

March 12, 2024

Bishop Mark Tolbert, Chair Board of Directors
Lee A. Tolbert Community Academy
3400 The Paseo
Kansas City, MO 64109

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

Dear Bishop Tolbert,

This letter transmits the Missouri Charter Public School Commission's 2022-2023 Annual Report of Lee A. Tolbert Community Academy (LATCA).

This report reflects the second year of the LEA's five-year contract. LATCA's overall rating for FY23 is **Partially Meets**. The overall academic performance of LATCA students improved from FY22 to FY23; however, LATCA's performance remains below Kansas City Public Schools, for the same tested grades, in both math and science and remains far below the state average for similar students in all subjects. We are alerting LATCA to a risk of nonrenewal if the academic performance continues to be below KCPS. The Board is advised to put into place interventions to significantly decrease if not close this gap.

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

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

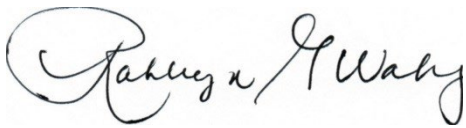
- The academic performance of the school is designated **Partially Meets**. LATCA exceeded state standard for growth on the MAP test and the overall proficiency rates in all tested areas increased from FY22 to FY23. Additionally, LATCA decreased the percent of students scoring below basic on the MAP test. The Commission encourages LATCA to continue to focus on student growth and continue to work toward state standard.
- The financial performance is designated **Meets**. LATCA carries a healthy fund and all of the financial indicators are meets. The Commission encourages the board to continue to monitor the financial position of the school to ensure fiscal viability especially in light of the end of federal ESSR funding.
- The learning environment and governance were designated **Meets**.

- Operational Compliance is designated *Partially Meets*. This is due to the timeliness of compliance submission to the Commission. The board should monitor this on a regular basis to ensure benchmarks are met in the future.

The Commission strongly encourages your board to review the information in this report thoroughly and use this information as you plan for the 2024-2025 school year. A member of our team will be presenting the report at the March 18 board meeting and will be able to answer any questions from you or your board at that time.

We have attached some questions you and your board may find helpful as you review the annual report. The board should continue to analyze the identified areas of improvement in this report and continue to build on the progress from FY22.

Sincerely,



Robbyn G. Wahby
Executive Director

CC: Dr. Mitchell, Superintendent
Members, LATCA Board of Directors
Members, Missouri Charter Public School Commission

Attachments

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

Charter Boards: Examining Your Annual Report from the Commission

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

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

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

Lee A. Tolbert

Community Academy

2022-2023 Annual Report

Annual Performance: **Partially Meets**

Year Opened: 1999-2000

Next Renewal: 2025-2026

Location: Kansas City

Enrollment: 364

Grades Served: PK-8

Contract Year: 2/5



Academics*

Partially Meets



Financial
Management

Meets



Learning
Environment

Meets



Governance

Meets



Operations

Partially Meets






Performance Summary

STANDARDS AND INDICATORS	SECTION STANDARD RATING
I. ACADEMICS	
Federal & State Accountability	Meets
Student Academic Proficiency	Partially Meets
Student Academic Growth	Exceeds
School-Specific Academic Measure(s)	Partially Meets
II. FINANCE	
Near-Term Financial Health	Partially Meets
Financial Sustainability	Meets
III. LEARNING ENVIRONMENT	
School Environment	Meets
Education Program Compliance	Meets
Student Rights and Requirements	Meets
School Specific Goals	Meets
IV. GOVERNANCE	
Board Operations	Meets
Holding Management Accountable	Meets
Compliance and Reporting	Meets
School Specific Measures	Meets
V. OPERATIONS	
Financial Management	Meets
Compliance and Reporting	Falls Far Below
Employee Rights and Requirements	Meets





Understanding this Report

Dear Reader,



This report is distributed annually for each school sponsored by the Commission so parents/care givers, community members, elected officials and other stakeholders are informed about the performance of the schools we sponsor. The Commission monitors five key performance areas:

- I.  **Academics** – *How well are the students performing on national, state and interim assessment? Is the school meeting their performance contract goals? Is the school meeting its mission?*
- II.  **Finance** – *Has the school appropriately managed tax payer and philanthropic dollars to ensure the school is sustainable?*
- III.  **Learning Environment** – *Has the school met federal and state requirements so students are safe and have all the rights afforded to them?*
- IV.  **Governance** – *Has the board of directors provided the stewardship, oversight and accountability required of a public school board and a Missouri non-profit?*
- V.  **Operations** – *Has the school operated effectively, safely and in compliance with policies, regulations and statutes?*

The first two pages of this report provide readers with a quick summary of the schools performance. The Annual Performance of the school is rated **Meets**, **Partially Meets/Does Not Meet** or **Falls Far Below** based on results in each of the performance areas. Academics can also be rated **Exceeds** if it is higher than the state average. Targets for each indicator can be found in the [performance framework](#). Ratings are color coded throughout the report, as outlined in this chart.

PERFORMANCE RATINGS DEFINED		
	Exceeds	Exceeding expectations and showing exemplary performance. Academic Performance is the only standard eligible for Exceeds.
	Meets	Generally meets the criterion, is performing well, is meeting expectations for performance, and/or minor concern(s) are noted.
	Partially Meets or Does Not Meet	Meets some aspects of the criterion, but not others and/or moderate concern(s) are noted.
	Falls Far Below	Falls far below the stated expectations and/or significant concern(s) are noted. The failures are material and significant to the viability to the school.

Each key performance area contains a specific indicators and measures. Indicators gage these essential compliance and performance areas. The direction of the arrow will tell you if the school's performance for each specific area is improving or declining since last year's report.

PERFORMANCE OVER TIME	
	Increasing, moving in the right direction over time
No Arrow	Neither increasing nor decreasing
	Decreasing, moving in the wrong direction over time

Each indicator is made up of measures, based on observations and data collected by the Commission. The following pages detail the results of these measures for the current year. When possible, prior year performance and a three year average are noted. Explanations of the various measures, computations (where appropriate), and the source of the data can be found <https://mcpsc.mo.gov/media/pdf/annual-report-terms-calculations-and-sources>.

The Commission wishes to express its gratitude to the National Association of Charter School Authorizers for use of its research and publications, especially Core Performance Framework and Guidance. The Commission has adopted NACSA's Principles and Standards for authorizing. We have built our performance framework and annual report on NACSA's research and continue to strengthen our work based on national best practices in charter school accountability.

Sincerely,

Missouri Charter Public School Commission

Lee A. Tolbert Community Academy Overview

GRADES SERVED	PK-8
SCHOOL ADDRESS	3400 Paseo Blvd. Kansas City, MO 64109
SCHOOL WEBSITE	www.tolbertacademy.org
AREAS SERVED	Citywide
LEADERSHIP	Bishop Mark Tolbert, Board President Dr. C. Mitchell, Superintendent
SCHOOL MISSION	The mission of Lee A. Tolbert Academy is to prepare students for entrepreneurial leadership in the 21 st century by providing a nurturing environment and rigorous learning experiences for successful competition in a global society.

Student Demographics

TOTAL ENROLLMENT	364
ATTENDANCE	46.4%/90%
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	*
Black	91.9%
Hispanic/Latino	3.5%
Multiracial	4.3%
Native American	*
White/Caucasian	*

HISTORICALLY UNDERSERVED POPULATIONS % OF TOTAL	% OF TOTAL
Free or Reduced-Price Lunch	100%
Students with Disabilities	9.8%
English Language Learners	2.6%
Homeless/Migrant Students	4.9%

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

STAFF AND BOARD DEMOGRAPHICS			
	BOARD	ALL EMPLOYEES	TEACHERS
TOTAL NUMBER			
RACE/ETHNICITY % OF TOTAL			
Asian/Pacific Islander	%	%	%
Black	%	%	%
Hispanic/Latino	%	%	%
Multiracial & Other	%	%	%
Native American	%	%	%
White/Caucasian	%	%	%








STUDENT ENROLLMENT BY GRADE	
PK	18
K	40
1	40
2	40
3	37
4	49
5	36
6	37
7	40
8	27

I. Academic Performance

Partially Meets

This section provides an overview of the school's performance in the year reviewed on a variety of academic measures, and a view of recent historical trends the school is accountable for achieving, as established by applicable federal and state law and the charter contract. The measures provide information about student growth and outcomes. Due to COVID19, APRs were not produced in FY20 or FY21. FY22 and FY23 APRs were produced under MSIP 6 guidelines








INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE				RATING		NOTES
		3YR AVG	FY21 *	FY22	FY23	Rating	Direction	
FEDERAL & STATE ACCOUNTABILITY								
ESEA Designation	In compliance (IC)		IC	IC	IC	Meets		School identified for Target Support in 2022.
State Rating	≥70%	N/A	N/A	71.2%	75.0%	Meets		This is a combination of performance and continuous improvement points established by DESE for districts in MSIP 6.
State Rating Academic Achievement	≥70%			63.3%	72.0%			This number only includes academic achievement points generated using MSIP 6 calculation for the APR.
STUDENT ACADEMIC PROFICIENCY								
Proficiency – English (All)	On Track for APR Status	16.3	15.6	13.6	19.7	Partially Meets	↗	Approaching rating on 2023 APR with MPI of 334.5
Proficiency – English (Student Groups)	On Track for APR Status	16.0	15.6	12.8	19.5	Partially Meets	↗	Approaching rating on 2023 APR with MPI of 333.5
Proficiency Comparison – English	Meet or Exceed Local District	-4.5	-6.2	-7.8	+0.4	Meets	↗	
Proficiency – Math (All)	On Track for APR Status	7.2	4.0	6.4	11.3	Partially Meets	↗	Approaching rating on 2023 APR with MPI of 308.6
Proficiency – Math (Student Groups)	On Track for APR Status	7.4	4.0	6.6	11.5	Partially Meets	↗	Approaching rating on 2023 APR with MPI of 308.5
Proficiency Comparison – Math	Meet or Exceed Local District	-8.4	-7.5	-10.7	-7.1	Falls Far Below		

INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE				RATING		NOTES
		3YR AVG	FY21 *	FY22	FY23	Rating	Direction	
Proficiency – Science (All)	On Track for APR Status	6.6	4.6	6.4	8.8	Partially Meets		Approaching rating on 2023 APR with MPI of 307.6
Proficiency – Science (Student Groups)	On Track for APR Status	6.7	4.6	6.5	9.0	Partially Meets		Approaching rating on 2023 APR with MPI of 306.5
Proficiency Comparison – Science	Meet or Exceed Local District	-11.7	-13.7	-13.2	-8.1	Falls Far Below		
STUDENT ACADEMIC GROWTH								
Growth – English (All)	On Track for APR Status	52.6	51.7	52.2	53.8	Exceeds		Above Average rating on 2022 APR earning 98% of growth points
Growth – English (Student Groups)	On Track for APR Status	52.6	51.7	52.2	53.8	Exceeds		Above Average rating on 2022 APR earning 97% of growth points
Growth – Math (All)	On Track for APR Status	52.0	47.9	53.8	54.3	Exceeds		Above Average rating on 2022 APR earning 98% of growth points
Growth – Math (Student Groups)	On Track for APR Status	52.1	47.9	53.9	54.4	Exceeds		Above Average rating on 2022 APR earning 97% of growth points
SCHOOL SPECIFIC ACADEMIC MEASURES								
MAP Below Basic - ELA	38	43.6	44.4	45.2	41.3	Partially Meets		Reduce the percentage of students in Below Basic
MAP Proficiency - ELA	15	16.0	15.6	12.8	19.5	Meets		Increase the percentage of students In Proficient and Advanced
MAP Below Basic - Math	53	62.1	71.0	62.0	53.4	Meets		Reduce the percentage of students in Below Basic
MAP Proficiency - Math	13	7.2	4.0	6.4	11.3	Partially Meets		Increase the percentage of students In Proficient and Advanced

II. Financial Performance

Meets

This section provides an overview of the school's performance in the year reviewed and a view of recent historical trends on financial measures the school is accountable for achieving. These measures are established by applicable federal and state law and the charter contract. They provide information about the school's financial health and sustainability.

INDICATORS AND MEASURES	STANDARD	3-YR AVG.	FY21 VALUE	FY22 VALUE	FY23 VALUE	RATING	NOTES
NEAR-TERM MEASURES							
Current Ratio	>1.0	617.0	16.6	1,823	11.2	Meets	
Unrestricted Days Cash on Hand	30/60/90	175	171	174	180	Meets	
Enrollment Variance	=>95%	N/A		75%	99%	Meets	
Debt Default	Making payments; comply with covenants	Meets	Meets	Meets	Meets	Meets	
Fund Balance	3% or greater	60.39%	57.7%	62.9%	60.55%	Meets	
SUSTAINABILITY MEASURES							
Total Margin	Positive	11.9%	21%	12%	2.9%	Meets	
Debt to Asset Ratio	<.09	0.04	0.05	0.00	0.08	Meets	
Cash Flow	Multiple years positive	Positive \$578,146	Positive \$950,633	Positive \$378,516	Positive \$405,290	Meets	
Debt Service Coverage Ratio	=>1.1	No debt	No debt	No debt	No debt	Meets	

III. Learning Environment Compliance

Meets

This section reports the school's overall performance in fulfilling its obligation to provide a safe, healthy and equitable place for children to learn and grow. These measures are established in mostly in federal and state statutes, as well as those items required in the school's charter and contract.

INDICATORS AND MEASURES	STANDARD	RATING	NOTES
SCHOOL ENVIRONMENT			
Complying with facilities and transportation requirements	Material Compliant	Meets	
Complying with health and safety requirements	Material Compliant	Meets	
Handling student information and data appropriately	Material Compliant	Meets	
EDUCATION PROGRAM COMPLIANCE			
Implementing the material terms of the education program as defined in the current charter contract	Material Compliant	Meets	
Complying with applicable education requirements	Material Compliant	Meets	
Protecting the rights of students with disabilities	Material Compliant	Meets	
Protecting the rights of English Language Learner (ELL) students	Material Compliant	Meets	
STUDENT RIGHTS AND REQUIREMENTS			
Protecting the rights of all students	Material Compliant	Meets	
Open, free access to apply and enroll	Material Compliant	Meets	
SCHOOL SPECIFIC GOALS			
Improve the Quality of Instruction	80% (Lvl 4 -5) 20% (Lvl 5+)		80% - score between Level 4 & 5 by the end of year 20% - score a Level 5 or higher by the end of year
Staff Retention: 95% of instructional staff that scored a Level 4 or higher will be retained each year	95%		
Family Engagement: 75% of families will participate and engage in parent-teacher conferences and in-person home visits	75%		

IV. Governance

Meets

This section reports the board of directors overall performance in the year in fulfilling legal requirements and fiduciary/public stewardship responsibilities. Compliance with state statutes and Commission policies relevant to governing a public school and Missouri non-profit are also rated in this section.

INDICATORS AND MEASURES	STANDARD	RATING	NOTES
BOARD OPERATIONS			
Board Training	100% of board members have participated in training	Meets	
Committee Structure	Structure is in place and committees are meeting	Meets	100% of Board committees will have full job descriptions and functions
Review and Updates Board Policies Annually	Material Compliant	Meets	
Strategic Plans, Board Goals	Annual goals and plans adopted by Board	Meets	
HOLDING MANAGEMENT ACCOUNTABLE			
CEO Evaluation	Completed	Meets	
Monitor Performance, School and Board Goals	Demonstrated Consistent Monitoring	Meets	100% of minutes from Board meetings will be submitted
COMPLIANCE AND REPORTING			
Missouri Ethic Commission Filings	Material Compliant	Meets	
ASBR	Material Compliant	Meets	
Missouri Sunshine Law Compliance	Material Compliant	Meets	
Registered with the Secretary of State	Material Compliant	Meets	
SCHOOL SPECIFIC GOALS			
Board Attendance	100% of the Board of Directors will attend 80% of the meetings.	Meets	

V. Operational Compliance

Partially Meets

This section reports the school's overall performance in the year reviewed in fulfilling legal and contractual requirements and responsibilities relevant to organizational reporting and monitoring requirements.

INDICATORS AND MEASURES	STANDARD	RATING	NOTES
FINANCIAL MANAGEMENT AND OVERSIGHT			
Meeting financial reporting and compliance requirements	Material Compliant	Meets	
Following Generally Accepted Accounting Principles (GAAP)	Material Compliant	Meets	
EMPLOYEE RIGHTS AND REQUIREMENTS			
Respecting employee rights	Material Compliant	Meets	
Completing required background checks	Material Compliant	Meets	
Meeting teacher and other staff credentialing requirements	Material Compliant	Meets	
COMPLIANCE AND REPORTING			
Federal and State reporting requirements	Material Compliant	Meets	
Local Reporting requirements	Material Compliant	Meets	
Commission reporting requirements	Material Compliant and 90% on time 90% accurate	Falls Far Below	Materially compliant; 57% On Time; 96% Accurate
Document Retention requirements	Material Compliant	Meets	



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

2022-23 MISSOURI CHARTER SCHOOL ASSURANCE CHECKLIST

CHARTER SCHOOL NAME Lee A. Tolbert Community Academy	COUNTY-DISTRICT CODE 048-910
CHARTER SCHOOL CONTACT NAME Dr. Carnest Mitchell	CHARTER SCHOOL CONTACT PHONE NUMBER 816-561-0114
CHARTER SCHOOL CONTACT EMAIL cmitchell@tolbertacademy.org	FORM DUE DATE June 30, 2023

INSTRUCTIONS

Charter schools are required to be compliant with state and federal laws and State Board of Education regulations. The Missouri Department of Elementary and Secondary Education (DESE) has created this assurance checklist to assist charter schools with this compliance as well as to assist charter sponsors in the review of charters. Administrative Rules are located on the Missouri Secretary of State's website at: www.sos.mo.gov/adrules. All charters shall send responses to their sponsor by the date specified by the sponsor. Sponsors must submit the completed forms by June 30, 2023 to charters@desemo.gov or mail to:

Department of Elementary and Secondary Education
Office of Quality Schools
Attn: Charter Schools
P.O. Box 480
Jefferson City, MO 65102-0480

Mark each item in the left column as Yes, No, K-8 or N/A (not applicable). If answering "No" or "N/A," you must provide an explanation and plan for resolution of the deficiency in the comment box below.

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

CERTIFICATION

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

FINANCE

	1. The charter is organizationally and fiscally viable as defined in (Section 160.405, RSMo), not having:
YES (1)	a. a negative balance in its operating funds;
YES (1)	b. a combined balance of less than three percent of the amount expended for such funds during the previous fiscal year; or
YES (1)	c. expenditures that exceed receipts for the most recently completed fiscal year.
YES (1)	2. The charter school implements effective and efficient fiscal management systems that ensure accountability of charter school funds and provides charter financial and budgetary information to the public (Sections 160.066, RSMo and 5 CSR 30-4.030).
YES (1)	3. If the charter contracts for pre-kindergarten services and claims attendance for state purposes, the pre-kindergarten provider meets the state pre-kindergarten program standards (Sections 163.018, 163.161, RSMo and 5 CSR 25-100.320).

GOVERNANCE

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

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

YES (1)	2. The charter school complies with federal laws relating to the protection of pupil rights, 20 U.S.C 1232h(b).
NA (9)	3. The charter school reports school dropouts to the Missouri Literacy Hotline (Section 167.275, RSMo) .
YES (1)	4. The charter school waives proof of residency requirements for a child whose parent or guardian is serving on specified active duty military orders (Section 160.2000, RSMo).
YES (1)	5. The charter provides for student religious liberties in a manner consistent with Section 160.405.4(1) .
YES (1)	6. The charter school ensures that an American Flag is displayed in front of each school building and the Pledge of Allegiance is recited in at least one scheduled class of every pupil enrolled in the school, no less often than once per school day (Section 171.021, RSMo).
YES (1)	7. The charter school ensures that, if requested by any recognized organization, it allows at least 30 minutes to provide unbiased information on organ, eye and tissue donation to the governing body of a charter (Section 170.311, RSMo).
INSTRUCTION/CURRICULUM/ASSESSMENT	
NA (6)	1. The charter school has developed standards for teaching (Section 160.045, RSMo).
NA (9)	2. The charter school complies with state high school graduation requirements (Section 170.345, RSMo and 5 CSR 20-100.190).
NA (9)	3. The charter school provides one-half unit of high school health and personal finance credit for graduates (5 CSR 20-100.190).
YES (1)	4. The charter school provides regular instruction in the United States and Missouri Constitutions , as well as American history, American institutions and American civics. Unless an exception applies, students are required to successfully complete a course of such instruction that is at least one semester in length, as required by (Section 170.011, RSMo).
NA (9)	5. The charter school ensures that all students entering ninth grade after July 1, 2017, pass an examination on the provisions and principles of American Civics as required by (Section 170.345, RSMo).
NA (8, 9)	6. The charter school ensures that each high school distributes to its students the information on critical need occupations as provided by the DESE each year before November 1 st (Section 167.902, RSMo).
	7. The charter school ensures that it has policies and procedures in place allowing students to participate in the Missouri Course Access and Virtual School Program (MOCAP) (Section 161.670, RSMo).
YES (1)	a. The charter school has adopted an enrollment policy that requires enrollment requests for MOCAP to be treated similarly to those for traditional courses.
YES (1)	b. The charter school provides for an appeal process upon denial of enrollment in MOCAP courses.
YES (1)	c. The charter school informs parents of their child's right to participate in the program by making program availability clear in the parent handbook, registration documents and by featuring it on the home page of the charter school's website.
YES (1)	8. The charter school shall determine a child is gifted only if the child meets the definition of "gifted children" as provided in (Section 162.675, RSMo).
YES (1)	9. The charter school's course materials relating to sexual education instruction shall comply with statute (Section 170.015, RSMo).
YES (1)	10. The charter school ensures that it conducts dyslexia screenings for students and provides reasonable classroom support consistent with the guidelines developed by DESE (Section 167.950, RSMo).
NA (9)	11. The charter school ensures that all pupils (during the pupil's four years of high school) receive 30 minutes of cardiopulmonary resuscitation instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking. Instruction is to be included in the charter school's existing health or physical education curriculum and must meet the requirements of (Section 170.310, RSMo).
	12. The charter school will: (Section 167.268, RSMo)
YES (2)	a. Implement a reading success plan policy (Section 167.268, RSMo);
YES (2)	b. Assess all students enrolled in kindergarten through grade three at the beginning and the end of each school year for their level of reading or reading readiness on state-approved reading assessments (Section 167.645, RSMo);
YES (2)	c. Assess any newly enrolled student in grades one through five for their level of reading or reading readiness on a reading assessment from the state-approved list (Section 170.014, RSMo); and
YES (2)	d. Provide reading success plans to students with substantial reading deficiencies and to those students who have been identified as being at risk of dyslexia. (Section 167.645, RSMo).
YES (2)	13. The charter school assesses all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading or reading readiness on a reading assessment from state-approved reading assessments (Section 167.645, RSMo).
	14. The charter school provides a reading success plan at the beginning of the school year to any student who:
YES (2)	a. Exhibits a substantial deficiency in reading which creates a barrier to a child's progress learning to read;
YES (2)	b. Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia (Section 167.645, RSMo).
YES (2)	15. The charter school has established a reading program in kindergarten through grade five based in scientific research (Section 170.014, RSMo).

	16. The charter school provides instruction: in Braille reading and writing to eligible students as outlined in the BRITE Act (Section 167.225, RSMo).
YES (2)	a. In Braille reading and writing to eligible students as outlined in the BRITE Act; and
YES (2)	b. In orientation and mobility training for blind and visually impaired students (Section 167.225, RSMo).
NA (9)	17. The charter school provides mental health awareness training to students in accordance with Section 170.307, RSMo .
NA (9)	18. The charter school, if it is a high school, offers at least one computer science course in an in-person setting or as a virtual or distance course option (Section 170.018, RSMo).
YES (2)	19. The charter school provides student IDs with the three digit dialing code that directs calls and routes text messages to the Suicide and Crisis Lifeline (Section 170.048, RSMo).
PROFESSIONAL LEARNING	
YES (1,6)	1. The charter school ensures that all educators in its employ, who hold a career continuous certificate, complete a minimum of 15 contact hours of professional development annually unless exempt (Section 168.021, RSMo).
YES (1)	2. The charter school provides two hours of in-service training for all practicing teachers annually regarding dyslexia and related disorders (Section 167.950, RSMo).
This is optional	3. All school personnel may participate in a simulated active shooter and intruder response drill conducted by law enforcement professionals, as described in statute. Program instructors must be certified by the Department of Public Safety's Peace Officers Standards Training Commission (Section 170.315, RSMo). This is not a required training.
SAFETY	
YES (1, 5)	1. The charter school has a written discipline policy; provides the policy to students, parents and guardians; and follows the requirements of Sections 160.261 and 160.405, RSMo .
YES (1)	2. The charter school complies with statute related to posting child abuse and neglect hotline information (Section 160.975, RSMo).
YES (1)	3. The charter school requires the reporting of child abuse, including allegations of sexual misconduct involving a teacher or other employee of the charter school, and provides employee training in accordance with law (Sections 160.261.2, 162.069 and 210.115, RSMo).
YES (1)	4. The charter school maintains immunization records as required by statute and reports such data required by the Missouri Department of Health and Senior Services (Sections 167.181 and 167.183, RSMo).
YES (1, 3)	5. The charter school complies with all statutes related to the transportation of students (Sections 162.064, 162.065, and 167.231 RSMo).
	6. The charter school complies with the Persistently Dangerous Schools provision of the Every Student Succeeds Act (ESSA) (P.L. 114-95) and (5 CSR 20-100.210).
NA (8)	a. Allow students who attend a persistently dangerous school to attend a safe public school within the charter school Local Education Agency (LEA).
NA (8)	b. Allow students who have been a victim of a violent criminal offense while in or on the grounds of the public school to attend a safe public school within the charter school LEA.
YES (1)	7. The charter school is required to disclose to any public school about any former employee, information regarding any violation of the published regulations of the state board of education, the district, or the governing body of the charter school by the former employee if such violation related to sexual misconduct with a student and was determined to be an actual violation of the board, of the district, or the governing body of the charter after a contested case due process hearing has been conducted, pursuant to board policy (Section 162.068, RSMo).
YES (2)	8. The charter school complies with the provisions of the Get the Lead Out of School Drinking Water Act. Effective 2023-24 school year and beyond (Section 160.077, RSMo).
YES (1)	9. The charter school complies with the provisions of Will's Law related to individualized emergency health care plans for epilepsy and seizure disorders (Section 167.625, RSMo).
COMPLIANCE	
YES (1)	1. The charter school complies with all the regulations of the state and federal programs in which the charter school participates (5 CSR 20-100.130 , and 5 CSR 20-300.110 to .120 .)
YES (1)	2. The charter school meets state and federal special education requirements for students with disabilities, economically disadvantaged students, migratory children, students whose native or home language is other than English and homeless youth (Sections 162.680 and 167.020, RSMo , and 5 CSR 20-300.110 to .120).
	3. The charter school complies with statutory standards including:
YES (1)	a. Administration of the statewide system of academic assessments, as designated by the State Board of Education under (Section 160.518, RSMo).
YES (1, 3, 5)	b. Assurances for the completion and distribution of an annual report card as prescribed in (Section 160.522, RSMo).
YES (1)	c. Collection of baseline data during the first three years of operation to determine the longitudinal success of the charter school (Section 160.405.7, RSMo).

YES (1)	d. Measurement of pupil progress toward the pupil academic standards adopted by the State Board of Education under (Sections 160.514 , and 160.405.6(a) RSMo).
YES (1,5)	e. Publication of each charter school's Annual Performance Report (Section 160.405, RSMo).
YES (1)	f. Compliance with laws and regulations of the state, county or city relating to health, safety and state minimum educational standards, including requirements relating to student discipline under (Sections 160.261 , 160.261.2 , 167.161 , 167.164 and 167.171, RSMo).
YES (1)	g. Notification to law enforcement authorities of criminal conduct under (Sections 167.115 and 167.117, RSMo).
YES (1)	h. Transmittal of school records as required by (Section 167.020, RSMo).
YES (1)	i. Provision of the minimum amount of school time as required by (Section 171.031, RSMo).
YES (1)	j. Performance of employee background checks as required by (Section 168.133, RSMo).
YES (5)	k. Protections to students and families with respect to certain surveys and evaluations as required by (Section 167.113, RSMo).
NA (8)	4. The charter school notifies parents if the local education agency (LEA) or school within the LEA scores in the bottom 5% of the Annual Performance Report (Section 162.084, RSMo).

COMMENTS

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

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

ASSURANCES

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

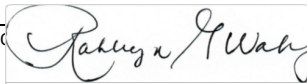
The superintendent/chief executive officer assures compliance with each of the items on the checklist.

SIGNATURE OF SUPERINTENDENT

DATE

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

SIGNATURE OF SPONSOR


box SIGN 157ZLLZ1-4Z7K2XJ9

DATE

Jun 29, 2023

SCHOOL: LEE A. TOLBERT COMMUNITY ACADEMY

YEAR: SY2022 – 2023

DATE: March 15th, 2023

School Overview and History

Lee A. Tolbert (LATCA) was one of the first charter schools and opened as a public entrepreneur-themed charter in the 1999-2000 school year. With a focus to provide students with the resources and skills to be creative thinkers and problem solvers, LATCA aims to provide relevant education and meaningful experiences at each grade level. Nestled in a strong belief that the best learning environment is one in which the community, parents, children and school staff work together as a team, Lee A. Tolbert's mission is to improve urban education by providing students with 21st century skills.

Their philosophy is based on the belief that all children can and will learn and experience success. This is embedded in the idea that children learn through different methods and at different rates, thus it is the responsibility of the community to provide intentional opportunities for children to develop the awareness and skill sets needed to perform at this level. By providing students with entrepreneurial leadership experiences and giving them access to innovative technology and rigorous learning experiences, this will help support their preparation to be competitive in a global society.

Lee A. Tolbert is currently in its second year of their five-year contract with the Missouri Charter Public School Commission (MCPSC) and serves grades PK – 8th. The school is located in Kansas City, Missouri and consists of a student population of approximately 354 students. Their student body make-up includes 91.8% African American students, 3.7% Hispanic, 0.3% Native American and 4.2% multi-racial students. 9.6% of the student population receive special education services and 2.5% are English Language Learners. 4.8% make up their homeless population and 100% of the students qualify for free or reduced lunch.

Site Visit Process Overview

MCPSC will conduct compliance site visits every year with LATCA, as they hold a 5-year charter. The team consisted of Martha McGeehon, Deputy Director of Accountability, and Dr. Tonya Richardson, Program Specialist, of the Missouri Charter Public School Commission. Marisol Rodriguez, Founder of Insignia Partners, has been contracted to serve as the Site Visit Coordinator for the Commission's site visits in 2023.

Ms. Patricia Hayes, the School Site Visit Coordinator, organized the focus groups and interviews. The site visit included interviews with Board members, the Superintendent and Principal, Dean of Students, Registrar, Instructional Coaches and focus groups with teachers, families and students. The site visit team observed the March 20th board meeting.

Observations were not intended to assess the academic quality of the school, or the actual performance of any group or individual, but were focused on all compliance issues as outlined by the Site Visit Protocol.

General Observations

Lee A. Tolbert looks to be moving in the right direction as consistent feedback was heard throughout the site visit that things are starting to “come together”. There have been top level administrative changes this year, with the promotion of the Superintendent and the new hire of a school principal. The overall feedback of this leadership change has been that they are doing a good job of vision-setting for the faculty. It has been observed by staff that they work collaboratively together and seek input from one another. They are also very approachable and supportive. The board spoke to actively tracking overall student and school performance through their current committee structure and believe that operationally, things seem to be running pretty smooth. While there are still some areas that have “kinks” that need to be worked through, everyone felt confident that these “kinks” will be addressed as the new administration find their groove. Overall, teachers also felt very comfortable at Lee A. Tolbert and credit this school year as being one of the “better school years”. They “love that it’s beginning to look and feel more like a school”. Parents feel like the school is also doing a good job of meeting its mission around building leaders and young entrepreneurs.

Findings

Criteria 1: Faithfulness to Charter

Areas of Strength

Teachers, parents, school leadership and board members all shared a common and consistent understanding of the school’s mission to prepare students for the real world through entrepreneurial experiences, community partnerships, character education and academic achievement. While many teachers discussed the effect COVID-19 has had on learning, many addressed working to close the achievement gap by refocusing on their mission to give students exposure to college preparatory education while providing a “familial vibe” because they believe that helps give students the skills to be successful while creating a well-rounded individual. Parents discussed their appreciation for this and the calming learning environment that the staff create. They also expressed their appreciation of how the school reflects the community, from faculty and staff to students.

Lee A. Tolbert houses all application material through Show Me KC Schools application process and readily provides information regarding non-discriminatory enrollment practices and the availability of specialized services to parents, students and the general public. The site visit team noted no concerns about equity and access when it comes to recruitment and enrollment processes. LATCA participates in a formal lottery as needed and currently does not have a waiting list.

Areas of Growth

Although processes and procedures seem to be getting tighter and an overall vision for the direction of the school could be articulated, administration still feel as though they have a ways to go in learning to manage all areas of a small system slightly better while continuing to grow their team.

Criteria 2: Student's Opportunities to Learn

Areas of Strength

Many processes have been put in place to support student learning post pandemic. Some of those measures include Educational Assistants (EA) helping with small group intervention, an Instructional Coaching Model to assist with teacher development, Math & Read 180 programs to support student academic achievement, etc. It was noted that the staff are feeling good about the direction the school is headed academically and that they are adequately resourced to support learning. Through the supplemental reading and math class, Saturday schools, S.A.T. referral process, tutoring, focused RTI time and various other methods including those mentioned above, students are getting the help they need and academics are beginning to improve. Through monthly PLCs, time is allotted to reviewing data and setting goals holistically and individually. Evaluate is one platform that is used to track student performance and measure growth and recent results show that they are beginning to close some gaps created by COVID. Teachers were able to elaborate on the growth they are seeing reflected in their data as well. Students are also heavily involved in celebrating academic data. They are informed of their data through progress monitoring and test results and are encouraged to set cascading goals and work towards them as they move throughout the school year.

While there is conversation around moving students academically while decreasing behavioral concerns, it was noted that "students are doing the best that they can. It is a hard time to be a student learning and a teacher teaching...more than 50% of students (estimate) are dealing with some form of trauma post COVID and that has changed how students react and receive information from adults". In lieu of this, Lee A. Tolbert has put practices in place to become socially and emotionally conscious of their student's needs. They have onboard additional counselors, incorporated SEL, PBIS and B.I.S.T. practices into their day-to-day operations, established a SMART recovery room and Safe Seats, a 0-8 point reward system promoted by the school store as well as a discipline matrix, behavior plans (as needed) and ISS as methods of accountability to cut down on time spent out of school via suspensions so that students can reach their goals. This culture of behavior setting was established at the beginning of the year so that all teachers would hold the same expectations. Faculty stated that the school's behavior plan seems to be working as they are starting to notice a change in student behavior. Students are learning to communicate what's going on and how to work through their problems.

Culturally, there was consensus that Lee A. Tolbert is a positive place for learning. Alumni and several members of the teaching staff mentioned that they have their students attending LATCA because teachers all share a common focus, “to be present for the students” and that differentiation in the classroom along with cross curricular instruction is happening. Parents feel comfortable with addressing the needs of their student(s) with faculty and stated that due to the familial culture and the good relationships they have with various staff members (front office, parent coordinator, administration, teachers, etc.) they know who to go to for any concerns. Parents feel teachers hold their student(s) to high expectations and “take the time to learn students personally, so that they can push them beyond their limits”. They also feel as though communication from the school is informative and have multiple channels for receiving it (Class Dojo, text messages, emails, phone blasts, student planners, social media, newsletters, etc.)

Areas of Growth

While the belief is there that students are held to high expectations, a few pockets were mentioned that need further development. Leadership noted that instructionally, “some” teachers need further development on how to meet students where they are academically. This will not only drive results but also improve instructional capacity. Additionally, there was mention of a need around more “human” resources. Various stakeholders addressed the need to bring more people on staff to help out with things such as, SPED, specials and subbing in the building as sometimes EAs are pulled to fill this void.

Behaviorally, students feel like the system in place could be tweaked to give more voice to student needs. They feel as though sometimes faculty and staff are “out of touch with student perspectives”. For example, it was mentioned that a lot of emphasis is put on not wearing the appropriate attire and the consequences that result from it but instead would like to see that energy redirected to offering more things for students such as field trips, extra classes for upper level students, more hands-on activities, etc. They also feel like there needs to be some revamping to the student appeal process because the system tends to be taken advantage of.

Criteria 3: Instructional Leadership

Areas of Strength

It was heard throughout the building that leadership seems to work well together and looks to be working towards the same goal. Staff feel comfortable approaching leadership without the fear of discourse or retribution. Specifically, staff sentiments regarding the Principal is that she is the “right person for the job”. She is engaged in the day-to-day operations of the school and has goals and a vision laid out for the direction of Lee A. Tolbert. She has also been proactive about getting people in place for the upcoming school year by hiring 3 SPED teachers for SY24. She is easy to talk to, attentive, responsive, communicates well, exceptionally knowledgeable, well informed and cares personally and professionally. Regarding the Superintendent, staff stated that he is also easy to talk to, supportive and understanding, has a great personality and

good working relationship with the team. They particularly appreciate the handwritten notes left in their mailboxes. Although they may have a hard time receiving communication from the Superintendent via email, staff stated he does a good job of communicating with them via text or a phone call if he is needed.

Overall, the professional working climate seems to be pretty good. Staff stated they enjoy coming to work and are very comfortable in their working environment. There is an open door policy from administration to teachers and students. It's a very family-oriented setting where wins are celebrated through PBIS and the culture initiated is very warm. Their goal is to strive for a culture of community highlighted by "professionalism and excellence". Staffing seems to be more stable this year than in the past and the majority of staff proclaimed that they plan to return for the following school year because of the vision that has been set this year by leadership.

Developmentally, teachers appreciate the Instructional Coaching model. This is their first year working with it and believe it is great and has been very helpful in terms of assisting them with instruction, generating new ideas, providing resources and useful information as well as engaging students. They also appreciate that there are three Instructional Coaches split between all grade levels. Instructional Coaches are responsible for organizing professional development and teachers feel as though it has been relevant, specific and relatable. They stated that they receive more "in-house training than out-of-house training" through their monthly day long PLC meetings.

Accountability systems have been implemented with building leadership and staff through observation rounds, evaluations and feedback. A teacher rating system, that is updated monthly, has been created to consistently rate teacher performance and provide feedback on growth areas. In addition, the Board has monthly check-ins with the Superintendent to measure performance as outlined by the performance indicators and will have an end-of-year review as a means of providing extra governance.

Areas of Growth

As the focus continues to be on academics and shifting to more teacher support, the school is working to improve data review sessions and keep staff informed. There was a request for more days of development built into the calendar to implement shared practices for authentic data reporting. While the current days set aside for development are good, a lot of "touchy feely" topics are covered with regards to learning programs, SEL practices, etc. More individualized attention was requested be given to departments and their needs for moving students forward academically. Staff have high expectations but don't necessarily know how to get there all the time and would like to see PD reflect everything teachers are asked to do. More differentiation between teachers with years of experience vs. novice teachers could be heard throughout the site visit.

With the shift of leadership in the building, role clarity and autonomy are still being “fine-tuned” to be able to carry out the vision and mission of the school. As new structures continued to be built, leadership still feel as though they have a ways to go in learning to manage all areas of a PK-8th grade building. There are still some shifts that need to happen around culture setting but feel like the right hires moving forward will help with that. There is also concern around transportation. There is a realization that there is a high demand for transportation but with the shortage of bus drivers and only have 3 busses running, the overall performance of the bus company has not been great. Parents and students expressed not yet having a strong enough relationship with the building principal to be able to comment on the effectiveness of decisions being made.

Criteria 4: Organizational Viability

Areas of Strength

Operationally, there was consensus that things seem to be running pretty smoothly and overall, feel like the system is operating where it would expect it to be at this time of the year. The adults in the building, as well as parents, feel like LATCA has adequate physical resources to meet the needs of their job and students.

From a governance perspective, the relationship between the board and building leadership is good. The board meets monthly to discuss functions of the school (i.e. finance, academics, governance and development). The board and building leadership work closely to track data, review financials and address concerns to make sure that all information is up-to-date.

Areas of Growth

MCPSC held a board focus group and attended the board meeting shortly thereafter on March 20th, 2023. One board member showed up to the focus group that was scheduled to begin at 6:00 pm but wasn't able to get started until 6:26 pm. Four members showed up to the board meeting, which was enough to provide quorum for the meeting to begin at 7:06 pm. The board member that attended the focus group was fairly new to Lee A. Tolbert's board so wasn't able to provide an in-depth perspective as a representative of the board. Teachers feel as though they don't have a lot of representation on the board from anyone with an educational background and would like to see a concentrated effort put into bringing on additional board members in this area that will help the school work towards getting the desired outcomes they want to achieve. Staff would also like to see more board members involved by connecting with the school to see how their decisions are affecting student achievement.

As systems continue to be refined, consideration will also need to be given to safety. Many staff felt as though this was another area for improvement and if they had to provide an overall rating, would give it a 6 out of 10. They didn't feel as though security was the most effective as they are not seen as often throughout the building. In addition, there were areas of concern mentioned that need looking into (i.e. gym floor, restrooms in the gym, etc.). With an agenda

to decrease below basic achievement and increase advanced and proficient results, teachers and parents addressed the benefits of adding a school library to help with the reading initiative and a playground for student social interaction, both, important components missing from the school.