teacher waivers are current for teachers teaching outside of licensure.			X		QSR Application, Site Visits
24. 124E.12 Subd. 2: Employment; Administrators Board upholds development plans for persons holding administrative supervisory, or instructional leadership roles.			X		Interviews, QSR Application
25. 124E.07 Subd. 6: Board of Directors; Duties Curriculum, finance, and operation decisions made at Board level.			X		Observations, Document Review
26. 124E.07 Subd. 6: Board of Directors; Duties Board actions demonstrate difference between governance and management.			X		Interviews

27. 124E.12 Subd. 01: Employment; Teachers Sufficient employee working agreements and/or contracts.		X	Document Review
28. Charter Contract Evidence of the following employment policies Personal leave Absence Family Medical Leave Act (FMLA) Medical leave Grievance Sexual Harassment Whistle Blower Equal Opportunity Employment Employee policy manual		X	QSR Application, Document Review – Staff handbook, District Policies a. X b. X c. X d. X e. X f. X g. no h. X i. X
29. 124E.03 Subd. 6: Length of School Year School is compliant with the number of instruction hours contained in Minn. Stat. 120A.41.		X	Document Review
30. 124E – Website a. Annual Report b. Board Minutes c. Board Information d. Authorizer Information e. Lottery Policy f. Financial information g. Open Meeting Post h. Student Bullying Policy i. Non-profit building corporation info j. Collaborative agreements with district		X	Annual Website Review – In Compliance A X B X C X D X E X F X G X H X I X J X
31. Background checks complete for all board members, employees, and volunteers.		X	Epicenter Reporting
32. The Board approves and follows school's leadership structure.		X	Interviews
33. Board conducts a self-evaluation.		X	Document Review, Interviews

N- No Evidence, D- Does Not Meet Expectations, M- Meets Expectations, E- Exceed Expectations

INTEVENTIONS OVER TERM OF CONTRACT

None

STRENGTHS

A diverse and committed board- Board observations and discussions with the SA board chair indicate there is an intentional recruitment effort to bring diverse individuals to guide the boards thinking. There is a deep commitment to the success of the school from all board members. The SA board works diligently to support the school, always putting students at the center of their decision-making.

Board meetings are run efficiently and are functional- During observed board meetings, there is active participation amongst present members leading to thoughtful discussion. The meetings are highly organized and effectively focus on governance of the school.

Navigation of School Challenges – Three years ago the SA board managed a difficult period for the school, including downsizing and threatened closure. The management of these challenges and their aftermath required a considerable amount of work and laser-focus on the purpose and possibility of the school. Without the board’s commitment in rising to the challenge, SA would not be serving students today.

OPPORTUNITIES FOR IMPROVEMENT

Succession Plans for School Director and Board Chair – The current succession plan for SA provides for emergency contingency only. While this is important to have in place, the board should consider outlining the intentional leadership development taking place at the administrative level of the school. Similarly, while not a requirement for succession plan reporting from PUC, the board will need to be intentional in its succession planning for the board chair in order to facilitate a smooth transition whenever that occurs.

RATIONALE FOR QSR DECISION

The board is considerably functional and deeply committed to the success of the school. Based on the clear foundation for success, PUC recommends a new contract be executed with SA.

FINANCIAL

Indicator	N	D	M	E	Sources
34. 124E.01 Subd 1: Purpose and Applicability; Purposes The budget is in alignment with vision and mission & educational program.			X		SA prides itself on meeting the individual needs of students. The school has become a key site for students with learning abilities especially dyslexia. They use small class size and special grouping for math and reading. Social emotional learning coach is embedded in budget. Stride won the MACs Award for Innovation for it's work with dyslexia.
35. 124E.16 Subd. 1: Reports; Audit Report An auditing firm been retained to do the audit for the most recent year. Who?			X		Abdo, Eick and Meyers is the current auditor and is expected to continue.
36. 124E.16 Subd. 1: Reports; Audit Report School audit was either clean, or fixed findings in subsequent fiscal years.			X		The audit report was unqualified and there were no comments.
37. 124E.16 Subd. 1: Reports; Audit Report Audits are submitted to commissioner and authorizer no later than December 31. Any findings from the most recent audit have been addressed.			X		SA was awarded the MDE School Finance Award for each of the 3 years 2019 thru 2021. There were no unanswered audit comments.
38. 124E.07 Subd. 6: Board of Directors; Duties School has current insurance on file at school and with authorizer. Insurance coverage is adequate including risk management for the director and officers of the board.			X		The school insurance limits meet the state requirements. It is unclear if the policy includes hazardous insurance.
39. Financial practices are strategic and regularly reviewed by the board.			X		The School's Finance committee meets monthly prior to board meetings. The board reviews finances monthly.
40. Appropriate policies are in place to ensure proper use of funds (e.g., internal controls)			X		The audit report did not identify any internal control issue.
41. Develops and follows an annual budget.			X		The school is conscious of its budget. The 2020 final budget projected a deficit of \$395K. Actuals were significantly better at \$271K.
42. Generates and adheres to an annual fund balance goal.		X			The school has been recovering from a downturn in 2017-18 that almost led to the

			demise of the school. The school has approximately a 10% fund balance and is expecting a large surplus in 2021. A PPP loan of \$693K was recently approved. This will lead to further strengthening of the fund balance.
43. School is not and has not been in statutory operating debt.		X	The school has had several consecutive spend down years but has not been in statutory operating debt. Bondholders granted a forbearance for principal repayment for the building company for 2019 and 2020 principal allowing to pay in future years. SA was able to repay that obligation in 21 and is now current.
44. Manages cash flow, has access to credit line, and utilizes credit as necessary.		X	The school does not currently have a line of credit. A line with Propel for Nonprofits is in process but not likely needed now because of the PPP loan of \$693K. The school had ample fund balance to absorb the prior year spend downs.
45. Develops sound student enrollment estimates for the upcoming school year.		X	SA has exceeded its ADM projections for the past 4 years. Much of the current growth has to do with the reopening of 7th and 8th grade. Those grades were closed when the school neared closing.
46. School is UFARSS compliant.		X	The school reports to the state using Skyward, an approved UFARSS compliant software.
47. School has a competitive bidding and purchasing policy in place.		X	The school has a policy in place.
48. Actively solicits and receives gifts and donations. Accounts for gifts and donations properly.		X	The parent group holds a coffee fundraiser for the school. SA has applied for some grants but has relied upon the state and federal funding from MDE.
49. Consistently implemented a balanced budget over the contract term.	X		The school has had deficit spending for 3 of the last 5 years. A surplus of \$523K is anticipated for 21. This is due

					to increased enrollment and \$693K PPP loan and other federal funds.
50. School has minimum enrollment needed for solvency.			X		ADM increased by 85 students in 20 and is expected to increase by 66 in 21.
51. Lease has been entered into with a non-profit corporation (under 317A) or a cooperative (under Chapter 308A). The lease cost is reasonable under current market value.			X		Lease aid has been approved by MDE indicating reasonableness of rent and compliance with state requirements.

N- No Evidence, D- Does Not Meet Expectations, M- Meets Expectations, E- Exceed Expectations

INTEVENTIONS OVER TERM OF CONTRACT

N/A

STRENGTHS

MDE Finance Award – The school received the MDE Finance Award for all years of the contract, demonstrating a solid financial basis as well as a proficient finance and administration team.

Financial Sustainability- The financial sustainability of the school is improving overall. The Total Margin and Aggregated Three Year Total Margin have improved over the past three years, the Debt to Asset Ratios meet the standards, and there is very little debt aside from the building company.

Increasing ADM- Although ADM fell a few years ago there has been a rapid increase since 2020.

OPPORTUNITIES FOR IMPROVEMENT

Fund Balance Goal – The school did not meet its fund balance goal during the contract. This was due to the issues related to downsizing to one school building and negotiating appropriate payments with the school building’s bond holders. While the school has an overall solid financial position, they will need to continue need to be mindful of balancing the academic needs of their students with their financial obligations.

RATIONALE FOR QSR DECISION

Overall Stride Academy is in a good financial position. Although Stride did not meet its fund balance goal during the contract term the school is still making progress towards good financial health. PUC recommends another contract term with Stride Academy.

OPERATIONS AND LEADERSHIP

Indicator	N	D	M	E	Sources
52. Contract				X	Over the contract term:

The school submits data submissions, compliance reports etc. on time				85% On Time, 97% Accurate, 98% Complete, 0% Past Due
53. 124E.16 Subd. 2: Annual Public Reports School will produce an Annual Report each year.			X	Epicenter Reporting
54. 124E.11: Admission Requirements and Enrollment The school has adequate policy and procedures for admissions, including lotteries, student waiting list, withdrawals, and transfers.			X	Document Review, QSR Application
55. 124E.07 Subd. 6: Board of Directors; Duties Policy for student discipline, suspension, or expulsion that provides due process rights under the Minnesota Pupil Fair Dismissal act.			X	Document Review
56. 124E.11: Admission Requirements and Enrollment The school markets to a diverse audience within its geographic location.			X	Interviews, Document Review
57. 124E.12: Employment There is a timeline in place for contract renewals and approvals			X	QSR Application, Interviews
58. 124E.12: Employment There are job descriptions in place for all staff, including director			X	QSR Application, Interviews, Site Visits
59. 124E.07 Subd. 6: Board of Directors; Duties The school has a transparent evaluation process in place for staff reviews, including Director.			X	Interviews, QSR Application
60. 124E.07 Subd. 6: Board of Directors; Duties School leadership has clearly articulated roles and responsibilities. Board, School Director has a clear delineation of roles and responsibilities.			X	Site visits, Interviews, Observations
61. 124E.12: Employment The school allows for and/or provides regular staff development opportunities. The opportunities are clearly planned out and thoughtful.			X	QSR Application, Epicenter Reporting
62. 124E.03 Subd 3: Applicable law; Pupils with a Disability Adequate support staff are in place to meet special needs of students, including a licensed special education teacher			X	Interviews
63. 124E.03 Subd 3: Applicable law; Pupils with a Disability The school has child find process to address needs for adaptations or special education assessments and staffing.			X	QSR Application, Interviews
64. 124E.03 Subd 3: Applicable law; Pupils with a Disability School is in compliance with the requirements of the American with Disabilities Act (ADA).			X	Interviews, Site Visits
65. 124E.15: Transportation			X	Document Review

The school has a transportation policy, including for field trips.				
66. 124E.15: Transportation The school has a transportation agreement with the resident district and/ or other arrangements in place to provide transportation for students.			X	Document Review, Interviews
67. 124E.13 Subd. 1: Facilities; Leased Space Facility meets zoning, building codes and occupancy requirements. Facility is appropriate and the usage plan supports school's education program model.			X	Site Visit
68. Minnesota Statutes, sections 124D.111 – 124D.1195 High quality food service program is in place and statutorily compliant.			X	QSR Application, Interviews
69. Utilizes staff automated reporting (STAR) & Minnesota automated reporting student system (MARRS) or another process to identify students & staff.			X	QSR Application, Interviews
70. Emergency preparedness plan consistent with the resident district plan and compliant with the state and local regulations is in place.			X	Document Review
71. Legal counsel available and utilized.			X	Interviews
72. School takes appropriate safety precautions with students using the internet (e.g., cyber-bullying, access to appropriate sites, giving out information)			X	Document Review, Interviews
73. Students have frequent access to technology to enhance their learning. Technology is integrated into instruction and student work.			X	Observations, Interviews

N- No Evidence, D- Does Not Meet Expectations, M- Meets Expectations, E- Exceed Expectations

INTERVENTIONS OVER TERM OF CONTRACT

None.

STRENGTHS

Compliance Reporting – SA achieved 85% on-time reporting in Epicenter, which exceeds the expectation of 75% on-time reporting. They also had 97% Accurate and 98% Complete submissions. This speaks to the operational proficiency of the school.

Administrative Team – The leadership team at SA brings a wealth of experience to their roles. They work well together in keeping day-to-day operations running smoothly at the school and in addressing daily staff and student needs.

Non-Academic Goal Attainment - SA met 83% of their non-academic contract goals over the course of the contract term. This attainment is evidence of the operational proficiency of the school. The two goals that the school struggled to meet consistently were the attendance and fund balance goal. The fund balance and financial performance of the school are discussed in the finance section above. The attendance rate goal was 95%, which was met one year and then the other year had a rate of 92.2%. PUC still considers the performance in this area to consistently solid, though it should be an ongoing area of focus for the school.

OPPORTUNITIES FOR IMPROVEMENT

Equity Work – SA has embarked on embedding a culturally relevant and race-equity lens into the work of the school. PUC is supportive of this work, which is in direct alignment with one of our four core lenses - Educational Equity Matters. The work of furthering equity in education is a long-term goal, with an opportunity to go deeper every year. These efforts by SA have not yet been fully embraced by all members of the staff. Additionally, some staff in interviews made comments that demonstrated a surface-level understanding of cultural relevancy rather than a mastery of the concept. SA should continue to assess its program for opportunities to advance this work and provide training to assist staff in developing their empathy and skills.

RATIONALE FOR QSR DECISION

SA has established, experienced leaders and a dedicated administrative team at the helm. Overall, the operations of the school are run well with student needs at the center of the work. The demonstrated success of the school recommends another contract with PUC.

RENEWAL RECOMMENDATIONS

Over the course of the current contract term SA has performed at a high level with regards to academics, governance, and operations and leadership, and has a stable position financially. The strong community feel, innovative approach to education, and individualized learning are strengths of the program.

The few goals that were not consistently met must be carefully considered before establishing targets for the next contract term. Specifically, goals related to proficiency, attendance rate, and fund balance must be assessed for program alignment and continued rigor.

Overall, SA is a high-performing, well-run school with a positive culture and strong student outcomes. A contract term of four (4) years recognizes the consistent performance of the school in all areas, with very few concerns to address from PUC.

ATTACHMENT A – STUDENT AND STAFF REPORT

	School Year	School Year	School Year
Enrollment (by grade)	2018-2019	2019-2020	2020-2021
PK	NA	NA	NA
K	51	59	44
1 st	51	59	55
2 nd	59	65	51
3 rd	70	62	56
4 th	49	66	64
5 th	48	48	63
6 th	47	47	46
7 th		44	46
8 th			38
(etc...) use applicable grades			
Gender			
Male	210	246	262
Female	165	204	221
Ethnicity/Race			
White	112	112	90
Black	243	313	369
Hispanic	16	17	19
Asian	2	4	4
Native American	2	4	1
Immigrant (specify)			
Specialized Populations			
Student with IEPs	40	51	55
English Language Learners	191	217	214
Homeless / Highly Mobile Students	0	0	0
Eligible for free and Reduced lunch	289	362	367
# of in-school suspensions	1	32	
# of out-of-school suspensions	13	40	
# of students expelled	0	0	0
Total # of teacher positions	29	37.5	43
# of teachers returning to the school from the previous school year	22	25	37
# of teacher hired due to growth in grade levels or enrollment	0	5	5.3

ATTACHMENT B – ACCOUNTABILITY DATA

Figure 1. 2018-2019 Performance Framework.

Performance Framework Data Template



School: Stride Academy

Resident District: St. Cloud

School Year: 2018-2019

Localized Assessment Tool: NWEA

Meaningful Subpopulations: 1: Black or African-American, 2: White, 3: Free-Reduced Lunch, 4: English Learner, 5: Special Education

Education Equity, 21st Century Literacy

Achievement

Measure	Data Source	Metric	School Rate	Resident District Rate	State Rate
Overall State Assessment Progress-Math	MCA	% of students with achievement level maintained or improved compared to resident district/state	53.5%	46.5%	62.7%
Overall State Assessment Progress-Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state	61.9%	56.6%	67%
Subpopulation 1: Black or African-American MCA Progress- Math	MCA	% of students with achievement level maintained or improved compared to resident district/state	37.9%	25.5%	41.1%
Subpopulation 1: Black or African-American MCA Progress- Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state	49.3%	38.2%	50%
Subpopulation 2: White MCA Progress-Math	MCA	% of students with achievement level maintained or improved compared to resident district/state	83%	62.5%	69.2%
Subpopulation 2: White MCA Progress-Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state	85%	69.8%	81.3%

Subpopulation 3: Free-Reduced Lunch MCA Progress- Math	MCA	% of students with achievement level maintained or improved compared to resident district/state	51.5%	33.8%	48%
Subpopulation 3: Free-Reduced Lunch MCA Progress- Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state	62.7%	46.5%	55%
Subpopulation 4: English Learner MCA Progress- Math	MCA	% of students with achievement level maintained or improved compared to resident district/state	38.5%	24.9%	46%
Subpopulation 4: English Learner MCA Progress- Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state	42.2%	38.8%	50.7%
Subpopulation 5: Special Education MCA Progress- Math	MCA	% of students with achievement level maintained or improved compared to resident district/state	35%	33.3%	42.2%
Subpopulation 5: Special Education MCA Progress- Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state	52.6%	36.3%	45.2%
Overall Nationally Normed Localized Assessment Growth- Math	School Choice- NWEA/ FAST	% of students meeting growth targets	78%		
Overall Nationally Normed Localized Assessment Growth- Reading	School Choice- NWEA/ FAST	% of students meeting growth targets	89%		
Subpopulation 4: English Learner - Nationally Normed Localized Assessment Growth- Math	School Choice- NWEA/ FAST	% of students meeting growth targets	45%		
Subpopulation 4: English Learner - Nationally Normed Localized Assessment Growth- Reading	School Choice- NWEA/ FAST	% of students meeting growth targets	15%		
Preparation					
Measure	Data Source	Metric	School Rate	Resident District Rate	State Rate
Overall State Assessment Achievement (Met or Exceeded)- Math	MCA	Rate compared to resident district/state	47.6%	37.3%	53.8%

Overall State Assessment Achievement (Met or Exceeded- Reading)	MCA	Rate compared to resident district/state	48.2%	44.9%	58.3%
Subpopulation 1: Black or African-American MCA Progress- Math	MCA	Rate compared to resident district/state	29.9%	14.4%	26.5%
Subpopulation 1: Black or African-American Assessment Achievement - Reading	MCA	Rate compared to resident district/state	35.5%	22%	34%
Subpopulation 2: White Assessment Achievement - Math	MCA	Rate compared to resident district/state	74.2%	56.1%	62.9%
Subpopulation 2: White Assessment Achievement - Reading	MCA	Rate compared to resident district/state	69.7%	63.4%	66.6%
Subpopulation 3: Free-Reduced Lunch Assessment Achievement - Math	MCA	Rate compared to resident district/state	40.8%	22%	33.3%
Subpopulation 3: Free-Reduced Lunch MCA Progress- Reading	MCA	Rate compared to resident district/state	43.9%	30.8%	39.3%
Subpopulation 4: English Learner Assessment Achievement - Math	MCA	Rate compared to resident district/state	30.6%	14%	29%
Subpopulation 4: English Learner Assessment Achievement - Reading	MCA	Rate compared to resident district/state	27.5%	19.6%	30.8%
Subpopulation 5: Special Education Assessment Achievement - Math	MCA	Rate compared to resident district/state	36%	22.8%	30.8%
Subpopulation 5: Special Education Assessment Achievement - Reading	MCA	Rate compared to resident district/state	44%	26.1%	32.8%
Overall State English Language Learner Progress Toward Target	ACCESS	Rate compared to resident district/state	70.6%	56.6%	61.4%

Performance Framework Review Protocol



School: Stride Academy Resident District: St. Cloud School Year: 2018-2019

	Of Concern	On Target	Exceeding
Achievement Data	<p>School results are below the results achieved by the resident district and the state.</p> <p>0 / 12 measures 0%</p> <p>Growth goals*: Less than 49% of students meet growth goals</p> <p>2 / 4 measures 50%</p>	<p>School results meet or exceeds the results of the resident district or the state.</p> <p>7 / 12 measures 58%</p> <p>Growth goals: 50- 59% of students meet their growth goals</p> <p>0 / 4 measures 0%</p>	<p>School result meets or exceeds the results of the resident district and the state.</p> <p>5 / 12 measures 42%</p> <p>Growth goals: 60% or more of students meet their growth goals</p> <p>2 / 4 measures 50%</p>
Preparation Data*	<p>School results are below the results achieved by the resident district and the state.</p> <p>0 / 13 measures 0%</p>	<p>School results meet or exceeds the results of the resident district or the state.</p> <p>3 / 13 measures 23%</p>	<p>School results meet or exceeds the results of the resident district and the state.</p> <p>10 / 13 measures 77%</p>

Figure 2. Contract Goal Reporting.

Academic Goals

Note: Because of the SARS CoV-2 global pandemic, the State of Minnesota postponed the Accountability tests in 2020.

Goal 1 Math Proficiency:

- a) The School's Math proficiency data for the 2017-2018 school year will form the baseline data for the following goals.
- b) At the conclusion of each school year identified in the Contract, the School's proficiency rates will make progress from the baseline towards meeting or exceeding the State proficiency rate in Math for all students. (48.7% 17-18) vs. (47.6% 18-19) Goal not met
- c) At the conclusion of each school year identified in the Contract, the School's proficiency rates will make progress from the baseline towards meeting or exceeding the State proficiency rate in Math for English Learner (EL) Students. (23.9% 17-18) vs. (30.6% 18-19) Goal met
- d) At the conclusion of each school year identified in the Contract, the School's proficiency rates will make progress from the baseline towards meeting or exceeding the State proficiency rate in Math for Black/African American Students. (30.9% 17-18) vs. (29.9% 18-19) Goal not met
- e) At the conclusion of each school year identified in the Contract, the School's proficiency rates will make progress from the baseline towards meeting or exceeding the State proficiency rate in Math for Students who are receiving Special Education services. (XXX% 17-18) vs. (36% 18-19) Goal not applicable
- f) At the conclusion of each school year identified in the Contract, the School's proficiency rates will make progress from the baseline towards meeting or exceeding the State proficiency rate in Math for Students eligible to receive Free and Reduced Priced Lunch. (34.6% 17-18) vs. (40.8% 18-19) Goal met
- g) At the conclusion of each school year identified in the Contract, the School's proficiency rates will make progress from the baseline towards meeting or exceeding the State proficiency rate in Math for Hispanic/Latino Students. (xxx 17-18) vs. (xxx 18-19) Goal not applicable

Goal 2 Reading Proficiency

Reading Proficiency

- a) The School's Reading proficiency data for the 2017-2018 school year will form the baseline data for the following goals.
- b) At the conclusion of each school year identified in the Contract, the School's proficiency rates will make progress from the baseline towards meeting or exceeding the State proficiency rate in Reading for all students. (49.4% 17-18) vs. (48.2% 18-19) Goal not met

c) At the conclusion of each school year identified in the Contract, the School's proficiency rates will make progress from the baseline towards meeting or exceeding the State proficiency rate in Reading for English Learner (EL) Students. (25.4% 17-18) vs. (27.5% 18-19) Goal met

d) At the conclusion of each school year identified in the Contract, the School's proficiency rates will make progress from the baseline towards meeting or exceeding the State proficiency rate in Reading for Black/African American Students. (39.9% 17-18) vs. (35.5% 18-19) Goal not met

e) At the conclusion of each school year identified in the Contract, the School's proficiency rates will make progress from the baseline towards meeting or exceeding the State proficiency rate in Reading for Students who are receiving Special Education services. (22% 17-18) vs. (44% 18-19) Goal met

f) At the conclusion of each school year identified in the Contract, the School's proficiency rates will make progress from the baseline towards meeting or exceeding the State proficiency rate in Reading for Students eligible to receive Free and Reduced Priced Lunch. (37.4% 17-18) vs. (43.9% 18-19) Goal met

g) At the conclusion of each school year identified in the Contract, the School's proficiency rates will make progress from the baseline towards meeting or exceeding the State proficiency rate in Reading for Hispanic/Latino Students. (0% 17-18) vs. (50% 18-19) Goal met

Goal 3 Growth: Reading

All students enrolled at Stride as of October 1 of the school year will exhibit at minimum *Achievement Level Improvement* in Reading as measured by the MDE.

a) Comparative Growth - District: The School will demonstrate a *greater Achievement Level Improvement* in Reading than the St. Cloud Public School District and the STATE of Minnesota as defined by the *Minnesota Department of Education's MCA Academic Progress Metric*.

STRIDE Academy (27.5% 18-19)

St. Cloud Public Schools (18.9% 18-19)

STATE of Minnesota (18.9% 18-19)

Goal met

Goal 4 Growth: Math

Comparative Growth - District: The School will demonstrate a *greater Achievement Level Improvement* in Math than the St. Cloud Public School District and the STATE of Minnesota as defined by the *Minnesota Department of Education's MCA Academic Progress Metric*.

STRIDE Academy (13% 18-19)

St. Cloud Public Schools (10% 18-19)

STATE of Minnesota (13.3% 18-19)

Goal Partially met

Goal 5

In partnership with the family, the faculty and administration will develop an individualized learning plan with any student who has not exhibited "on target" year-over-year growth in math as measured by the MDE.

Currently the school is using an individual goal setting tool provided by NWEA which allows the faculty to set MAP goals for all students (which align with MCA)

Goal 6

MAP Participation: The School will administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress, in both Reading and Math, in all grades K through 6 in both September and January of each year of the Contract.

- a) At least 95% of students in each grade will take both the reading and math assessment in both September and January. **Yes** Goal met
- b) At least 95% of all English-Learners will take both the reading and math assessment in both September and January. **Yes** Goal met
- c) At least 95% of all students qualifying for Free or reduced priced lunch will take both the reading and math assessment in both September and January. **Yes** Goal met

The School will provide the results with supporting NWEA reports to Pillsbury United Communities at the conclusion of the winter testing season.

Goal 7

MAP RIT Growth: At least 55% of the students who scored below the 51st percentile on the September assessment will demonstrate at least the following RIT growth on the January assessment (*See Appendix A*): 2018-2019 Goal met. 2019-2020 Goal partially met.

2018-2019

2019-2020

Kindergarten	Reading	65.71%	Kindergarten	Reading	75%
1st Grade	Reading	62.96%	1st Grade	Reading	58.6%
2nd Grade	Reading	64.29%	2nd Grade	Reading	28%
3rd Grade	Reading	65.22%	3rd Grade	Reading	56.0%
4th Grade	Reading	68.18%	4th Grade	Reading	78.2%
5th Grade	Reading	78.95%	5th Grade	Reading	67.8%
6th Grade	Reading	71.43%	6th Grade	Reading	63.1%
			7 th Grade	Reading	66.6%
Kindergarten	Math	61.29%			
1st Grade	Math	59.26%	Kindergarten	Math	60.6%
2nd Grade	Math	58.33%	1st Grade	Math	74.1%
3rd Grade	Math	61.11%	2nd Grade	Math	60.8%
4th Grade	Math	58.33%	3rd Grade	Math	55%
5th Grade	Math	68.42%	4th Grade	Math	82.1%
6th Grade	Math	65.00%	5th Grade	Math	43.3%
			6th Grade	Math	62.5%
			7 th Grade	Math	62.5%

Goal 8

All third-graders can read at grade level:

- a) At least 55% of third-graders taking the January assessment will be on-track to at least meet targeted RIT growth for the school-year. (53.4% 18-19 / 63.1% 19-20) Goal partially met
- b) At least 50% of third-grade students will be in at least the 61 percentile in reading in the January assessment. (47.7% 18-19 / 31.5% 19-20) Goal not met

Goal 9

All racial and economic achievement gaps between students are closed:

- a) In the January assessment: The average Conditional Growth Index for the School's English-Learner subgroup and the students qualifying for free/reduced priced lunch subgroup will each be greater than 0 in each reading and math.
- b) In the January assessment: At least 50% of the English Learners taking the assessment will be on-track to at least meet targeted RIT reading growth for the school year. (62.6% 2018-2019) Goal met / (57.76 2019-2020) Goal Met

Goal 10

Data-Driven Instruction: The school will continue to implement Data Driven Instruction (DDI) interim assessments on a quarterly basis in all grades. The dates of these assessments will be reported annually to authorizer. (October 31, January 17, March 21, May 1) Goal met: Note: In lieu of the multiple assessments that are administered, the school is not conducting DDI assessments at this time.

Non Academic Goals

Goal 11

Attendance: The School will maintain at least a 95% student attendance rate. (92.2% 18-19) Goal not met. (95.9% 19-20) Goal met.

Goal 12

Community Satisfaction: At least 85% each of all parents and of all staff returning the annual survey will indicate overall satisfaction with the School. (94% 18-19) Goal met. Due to COVID-19 the school did not conduct its traditional survey in the spring. Instead the school sought feedback on how they felt distance learning went and what the school could do to improve. From those results the school has made the recommended changes and investments to enhance its distance learning model.

Goal 13 Professional Development:

At least 95% of all staff shall receive professional development each year, as demonstrated by School records. At least one all staff training will pertain to equity minded instruction, culturally competent teaching, cultural relevance, or other related topics, as demonstrated by School records. Goal met

August 22-

October 31

November 30

January 18- All Teachers, Culturally and Linguistically Responsive Teaching

April 17th

Goal 14

Succession Plan: By the end of the first year of the contract, the school will have a succession plan in place for its Executive Director. By the end of the second year of the contract, the school will have a succession plan in place for board members.

The school's leadership model includes a licensed principal and assistant principal who are responsible for the school's operations. The Executive Director will serve in a part time capacity. The Board has been and continues to actively recruit members who reflect the school's diverse population. Goal met

Goal 15

Fiscal: For each year of the contract, the School will make progress toward achieving a fund balance of 20-25%. For each year of the contract, the School will also receive the Minnesota Department of Education Finance Award.

The school continues to strive for the 20-25% however, because the school is in the process of repaying the bondholders principal deferment, the school's general fund balance is below that threshold. The School has received the MDE Finance award

Goals 16

Governance: The school board will continue to take part in mandatory and optional trainings. In particular, the school board is embarking on a strategic planning process that will inform and set the framework for the next five years. The School will inform the authorizer with any proposed changes to the identity of the school or the practices used. Completed in Feb. 2018 Goal met.

Academic Goal Attainment: 21.5/27, 76% (includes three partial meets for 0.5 credit each)- please note that for the 2019-2020 school year that schools are being held harmless for not obtaining growth or MCA data

Non-Academic Goal Attainment: 7.5/9, 83% (includes one partial meets for 0.5 credit each)

ATTACHMENT C – FINANCIAL INDICATORS

Pillsbury United Financial Review

School Name: **Stride Academy Charter School**
District: **4142-07**

	2018	2019	2020	Target
Near Term:				
Current Ratio	6.0	4.3	3.3	X
Metric Description	Current Assets Divided by Current Liabilities Measures the coverage of liabilities by assets within 12 months.			
	Greater than or equal to 1.1 or between 1.0 and 1.1 and current trend is positive Current ratio is between .9 and 1.0 or equal to 1.0 or between 1.0 and 1.1 and current trend is negative Current ratio is less than or equal to .9			
Unrestricted Days Cash	58.7	77.2	45.4	X
Metric Description	Unrestricted cash divided by (Total Expenses minus depreciation)/365			
	60 Days Cash or Between 30 and 60 days cash and one year trend is positive Days Cash is between 35 and 30 days or Days Cash is between 30 and 60 days and one year trend is negative Fewer than 15 days cash			
Enrollment /ADM	307	365	449	X
Metric Description	ADM Per MDE			
	Provided for Trend Only			
Debt Default	No	No	N/A	X
Metric Description	Not in default on loan covenants or is not delinquent on debt service payments School is in default of loan covenants and/or is delinquent with debt service payments			

Pillsbury United Financial Review

School Name: **Stride Academy Charter School**
District: **4142-07**

	2018	2019	2020	Target
Sustainability				
Total Margin	-0.03	0.00	-0.05	
Metric Description	Net Income/Revenue and Total 3 year net income/Total 3 Year Revenue Total Three Year Margin			
	Aggregated Three Year Margin is positive and the most recent year margin is positive Aggregated Three year Total Margin is greater than -1.5% but trend does not meet standard Aggregated Three Year Total Margin is less than or equal to -1.5% or most recent year Total Margin is less than -50%			
Debt to Asset	0.17	0.23	0.31	X
Metric Description	Total Liabilities/Total Assets			
	Less than .9 Between .9 and 1.0 Greater than 1.0			
Multi-Year Cashflow	-70773	-77225	-619877	
Metric Description	Multi-Year Cashflow = Year 3 Total Cash - Year 1 Total Cash One-Year Cashflow = Year 2 Total Cash - Year 1 Total Cash			
	Multi-year Cumulative Cashflow is positive and cash flow is positive each year or Multiyear cumulative cashflow is positive in one of two years and the most recent year is positive Multi-year Cumulative Cashflow is positive but trend does not meet standard Multi-year Cumulative Cashflow is negative			
Debt Service Coverage	NA	NA	NA	X
Metric Description	(Income - Depreciation-Interest Expense)/(Annual Principal, Interest and Lease Payments)			
	Equal to or exceeds 1.1 Less than 1.1 N/A			

Pillsbury United Charter School Financial Review Synopsis

Stride Academy

District #4142-07

April 2021

General

Stride Academy (SA) provides classes for grades K to 8. It has a very diverse student population. The school has a 62% free and reduced lunch concentration. SA focuses on meeting the needs of the students where they are. They have won a Minnesota Charter School Innovation award for their work with dyslexia and have become a leader in the state for methods to help students with that disability. Class sizes are kept deliberately small with grades 3-8 allowing up to 24 per class. Approximately 11% of their 2021 revenue is anticipated to come from Special Education funding which is normal for a charter school. The school had a difficult period and came close to closing in the 2016 through 2018 time-frame. Students are now coming back to the school with significant enrollment gains in this and the prior year.

As a basis for this report, records provided by the school, especially data from audited financial statements along with information available on the Minnesota Department of Education website (also audited data), have been compared to the National Association of Charter School Authorizers (NACSA) Financial Performance Framework. Additionally, interviews were conducted with SA director and financial management staff to discuss financial results and practices.

Measures used in the framework cover a three-year span. The framework also calls for current year to date data analysis. Although 2021 data was reviewed, data from 2021 was not shown for comparison because interim statements are not fully compatible with audited financials due to the timing and recording of certain revenue and expense items as is common with Minnesota charter schools.

Findings

SA's audited financials indicate good performance on short term measures such as days cash but weak performance on sustainability. Weak cash flow over the three-year period came primarily from loss of student enrollment. The school had ample fund balance to sustain the deficits in the short run. Enrollment is increasing at a rapid rate, by 85 (23%) in 2020 and 63 (14%) in 2021 to an anticipated 521. It appears to be trending toward the pre-2018 levels when the school was more stable.

Near Term Measures:

The average current ratio has exceeded the national standard in each of the three years. This indicates an ability to meet obligations due over the next twelve months.

The Unrestricted Days Cash did not meet standard of 60 days but was positive and more than 30 days in all years

ADM declined in 2018 to 307 from 669. It has continued to trend upward over the three-year period reaching 449 in 2020 and anticipated at 521 for 2021.

During the period of downturn, the bondholders allowed a forbearance to repay funds not paid during that time. The forbearance has been cleared having been repaid in 2021.

Sustainability

Total Margin and Aggregated Three Year Total Margin have improved over the course of the three years.

Debt to Asset Ratios meet the standards. There is very little debt aside from the building company.

Cashflow improved in 2020 after a spend down of the fund balance in 2019.

Debt Service Coverage isn't included in that there was no borrowing at year end in any of the three years. This indicates the school has been able to manage within its own resources.

Other

The school does not often have large purchases. However, it should put a purchasing and bidding policy in place to ensure compliance with state and federal guidelines.

SA won the MDE School Finance Award in all three years.

