2025

CHARTER CONTRACT
STRIDE ACADEMY

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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 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 generally 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 50l(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 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

[X] 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 affect 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 in 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 l23B.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 a p p l i c a b l e . 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 P UC . The School agrees to inform PUC of any special and emergency meetings at the same time as notice i s 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 m e m b e r : 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, concerns 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 a 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.l5, 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 f o r Revocation/Termination or Nonrenewal. This Contract may be revoked/terminated and need not be renewed by PUC upon 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 s u b s t a n t i a l l y defaults i n a n y o f t h e t e r m s , 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 causes are shown.

Section 10.3. Procedures f o r 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 a 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 d a t e for revocation/termination or non renewal 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 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 a 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:

(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 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 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) calendar days 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, 2025) of its issuance and shall remain in full force and effect for 3 academic years through the end of the 2028 school year, and shall terminate on June 30, 2028, 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
125 West Broadway Avenue, Suite 100
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 insure 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: 6/30/2025

PILLSBURY UNITED COMMUNITIES

By: Anthony Washington

Anthony Washington Its: Chief Financial Officer and Interim

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 the terms and conditions of this Contract.

By: [illegible]

Title: Board Chair Stride Academy

Board Chair 6/12/25

Exhibit A: DESCRIPTION OF EDUCATIONAL PROGRAM

STRIDE Academy is a K–8 public charter school located in St. Cloud, Minnesota that is anticipating serving approximately 800 students across two campuses. As a mission-driven organization, STRIDE is committed to providing high-quality, inclusive, and equitable education that empowers each student to achieve academic excellence and personal growth.

STRIDE's student body reflects the rich cultural diversity of the greater St. Cloud area. Over 90% of our families identify as East African, and approximately 93% of students qualify for free or reduced lunch. We embrace this diversity as a source of strength, and intentionally design culturally responsive practices to meet the needs of our community.

Our dedicated team of over 100 staff members includes licensed educators, interventionists, paraprofessionals, support staff, and operations professionals who work collaboratively to support student success. STRIDE is proud to implement innovative instructional models grounded in the Science of Reading, organized learning systems such as the Organized Binder, social-emotional frameworks like Responsibility Centered Discipline, and a robust House System inspired by the Ron Clark Academy.

We are also in the midst of a multi-year expansion to meet growing demand, which includes opening a second campus to serve Grades 5–8 and future plans for early learning and high school programming. Throughout these transitions, we remain committed to academic growth, student well-being, and organizational stability,values that will be reflected in our updated contract goals.

Exhibit B: STATUTORY PURPOSES

The primary purpose of this mission-driven charter school is to improve the learning, achievement, and success of all students. The school will address this purpose as described below.

The primary purpose of this mission-driven charter school is to improve the learning, achievement, and success of all students. STRIDE Academy accomplishes this through a multi-tiered instructional framework focused on rigorous academics, targeted intervention, and a culture of high expectations. We utilize data-informed decision making, inclusive classroom practices, and strong relationships with families to meet the individual needs of our diverse learners.

The school's instructional approach includes structured literacy grounded in the Science of Reading, executive functioning development through Organized Binder, and positive behavior systems like Responsibility Centered Discipline. STRIDE's leadership and character programming, including a school-wide House System inspired by Ron Clark Academy, fosters school connectedness and emotional intelligence to support academic success for all students.

The additional purpose(s) of the school is (are) to *(check all that apply; the school must choose at least one additional purpose to implement and document):*

☑ **Increase quality learning opportunities for all students**

STRIDE Academy provides high-quality, differentiated instruction that supports students from a wide range of academic backgrounds, including English Learners, students new to formal education, and high-achieving students seeking academic stretch. Access to personalized support, bilingual staff, and culturally responsive curriculum ensures all students are engaged and supported in their learning. STRIDE also offers a fully online K–8 option through STRIDE Virtual Academy, expanding access to students who benefit from flexible learning environments due to medical, social-emotional, or logistical needs. The virtual program mirrors the academic expectations of the in-person model and offers regular live instruction, small group support, and consistent communication with families to ensure success in a digital setting.

☑ **Encourage the use of different and innovative teaching methods**

STRIDE implements innovative strategies such as multisensory literacy instruction (Barton and Caireall), executive functioning systems (Organized Binder), and school-wide emotional intelligence programs. Teachers receive regular professional development in Science of Reading implementation, culturally relevant pedagogy, and trauma-informed classroom practices to keep instructional approaches fresh, engaging, and research-aligned.

☑ **Measure learning outcomes and create different and innovative forms of measuring outcomes**

The school uses both traditional assessments (MCA, FastBridge) and alternative methods such as student portfolios, progress monitoring data, and real-time feedback tools embedded in digital learning platforms. Teachers analyze formative and summative data in professional learning communities and adjust instruction accordingly. These practices allow STRIDE to measure academic growth while also STRIDE ACADEMY tracking student wellbeing and engagement.

☑ **Establish new forms of accountability for schools**

STRIDE Academy uses a strategic framework grounded in the Traction Entrepreneurial Operating System (EOS) to align goals, monitor progress, and maintain transparency across all levels of the organization. This includes clearly defined roles, scorecards, and quarterly rocks to drive improvement. In addition, the school's leadership team reports key

performance indicators tied to student outcomes and organizational health to the Board of Directors and authorizer. Staff are evaluated through performance-based systems aligned to school-wide goals.

☑ **Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site**

Teachers at STRIDE are invited into leadership roles through coaching teams, literacy implementation cohorts, and school design committees. Staff contribute directly to instructional programming, student behavior systems, and school culture initiatives. Many staff members serve as mentors and curriculum leads, shaping the future of the school alongside administration.

> Per MN Statute 124E.01 subd. 1 (b), and Section 6.14 of the contract, the school will report on its implementation of the primary and additional purpose(s) through its annual report, and documentation of the implementation of those purposes shall be a component of the authorizer's performance review of the school.

STRIDE Academy 2025-2028 Contract Goals

Goal 1: Academic – MCA Reading Achievement Growth

Goal Statement:
Students continuously enrolled in Grades 3–5 or Grades 6–8 will demonstrate growth in reading by increasing at least one MCA achievement level.

Student Population (sub goals reported on separately, performance rolled up holistically for overall result):

- 1A: Students enrolled from fall of Grade 3 through spring of Grade 5 with valid MCA Reading scores
- 1B: Students enrolled from fall of Grade 6 through spring of Grade 8 with valid MCA Reading scores

As Measured By:
Change in MCA Reading achievement level as reported publicly through North Star Academic Progress

Goal Targets:

- Exceeds: > 60% improve
- Meets: 40%–60% improve
- Approaching: 20%–39% improve
- Of Concern: < 20% improve

Goal 2: Academic - MCA Math Achievement Growth

Goal Statement:
Students continuously enrolled in Grades 3–5 or Grades 6–8 will demonstrate growth in math by increasing at least one MCA achievement level.

Student Population (sub goals reported on separately, performance rolled up holistically for overall result):

- 2A: Students enrolled from fall of Grade 3 through spring of Grade 5 with valid MCA Math scores

- 2B: Students enrolled from fall of Grade 6 through spring of Grade 8 with valid MCA Math scores

As Measured By:
Change in MCA Math achievement level

Goal Targets:

- Exceeds: > 60% improve
- Meets: 40%–60% improve

- Approaching: 20%–39% improve
- Of Concern: < 20% improve

Goal 3: Academic - FASTBridge Math Growth

Goal Statement
Students who are continuously enrolled at STRIDE Academy, defined as uninterrupted enrollment from the fall of the first grade in the band to the spring of the final grade in the band, will demonstrate growth in mathematics, as measured by FASTBridge aMath, by meeting their individual growth target or achieving grade-level proficiency by the end of the final grade in each band.

As Measured By
FASTBridge aMath: individual growth targets or grade-level benchmarks

Goal Target
50% or more of eligible students will meet their aMath growth target or grade-level benchmark

(sub goals reported on separately, performance rolled up holistically for overall result)

Subgoal 3A: Grades K–2

Student Population
Students enrolled without interruption from Kindergarten through Grade 2, with valid aMath scores in both years

Subgoal 3B: Grades 3–5

Student Population
Students enrolled without interruption from Grade 3 through Grade 5, with valid aMath scores in both years

Subgoal 3C: Grades 5–8

Student Population
Students enrolled without interruption from Grade 6 through Grade 8, with valid aMath scores in both years

Evaluation Levels

- **Exceeds Expectations**: More than 60% of students meet target
- **Meets Expectations**: 50%–60% of students meet target
- **Approaching Expectations**: 40%–49% of students meet target

- **Of Concern**: Less than 40% of students meet target

Goal 4: Academic - FASTBridge Reading Growth

Goal Statement
Students who are continuously enrolled at STRIDE Academy—defined as uninterrupted enrollment from the fall of the first grade in the band to the spring of the final grade in the band—will demonstrate

growth in reading, as measured by FASTBridge aReading, by meeting their individual growth target or achieving grade-level proficiency by the end of the final grade in each band.

As Measured By
FASTBridge aReading: individual growth targets or grade-level benchmarks

Goal Target
50% or more of eligible students will meet their aReading growth target or grade-level benchmark

(sub goals reported on separately, performance rolled up holistically for overall result)

Subgoal 4A: Grades K–2

Student Population
Students enrolled without interruption from Kindergarten through Grade 2, with valid aReading scores for each year within the grade band

Subgoal 4B: Grades 3–5

Student Population
Students enrolled without interruption from Grade 3 through Grade 5, with valid aReading scores for each year within the grade band

Subgoal 4C: Grades 6–8

Student Population
Students enrolled without interruption from Grade 6 through Grade 8, with valid aReading scores for each year within the grade band

Evaluation Levels

- **Exceeds Expectations**: More than 60% of students meet target
- **Meets Expectations**: 50%–60% of students meet target
- **Approaching Expectations**: 40%–49% of students meet target
- **Of Concern**: Less than 40% of students meet target

Goal 5: Academic - CBM Reading Fluency Growth

Goal Statement
Students who are continuously enrolled at STRIDE Academy, defined as uninterrupted enrollment from the fall of the first grade in the band through the spring of the final grade, will improve their reading fluency, as measured by FASTBridge CBM oral reading fluency (CBM-R), by meeting or exceeding grade-level benchmarks by the end of the band. Eligible students must have valid CBM-R data for all years within the grade band.

As Measured By
FASTBridge CBM-R benchmark score in the final grade of the grade band

Goal Target
50% or more of eligible students will meet or exceed the CBM-R grade-level benchmark

(sub goals reported on separately, performance rolled up holistically for overall result)

Subgoal 5A: Grades K–2

Student Population
Students enrolled without interruption from Kindergarten through Grade 2 with valid CBM-R data for Kindergarten, Grade 1, and Grade 2

Subgoal 5B: Grades 3–5

Student Population
Students enrolled without interruption from Grade 3 through Grade 5 with valid CBM-R data for Grades 3, 4, and 5

Subgoal 5C: Grades 6–8

Student Population
Students enrolled without interruption from Grade 6 through Grade 8 with valid CBM-R data for Grades 6, 7, and 8

Evaluation Levels

- **Exceeds Expectations**: More than 60% of students meet or exceed the benchmark
- **Meets Expectations**: 40%–60% of students meet or exceed the benchmark
- **Approaching Expectations**: 20%–39% of students meet or exceed the benchmark
- **Of Concern**: Less than 20% of students meet or exceed the benchmark

Goal 6: Academic - FASTBridge Reading Growth – One-Year Enrollees

Goal Statement
Students who are continuously enrolled at STRIDE Academy for at least one school year, defined as uninterrupted enrollment from the fall testing period to the spring testing period, and who were enrolled as of **October 1, 2025**, will demonstrate growth in reading as measured by FASTBridge aReading by either maintaining a status of “Low Risk” or progressing from “High Risk” to “Some Risk” from fall to spring.

As Measured By
FASTBridge aReading risk classification from fall to spring within the same academic year.

Goal Target
45% or more of eligible students will meet the target.

Evaluation Levels

- **Exceeds Expectations:** More than 55% meet the target

- **Meets Expectations:** 45%–55% meet the target

- **Approaching Expectations:** 30%–44% meet the target

- **Of Concern:** Less than 30% meet the target

Goal 7: Academic - FASTBridge Math Growth – One-Year Enrollees

Goal Statement
Students who are continuously enrolled at STRIDE Academy for at least one school year, defined as uninterrupted enrollment from the fall testing period to the spring testing period, and who were enrolled as of **October 1, 2025**, will demonstrate growth in mathematics as measured by FASTBridge aMath by either maintaining a status of “Low Risk” or progressing from “High Risk” to “Some Risk” from fall to spring.

As Measured By
FASTBridge aMath risk classification from fall to spring within the same academic year.

Goal Target
45% or more of eligible students will meet the target.

Evaluation Levels

· **Exceeds Expectations:** More than 55% meet the target

· **Meets Expectations:** 45%–55% meet the target

· **Approaching Expectations:** 30%–44% meet the target

· **Of Concern:** Less than 30% meet the target

Goal 8: Non-Academic – Staff Engagement in Equity-Focused Professional Development

Educational Equity

Goal Statement
STRIDE Academy staff will annually engage in professional development opportunities focused on educational equity, culturally responsive practices, and fostering a sense of belonging to align with the school’s mission and the PUC core lens of Educational Equity.

Population
All STRIDE Academy instructional and non-instructional staff

As Measured By
Documented staff participation in equity-focused professional development opportunities such as culturally responsive instruction, trauma-informed care, inclusive school practices, or STRIDE’s mission-based training initiatives

Goal Target
85% or more of staff will participate in at least one equity-focused professional development session annually

Evaluation Levels

· **Exceeds Expectations**: 95% or more of staff participate annually

- **Meets Expectations**: 85%–94% of staff participate annually
- **Approaching Expectations**: 70%–84% of staff participate annually
- **Of Concern**: Less than 70% of staff participate annually

Goal 9: Non-Academic - Governance – Board Meeting Attendance and Engagement

Strong Boards Matter

Goal Statement
STRIDE Academy Board of Directors will demonstrate high-functioning governance through consistent attendance at scheduled board meetings, ensuring informed oversight and alignment with the school's mission and charter goals.

Population
Board members seated as of July 1 of the goal year

As Measured By
Cumulative attendance rate of eligible board members across all scheduled board meetings, based on attendance logs and approved minutes

Goal Target
The cumulative board attendance rate will be at least 85% during the school year

Evaluation Levels

- **Exceeds Expectations**: Cumulative attendance rate of 90% or more
- **Meets Expectations**: Cumulative attendance rate between 85%–89%
- **Approaching Expectations**: Cumulative attendance rate between 75%–84%
- **Of Concern**: Cumulative attendance rate below 75%

Goal 10: Non-Academic - Student Attendance Rate

Goal Statement
STRIDE Academy will promote student engagement and school connectedness by maintaining strong attendance rates across elementary and middle school grade levels.

Population
K–4 students (elementary) and 5–8 students (middle school) enrolled on October 1 of the goal year

As Measured By
Average daily attendance (ADA) percentage as reported in STRIDE's student information system and verified by end-of-year MARSS submission

Subgoal 10A: Elementary (Grades K–4)

Goal Target
The average daily attendance rate for elementary students will be at least 90%

Subgoal 10B: Middle School (Grades 5–8)

Goal Target
The average daily attendance rate for middle school students will be at least 90%

Evaluation Levels

- **Exceeds Expectations**: 95% or higher
- **Meets Expectations**: 90%–94.9%
- **Approaching Expectations**: 80%–89.9%
- **Of Concern**: Below 80%

Goal 11: Non-Academic - Operations – Student Behavior and School Climate

Goal Statement
STRIDE Academy will foster a safe and respectful learning environment by minimizing repeated office referrals and promoting proactive behavior strategies across all grade levels.

Population
K–4 students (elementary) and 5–8 students (middle school) enrolled on October 1 of the goal year

As Measured By
End-of-year student discipline records from STRIDE's student information system (SIS), measuring the percentage of students with three or fewer documented office referrals

Subgoal 11A: Elementary (Grades K–4)

Goal Target
At least 90% of elementary students will have **three or fewer office referrals** during the school year

Subgoal 11B: Middle School (Grades 5–8)

Goal Target
At least 85% of middle school students will have **three or fewer office referrals** during the school year

Evaluation Levels

- **Exceeds Expectations**: 90% or more of students with 3 or fewer referrals
- **Meets Expectations**: 85%–89.9%
- **Approaching Expectations**: 75%–84.9%
- **Of Concern**: Fewer than 75%

Goal 12: Non-Academic - Student Participation in Community Engagement Activities

21st Century Literacy

Goal Statement
STRIDE Academy will prepare students to be engaged, responsible citizens by ensuring that all students participate in at least one meaningful community engagement opportunity annually, promoting service, leadership, and connection beyond the school.

Population
All students in Grades K–8 enrolled on October 1 of the goal year

As Measured By
Participation records, reflections, or staff documentation of student involvement in approved community engagement activities

Examples of Community Engagement Opportunities May Include

- Volunteering at school or local events
- Participating in service-learning projects
- Helping with school-wide donation drives
- Performing in community-based concerts or exhibitions
- Engaging in student-led community or civic presentations
- Attending field-based learning with a service or cultural focus

Goal Target
90% or more of STRIDE students will participate in at least one community engagement activity annually

Evaluation Levels

- **Exceeds Expectations**: 95% or more of students participate
- **Meets Expectations**: 90%–94.9%
- **Approaching Expectations**: 80%–89.9%
- **Of Concern**: Below 80%

Goal 13: Non-Academic - Operations and Leadership - Participation in EOS/Traction Organizational Leadership System

Strong Leaders Matter

Goal Statement
STRIDE Academy will develop and sustain a high-functioning leadership team by fully implementing the EOS/Traction organizational system. The leadership team will engage in a regular rhythm of strategic planning, execution, and evaluation through structured Rocks Meetings, Quarterly Planning, Annual Planning, and Organizational Evaluation.

Population
STRIDE Academy leadership team members as identified in the official Accountability Chart

As Measured By
Attendance logs, meeting agendas, and documentation from all EOS/Traction sessions

Goal Target

Subgoal 13A: Rocks Check-In Meetings

STRIDE will hold at least four Rocks Check-In Meetings annually, with 90% or greater leadership team attendance

Subgoal 13B: Quarterly Planning Meetings

STRIDE will hold four EOS-aligned Quarterly Planning Meetings annually, with 90% or greater leadership team attendance

Subgoal 13C: Annual Organizational Planning

STRIDE will conduct one Annual Organizational Planning Session each year, with at least 90% leadership team attendance

Subgoal 13D: Annual Organizational Evaluation

Goal Target
STRIDE will conduct one Annual Organizational Evaluation Session using EOS tools (e.g., Accountability Chart, People Analyzer), with at least 90% leadership team participation

Evaluation Levels

- **Exceeds Expectations**: 95% or more attendance
- **Meets Expectations**: 90%–94.9%
- **Approaching Expectations**: 80%–89.9%
- **Of Concern**: Below 80%

Goal 14: Non-Academic - Implementation of Organizational Mission-Driven Core Initiatives

Goal Statement
STRIDE Academy will demonstrate fidelity of implementation for its annual mission-driven initiatives by ensuring consistent staff engagement, integration into daily practice, and growth in alignment with the school's values and strategic priorities. These initiatives will be monitored through a common implementation rubric and evaluated based on progression toward consistent, schoolwide use.

Population
STRIDE Academy instructional team members as identified in the official Accountability Chart

As Measured By
Annual self-assessment surveys completed by instructional and support staff, using a standardized rubric with defined stages: Not Yet Started, Initiating, Emerging, Developing, and Sustaining

Organizational Goal Target

- **Exceeds Expectations:** 90% or more of staff at Developing or Sustaining
- **Meets Expectations:** 80%–89.9% of staff at Developing or Sustaining
- **Approaching Expectations:** 50%–79.9% of staff at Developing or Sustaining
- **Of Concern:** Below 50% of staff at Developing or Sustaining

Goal 15: Non-Academic - Fidelity – Multi-Tiered Systems of Support (MTSS) Implementation

Educational Equity

Goal Statement
STRIDE Academy will implement a consistent and data-informed Multi-Tiered System of Support (MTSS) across all grade levels. Staff will regularly review multiple domains of student risk, including academic performance, behavior, social-emotional health, and attendance, to ensure timely and appropriate support is provided to students in need.

Population
All enrolled students in Grades K–8, with particular focus on students identified as "At Risk" in one or more domains

Domains of Risk Considered

- **Academic**: Below benchmark on FASTBridge or other core assessments
- **Social-Emotional**: SAEBRS "Some Risk" or "High Risk" classification
- **Behavior**: 3 or more office referrals in a given term
- **Attendance**: Chronic absenteeism (10% or more of enrolled days missed)

As Measured By
Risk-level data across domains, intervention team documentation (e.g., student support meetings, Tier 2/3 planning), and follow-up logs indicating actions taken

Goal Target
STRIDE will review **100%** of students identified as "At Risk" in any domain and ensure that **at least 80%** receive documented follow-up through Tier 2 or Tier 3 intervention or support

Evaluation Levels

- **Exceeds Expectations**:
100% of at-risk students reviewed; 90%+ have documented supports/interventions in place
- **Meets Expectations**:
100% of at-risk students reviewed; 80%–89.9% have documented supports/interventions
- **Approaching Expectations**:
90%–99% of at-risk students reviewed; 60%–79.9% have documented supports/interventions

- **Of Concern**:
Fewer than 90% of at-risk students reviewed or fewer than 60% with documented supports/interventions

Goal 16: Non-Academic - Student Engagement – Middle School Activity Participation

Goal Statement
STRIDE Academy will promote student engagement, leadership, and school connectedness by ensuring that middle school students in Grades 5–8 participate in co-curricular activities that extend learning beyond the classroom.

Population
All students enrolled in Grades 5–8 as of October 1 of the school year

As Measured By
Participation data from school-sponsored activities such as athletics, clubs, music, academic teams, student leadership, or enrichment sessions

Participation Definition
A student is considered a participant if they complete at least one activity cycle, season, or club commitment during the school year

Goal Target
At least 75% of middle school students will participate in one or more STRIDE-sponsored activities annually

Evaluation Levels

- **Exceeds Expectations**: 85% or more of students participate
- **Meets Expectations**: 75%–84.9% of students participate
- **Approaching Expectations**: 50%–74.9% of students participate
- **Of Concern**: Below 50% of students participate

Goal 17: Non-Academic - Family Engagement – Elementary Parent-Teacher Conference Participation

Goal Statement
STRIDE Academy will promote strong school-home partnerships by ensuring high levels of family participation in elementary parent-teacher conferences.

Population
All students in Grades K–4 as of October 1 of the school year

As Measured By
Documented attendance or contact logs from fall and spring parent-teacher conferences

Participation Definition
A student is considered to have participated if at least one parent or guardian attends either in person, via phone, or virtually for each scheduled conference round (fall and/or spring)

Goal Target
At least 90% of elementary students will have a parent or guardian participate in **at least one** parent-teacher conference during the school year

Evaluation Levels

- **Exceeds Expectations**: 95% or more participation
- **Meets Expectations**: 90%–94.9% participation
- **Approaching Expectations**: 75%–89.9% participation
- **Of Concern**: Below 75% participation

Goal 18: Non-Academic - Family Engagement – Participation in Title I and EL Family Nights

Educational Equity

Goal Statement
STRIDE Academy will strengthen school-home partnerships by providing targeted family engagement

opportunities for Title I and English Learner (EL) families. These events will support academic success, cultural connection, and increased understanding of student progress and school programs.

Population
Families of students identified as Title I (elementary) and English Learners (K–8)

As Measured By
Sign-in sheets and attendance logs at designated family events during the school year

Subgoal 18 A: Title I Family Night – Elementary

Goal Target
At least 60% of invited elementary Title I families will attend one or more Title I-designated family events during the school year

Subgoal 18B: EL Family Night – Elementary

Goal Target
At least 60% of invited elementary EL families will attend one or more EL-focused family events during the school year

Evaluation Levels

Subgoal 18C: EL Family Night – Secondary

Goal Target
At least 60% of invited secondary EL families will attend one or more EL-focused family events during the school year

Evaluation Levels

- **Exceeds Expectations**: 75% or more attendance
- **Meets Expectations**: 60%–74.9%
- **Approaching Expectations**: 40%–59.9%
- **Of Concern**: Below 40%

Goal 19: Non-Academic - Overall Satisfaction of Students, Families, and Staff

Goal Statement
STRIDE Academy will assess overall satisfaction among students, families, and staff using a unified perception indicator. Results will guide school improvement efforts and ensure alignment with the school's mission to create a positive, inclusive, and supportive environment for all stakeholders.

Population
Students (Grades 3–8), Families (K–8), and all STRIDE Academy staff

As Measured By
Annual stakeholder surveys using the shared indicator:
"Overall, I am satisfied with STRIDE Academy."

Satisfaction is defined as the percentage of responses marked "Agree" or "Strongly Agree."

Goal Target

Subgoal 19A: Student Satisfaction

At least 75% of students in Grades 3–8 will respond “Agree” or “Strongly Agree” to the statement

Subgoal 19B: Family Satisfaction

At least 75% of K–8 families will respond “Agree” or “Strongly Agree” to the statement

Subgoal 19C: Staff Satisfaction

At least 75% of staff will respond “Agree” or “Strongly Agree” to the statement

Evaluation Levels

- **Exceeds Expectations**: 85% or more
- **Meets Expectations**: 75%–84.9%
- **Approaching Expectations**: 60%–74.9%
- **Of Concern**: Below 60%

Goal 20: Non Academic - Financial Health and Operational Efficiency

Goal Statement

STRIDE Academy will demonstrate responsible financial management and operational efficiency by maintaining a healthy fund balance, achieving clean annual audits, and aligning spending with strategic priorities that support student achievement and organizational sustainability.

As Measured By

- Final audited fund balance percentage
- Independent annual audit results (no significant findings)
- Board-approved budget aligned to school goals and mission-driven initiatives
- Submission of all required financial and operational reports on time

Goal Target

Maintain a fund balance of **at least 15%**, receive an **unqualified/clean audit** with **no significant deficiencies**, and ensure **on-time submission** of all state-required financial/operational reports

Evaluation Levels

- **Exceeds Expectations**:

Fund balance exceeds 20%; unqualified audit with no findings; all reports submitted early or on time; board-approved spending plan clearly aligned to mission priorities

- **Meets Expectations**:

Fund balance between 15%–19.9%; unqualified audit with minor or no findings; all reports submitted on time; budget supports core goals

- **Approaching Expectations**:
  Fund balance between 10%–14.9%; audit with limited findings; one late report; budget lacks clear alignment to some priorities

- **Of Concern**:
  Fund balance below 10%; audit with significant deficiencies or findings; two or more late or missing reports; budget does not reflect strategic or mission-aligned spending

Goal 21: Non-Academic - Social-Emotional and Behavioral Risk (SAEBRS)

Goal Statement

STRIDE Academy will support student well-being and positive school climate by regularly screening students in Grades 2–8 using the SAEBRS screener. The school will proactively address social, academic, and emotional needs to ensure the majority of students are demonstrating behaviors that reflect low risk for concerns.

Population
All students in Grades 2–8 enrolled at the time of the universal fall and spring SAEBRS screenings

As Measured By
FASTBridge SAEBRS composite scores from fall and spring universal screenings

Goal Target
At least **75%–80%** of screened students will fall in the **"Low Risk"** category on the SAEBRS composite score by spring

Evaluation Levels

- **Exceeds Expectations**:
  85% or more of students are classified as Low Risk
- **Meets Expectations**:
  75%–84.9% of students are classified as Low Risk
- **Approaching Expectations**:
  60%–74.9% of students are classified as Low Risk
- **Of Concern**:
  Fewer than 60% of students are classified as Low Risk

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Annual Contract Goal Evaluation

Contract goals are evaluated on an annual basis and scored utilizing the chart below. Following the scoring of each goal based on performance, PUC-OPCS calculates goal attainment on a percent (0-100%) scale, both in terms of Academic and Non-Academic performance as well as overall performance. Please refer to the Annual Contract Goal Reporting document for more details.

Goal Attainment Level	Points
Exceeds Expectations	1.5 Points
Met Expectations	1 Point
Approaching Expectations	0.5 Point
Of Concern	0 Points

Exhibit D: ADMISSIONS POLICY AND PROCEDURES

Adopted: _____July 2015__
Revised: *August 23, 2018*
August 17, 2023
September, 2024
March, 2025

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) A staff member eligible for an enrollment preference for their child, including a foster child, must be an individual employed at the school whose employment is stipulated in advance to total at least 480 hours in a school calendar year.

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 2025-2026			
Grade	**Section Cap**	**Sections**	**Seats**
K	20	6	120
1	20	6	120
2	22	6	120
3	22	6	120
4	24	5	120
5	24	5	120
6	24	5	120
7	24	5	120
8	24	5	120
Total		43	1080

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

1. STRIDE will hold up to three lotteries per grade, K−8, beginning with Grade Eight, 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. By a marketing strategy, STRIDE Academy may use specific measures, such as Posting flyers and notices in local newspapers and/or blogs and online newspapers, posting the admissions policy and application 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.

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 School Name 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 School Name Board of Directors. The School Name 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.

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 School Name as public school teachers for the purposes of Minnesota Statutes, chapters 354 and 354A.

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.

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 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 School Name 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 School Name Board of Directors. The School Name 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.

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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.

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

PUC

OFFICE OF PUBLIC CHARTER SCHOOLS

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.

AARON LUNDBLAD

Board Member Name (printed)

6/12/25

Board Member Signature

Date

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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-Ringsmuth

Board Member Name (printed)

6.12.25

Board Member Signature Date

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PUC

OFFICE OF PUBLIC CHARTER SCHOOLS

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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.

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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)

Tina Barak 6/12/25

Board Member Signature Date

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PUC
OFFICE OF PUBLIC CHARTER SCHOOLS

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. Lyman

Board Member Name (printed)

6/12/25

Board Member Signature

Date

Exhibit G: STATEMENT OF ASSURANCES SIGNED BY ALL BOARD MEMBERS

PUC

OFFICE OF PUBLIC CHARTER SCHOOLS

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.

CAROLYN ESSIG

Board Member Name (printed)

6/15/2025

Board Member Signature

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:** **Current Date:**	**Person Responsible**	**Date Completed and Comments**
T A S K		
Establish *ad hoc* 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 require special attention be given to this property. Contact the CSP Federal Grant personnel at the MDE for guidelines and assistance. *(See Inventory and Liquidation of Assets below)*		
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: ● 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; and ● describe the process to obtain student records to transfer appropriately. Provide PUC with a copy of the notice. Provide parents of enrolled students information and assistance to enable the student to re-enroll in another school		
Other:		
Final Report Cards and Student Records Notice		
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. * 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. Provide PUC with a copy of the notice.		

Other:		
Transfer of Student Records and Testing Material		
No later than 10 days after the CHARTER REVOCATION date has been set, send student records to the students' resident school district, including: * Individualized Education Programs (IEPs) and all records regarding special education and supplemental services; * student health / immunization records; * attendance records; and		

* all other student records. 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. 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. 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. 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.		
Other:		
Notification of School Districts		

Within 7 days after the charter revocation, the School must notify the school district(s) of students' residence regarding the termination of the education program and lack of future enrollment as of CHARTER REVOCATION date. * If applicable, notification regarding cessation of food and transportation services should be provided. Provide PUC with a copy of the notice.		
Other:		
Notification to Funding Sources /Charitable Partners		
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. * 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. * Any sub-leases within the premises of the School should be notified as soon as possible or after CHARTER REVOCATION, whichever is appropriate.		
Other:		
Notification to Contractors and Termination of Contracts		

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. * 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. * Retain records of past contracts with proof that they were fully paid (*see* Records Retention, below) to prevent spurious claims. Provide PUC with a copy of such notice. 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. * 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.		
Other:		
Notification to Employees and Benefit Providers		
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: * health care / health insurance; * life insurance;		

* dental plans; * eyeglass plans; * cafeteria plans; * 401(k), retirement plans; * pension plans; * TRA; and * PERA 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.		
Other:		
Notification to Food and Transportation Services and Cancellation of Contracts		
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.		
Other:		
Notification to Authorizer Regarding Lawsuits		
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. 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.		
Other:		
List of Creditors and Debtors; UCC Search		
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.		

* 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. * 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. * 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. 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).		
Other:		
Protection of Assets; Insurance		

The School's assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration. * 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 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.		
Other:		
Inventory		
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. * 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 documents. Provide PUC with a copy of the inventory.		
Other:		
Liquidation of Assets		

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. 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. 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.		
Other:		
E&O Insurance		
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.		
Other:		
Interim Financial Statements		

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: * 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. The School will prepare and submit such statements to PUC at 30 day intervals until the final statement (below) is prepared and submitted.		
Other:		
Final Financial Statement		

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: * 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. * 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. * This statement is in addition to the final Financial Audit (below).		

Other:		
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, *(See Contact MDE section above)* including: * 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: * 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 the dissolution of the education corporation and its 501(c)(3) status furnish a copy to PUC.		
Other:		
Corporate Records		

In all cases, the School Board shall maintain all corporate records related to: * 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. After formal dissolution, any and all records not previously sent to the school district should be sent to the school district in which the charter school is located.		
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		

If the School Corporation dissolves, the School Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include: * 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. 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. Copies of all legal documentation related to dissolution should be sent to PUC. 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.		
Other:		
Final Distribution of Assets		

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. 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. * 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.		
Other:		

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 2025

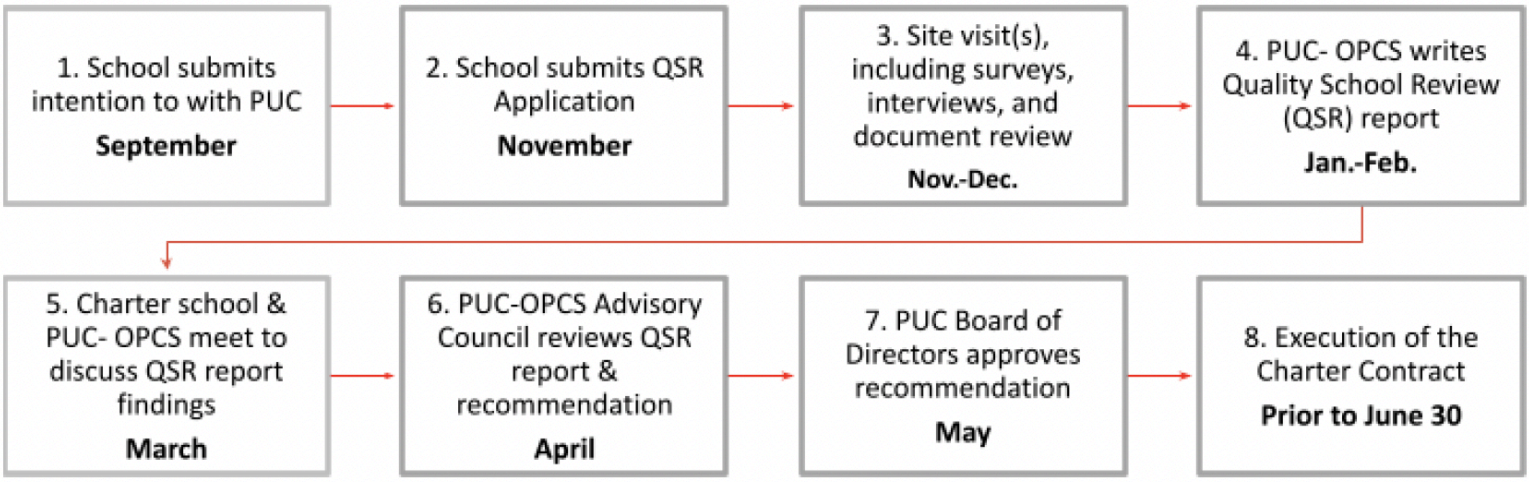
Purpose of Quality School Review

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 assesses 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 school name 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

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					
1st					
2nd					
(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					

Mission, Strategy & Goals- DOCUMENT REQUEST

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

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 *State goal here according to charter contract.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*

Non-Academic Goal #1 *State goal here according to charter contract.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*
Etc…	☐ Goal met ☐ Goal partially met ☐ Goal currently not met	☐ Goal met ☐ Goal partially met ☐ Goal currently not met	☐ Goal met ☐ Goal partially met ☐ Goal currently not met	☐ Goal met ☐ Goal partially met ☐ Goal currently not met	☐ Goal met ☐ Goal partially met ☐ Goal currently not met

	List source of information and any additional info pivotal to this goal.	*List source of information and any additional info pivotal to this goal.*	*List source of information and any additional info pivotal to this goal.*	*List source of information and any additional info pivotal to this goal.*	*List source of information and any additional info pivotal to this goal.*

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 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.

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 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.

Governance – DOCUMENT REQUEST

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

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.

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

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 to 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

Exhibit K: ONGOING EVALUATION CRITERIA, PROCESSES AND PROCEDURES

Pillsbury United Communities (PUC) Office of Public Charter Schools (OPCS) is composed 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 – *Focus on Learning*		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 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 *Child Find* process		
X	School trains employees on provisions pertaining to IDEA, special education laws and school's TSES plan, including *Child Find*		
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, Subd. 1, 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** **Measure total dependent on EL population*	Yes: _____/ 20 or 25 _____% Partial: _____/ 20 or 25 _____% No: _____/ 20 or 25 _____%
Documents and Processes	Yes: _____/ 15 _____% Partial: _____/ 15 _____% No: _____/ 15 _____%	**Stakeholder Feedback and Belief Indicators**	Yes: _____/ 5 _____% Partial: _____/ 5 _____% No: _____/ 5 _____%
Critical	Yes: _____/ 35 _____% Partial: _____/ 35_____% No: _____/ 35 _____%	**Overall** **Measure total dependent on EL population*	Yes: _____/ 68 or 73 _____% Partial: _____ /68 or 73 _____% No: _____ / 68 or 73 _____%

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*

PILLSBURY UNITED COMMUNITIES
OFFICE OF PUBLIC CHARTER SCHOOLS

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?	
Students are: (Circle all that apply) • 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) • Individual work • Hands on learning • Worksheets • Teacher made test • Group work • Norm-referenced tests • 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) • Reading • Writing • 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.

PILLSBURY UNITED COMMUNITIES
OFFICE OF PUBLIC CHARTER SCHOOLS

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 available at the meeting 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 • 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.

PILLSBURY UNITED COMMUNITIES
OFFICE OF PUBLIC CHARTER SCHOOLS

Quarterly Financial Template - Near-Term 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
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!	

PILLSBURY UNITED COMMUNITIES
OFFICE OF PUBLIC CHARTER SCHOOLS

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)				

PILLSBURY UNITED COMMUNITIES
OFFICE OF PUBLIC CHARTER SCHOOLS

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 0.9	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)
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 rend 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:	
		Of Concern	Less than 11 points
		On Target	At least 11 points
		Exceeding	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

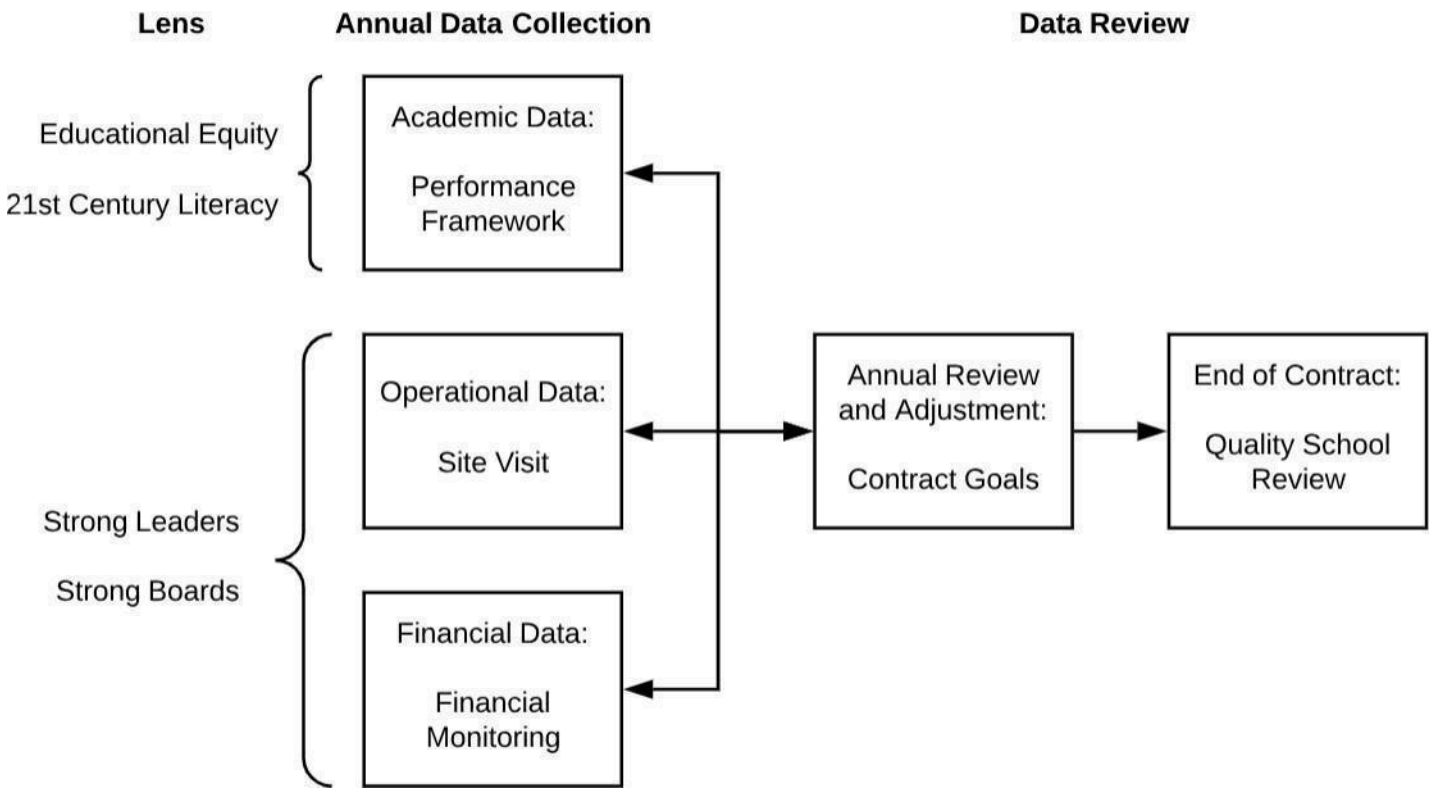
Each of these tools supports the four core lenses in the PUC-OPCS strategic framework for 2018-2022.

- 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
Other meaningful subpopulations **See data notes*	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 Localized Assessment Growth- Reading	School Choice- NWEA/FAST	% of students meeting growth targets	School Created 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
Other meaningful subpopulations **See data notes*	*School Choice- NWEA/FAST*	*% of students meeting growth targets*	*School Created Report*
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
Other meaningful subpopulations **See data notes*	*MCA*	Rate compared to resident district/state	*State MCA Report-* North Star
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
Other meaningful subpopulations **See data notes*	*ACCESS*	Rate compared to resident district/state	*State ACCESS Report-* North Star

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-Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state			
Other meaningful subpopulations	MCA	% of students with achievement level maintained or improved compared to resident district/state			

Overall Nationally Normed Localized Assessment Growth-Math	School Choice - NWEA/	% of students meeting growth targets		

	FAST			
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		
Other meaningful subpopulations	*School Choice- NWEA/ FAST*	*% of students meeting growth targets*		

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			
Other meaningful subpopulations	*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			
Other meaningful subpopulations	*ACCESS*	Rate compared to resident district/state			

Performance Framework Review Protocol

School:_____Resident District:_____ School Year:_____

Review Protocol and Scoring Protocol Directions: Enter the total number of measures for each indicator in said indicator's row. Then enter the number of measures that align with the rating parameters for each rating (Of Concern, Approaching Expectations, Meets Expectations, Exceeds Expectations) as described below. Once the Review Protocol Chart is completed, use the data gathered to fill out the Scoring Protocol Chart.

Review Protocol Chart

Indicator	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1.0)	Exceeds Expectations (1.5)
Achievement Data: North star	School results are more than 1 percentage point below the results achieved by the resident district and the state. ___/___measures _____%	School results are within one percentage point of the resident district or the state. ___/___measures _____%	School results meets or exceeds the results of the resident district or the state. ___/___measures _____%	School results meets or exceeds the results of the resident district and the state. ___/___measures _____%
Achievement Data: Localized Growth Assessment	Growth goals: Less than 45% of students meet growth goals ___/___measures _____%	Growth goals: 45-49% of students meet their growth goals ___/___measures _____%	Growth goals: 50- 59% of students meet their growth goals ___/___measures _____%	Growth goals: 60% or more of students meet their growth goals ___/___measures _____%
Preparation Data	School results are more than 1 percentage point below the results achieved by the resident district and the state. ___/___measures _____%	School results are within one percentage point of the resident district or 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 _____%

Scoring Protocol Chart

Indicator	Rating	Points	Number of Measures	Score
		[Points] x [Number of Measures] = Score		
Achievement Data: Northstar	Exceeds Expectations	1.5		
	Meets Expectations	1		
	Approaching Expectations	0.5		
	Of Concern	0		
			Score Total	
	[Score Total] / [Total Number of Measures] = Indicator Score			
			Indicator Rating	
Achievement Data: Localized Growth Assessment	Exceeds Expectations	1.5		
	Meets Expectations	1		
	Approaching Expectations	0.5		
	Of Concern	0		
			Score Total	
	[Score Total] / [Total Number of Measures] = Indicator Score			
			Indicator Rating	
Preparation Data	Exceeds Expectations	1.5		
	Meets Expectations	1		
	Approaching Expectations	0.5		
	Of Concern	0		
			Score Total	
	[Score Total] / [Total Number of Measures] = Indicator Score			
			Indicator Rating	

PILLSBURY UNITED COMMUNITIES

EQUITY FRAMEWORK FOR HIGH SCHOOL

PURPOSE

Pillsbury United Communities' Office of Public Charter Schools (PUC-OPCS) is a charter school authorizer in Minneapolis. Traditional education systems have not worked for students of color in Minnesota, who have long suffered from institutional racism. At PUC-OPCS, our team set out in 2021 to redesign a performance framework for the high schools in our portfolio to align with Pillsbury's values as an organization and the assets in our schools. Our goal has been to develop an equity-focused framework that celebrates schools' innovative, anti-racist, student-centered, and community-responsive practices, while also calling all of us to be better and do better.

Traditionally, charter school authorizers use performance frameworks as tools for accountability. Our hope is that the new Equity Framework can do more than that and be a tool for:

1) Understanding where our schools are strong and where they need support,
2) Supporting schools' internal continuous improvement efforts, and
3) Providing PUC-OPCS and individual schools with data and stories that help us communicate a meaningful and positive narrative about our students, communities, and schools.

PROCESS

Between June and September 2021, PUC-OPCS convened 113 diverse stakeholders for 26 focus groups. The focus groups used an appreciative inquiry design to focus on assets (not deficits) in our students, schools, families, and communities. Among focus group participants, 77% also completed a survey.

The table below organizes performance measures into categories that showed up frequently in focus group discussions and survey responses. For each category, we drafted performance measures that answer three questions posed by an approach called Results-Based Accountability™:

How much did we do? | How well did we do it? | Is anyone better off?[1]

Most school accountability systems have focused on a narrow definition of the third question (i.e. student outcomes as measured by test scores and graduation rates), and have all but ignored the first two questions which call on us to be thoughtful about the opportunities and conditions a school provides to support student outcomes. The draft of the Equity Framework that follows provides a more complete picture of a school's efforts and impacts.

[1] https://clearimpact.com/results-based-accountability/

EQUITY FRAMEWORK[2]

PERFORMANCE AREA	PERFORMANCE MEASURES		
	How much did we do?	How well did we do it?	Is anyone better off?
ENROLLED STUDENTS	1A. Total enrollment 1B. Percentage of enrolled students by characteristics: • Race/ethnicity, gender, age, economic disadvantage, disability, English learner, unhoused, limited or interrupted formal education • Zip code, student mobility, credit circumstance at time of enrollment, home language • Pregnant/parenting, foster-system involved, financially support themselves or their family, caregiving responsibilities[3] • Other categories provided by the school	N/A	N/A
BASIC NEEDS SUPPORT	2A. Description of basic needs support provided to: • Students • Family members • Community members	2B. Feedback on the basic needs support provided	2C. At least three stories collected from students that show: • positive impact of basic needs support • areas where students are still in need of basic needs support
SOCIAL, EMOTIONAL, AND MENTAL HEALTH SUPPORT	3A. Number of students who received support of different types: • Individual meetings with licensed mental health professionals • Peer support groups • Warm handoffs to community resources • Other social, emotional, and mental health services provided by the school	3B. Ratio of students to licensed mental health professionals 3C. Student feedback on the quality and impact of support provided	See 9D-9E
FLEXIBLE, PERSONALIZED, AND INNOVATIVE INSTRUCTION	4A. Description of what the school is doing to support flexible, personalized and innovative instruction	4B and 4C. Student and staff perceptions of flexibility, personalized, and innovative instruction	See 5E-5H

[2] High schools in the PUC-OPCS portfolio have been provided with additional resources including a detailed version of the framework with definitions and data sources, and a Submission Guide.
[3] Because this information is sensitive and personal in nature, schools are encouraged to collect the data as students disclose rather than asking these questions of every student. The goal is not primarily to collect data for data's sake but to know and understand students' circumstances and needs.

PERFORMANCE AREA	PERFORMANCE MEASURES		
	How much did we do?	How well did we do it?	Is anyone better off?
CULTURALLY AND REAL-LIFE RELEVANT CURRICULUM	5A. Description of a course or project that has students learning about the experiences of people of color in the local context, including an accurate history of Minnesota's indigenous people 5B. Description of at least three courses/projects that each meet one of these criteria: • Integrates core academics w/ SEL • Students apply their learning to a real-world challenge • Provides experiential learning • Students reading literature by writers of color • Students learn about current events • Students learn the history of their own cultural groups • Involves community partner(s) • Teaches students to think critically about systems of oppression • Students use computers • Teaches financial literacy • Teaches other life skills	5C. For the courses or projects described, percentage of students who participated 5D. Student and parent/guardian perceptions of opportunities provided through the curriculum	5E. Credits earned versus attempted 5F. Graduation rate (alternative calculations accepted) 5G. At least three stories collected from students that demonstrate the impact of the school's curriculum on students' knowledge, skills, attitudes, or behaviors.[4] 5H. Student growth: % of students showing within-year growth in: • Reading as defined by the school using an interim assessment of the school's choice • Math as defined by the school using an interim assessment of the school's choice (All students and disaggregated by student groups[5] for which the school has at least ten students)
STUDENT IDENTITY DEVELOPMENT	6A. Description of how the school gives students the opportunity to identify their internal and external assets, including cultural identity	6B. Number and percentage of students reached with the described opportunities	6C. Student descriptions what they learned about their assets, including cultural identity.
STUDENT CAREER EXPLORATION AND PREPARATION	7A. Number and percentage of students participating in different types of career exposure and postsecondary readiness experiences: • Career-focused guest speakers • Career-focused field trips • Career fairs • Job shadows • Internships • Capstone Project • FAFSA submission • Post-secondary application • Post-secondary readiness assessment (e.g. ACT) • Other	7B. Student feedback their career exposure experiences	7C. Percentage of students who report a positive impact on career awareness and clarity 7D. Percentage of students who received an industry recognized certification 7E. At least three stories collected from alumni that demonstrate impact on their postsecondary education and career choices, well-being, and/or civic engagement

[4] Once the school has a Graduate Profile, these stories should specifically align with the competencies in the Profile.
[5] Student groups include: Economically disadvantaged, homeless/highly mobile, students with disabilities, English Learners

PERFORMANCE AREA	PERFORMANCE MEASURES		
	How much did we do?	How well did we do it?	Is anyone better off?
EXTRA-CURRICULAR ACTIVITIES	8A. List of extracurricular, experiential, and out-of-school learning activities offered, and frequency for each	8B. Percentage of students participating in at least one 8C. Student feedback on what is offered	See 9D-9E
SCHOOL CULTURE	9A. List of restorative-justice interventions and number of times used 9B. Total and disaggregated by gender and race: • Number of in-school suspensions (ISS), out-of-school suspensions (OSS), expulsions, and exclusions per 100 students • Percentage of students who were ISS and at least once • Average length of ISS and OSS	9C. Between year and within year attrition rates	9D. Student perceptions of a sense of belonging at school 9E. Percentage of students reporting positive relationships and feeling welcome 9F. At least three stories from students and/or staff about restorative justice experiences and impact
FAMILY ENGAGEMENT	10A. List and description of family engagement practices	10B. Family/guardian[6] feedback on engagement practices	10C. Percentage of family/guardians who report feeling empowered to support student learning 10D. Percentage of teachers and family/ guardians who report positive relationships with one another 10E. Percentage of students who report teachers and school staff understand and respond to family situations
COMMUNITY ENGAGEMENT	11A. List and description of community engagement practices	11B. Percentage of students receiving credit for projects or internships with community partner or employer 11C. Feedback from community members[7] on their experience with the school	11C. Percentage of students who report growth in community connectedness and civic engagement 11D. Community partner perceptions of the school's contribution to the community

[6] Family has a different meaning for everyone and can include non-relatives. For the purposes of the Equity Framework, think of family as relatives and non-relatives who are trusted adults in a student's life and have an important influence on them.

[7] For the purposes of the Equity Framework, community members are everyone with formal or informal relationships with a school. This can include organizations that partners with the school, volunteers, neighbors, elders, tribal leaders, etc.

PERFORMANCE AREA	PERFORMANCE MEASURES		
	How much did we do?	How well did we do it?	Is anyone better off?
TEACHERS AND STAFF	12A. Average hours per week individual teachers had for collaboration with other teachers 12B. Number trainings, total hours of training, and percentage of staff who received at least one hour of training about anti-racism, anti-bias, or equity	12C. Percentage of staff who return the following year (overall and for staff of color) 12D. Percentage of staff whose PD plans include anti-racism, anti-bias, or equity 12E. Percentage of staff whose performance evaluations include an assessment of anti-racist practice	12F. Percentage of staff (overall and staff of color) who feel comfortable in the school, trust their colleagues, feel supported, feel valued, and find PD is consistently valuable and aligned with student and staff needs 12G. Descriptions of improvement in staff practice 12H. Description of how the school is providing support staff opportunities for advancement toward teacher licensure

High School Equity Framework Evaluation Form

Instructions

After schools have made their Equity Framework submissions, the staff of the Pillsbury United Communities Office of Public Charter Schools (PUC-OPCS) will evaluate the submissions as follows:

1. Prepare School Performance Reports for all participating schools. *Deborah did this for 2022-23 and 2023-24; she will train PUC-OPCS in the future.*
2. Identify at minimum two individuals from the PUC-OPCS team to participate in the evaluation process.
3. Assign reviewers to schools. Each school should be evaluated by at least two people. If there are only two reviewers, both will be involved in evaluating *all* participating schools. If there are more than two reviewers, schools should be distributed such that every school has at least two reviewers assigned to it.
   - CALIBRATION: If there are more than two reviewers, choose a school that everyone evaluates separately. Then meet as a group to calibrate how you are using the ratings to ensure consistency across all reviewers.
4. Reviewers independently complete this Evaluation Form for each of their assigned schools. Make a new copy for each school! The form can be completed digitally or on a hard copy. Use the rubric that starts on the next page to evaluate all the performance areas for each school. Use the criteria in the third column of the rubric to assign the appropriate ratings. Add notes to describe why you chose the ratings. Be specific about evidence and examples to defend your choice.
5. Once the assigned reviewers have finished evaluating a school, they meet to discuss their reviews and complete a formal Cover Page. For each performance area, the two reviewers make a final decision on the ratings, note promising practices, and note compelling stories.
6. Reviewers then add qualitative reviewer comments on page 2.
7. Add the Cover Page to the full School Performance Report in one PDF document that is then provided to the school.
8. PUC-OPCS meets with leadership at each school to discuss their review.

Key

Schools receive two ratings for each performance area–one for clarity and completeness of the submission, a second for evidence of success.

Eval. Type	Rating	Definition
Clarity and Complete-ness	Meets	**Meets:** Data meets the criteria as outlined in the rubric below
	Of Concern	**Of Concern:** Data does not meet the criteria as outlined in the rubric below
Evidence of Success	Celebrate	**Area to celebrate:** Overwhelming evidence of success in this area
	Good	**Generally good:** Significant evidence of success in this area
	Support	**Area for support:** Little to some evidence of success in this area
	Flag	**Red flag:** Evidence suggests school has egregious problems in this area
	Incomplete	**Incomplete:** Insufficient data provided to evaluate this area

Reviewers also flag opportunities for sharing, learning, and inspiration across the schools in Pillsbury's portfolio and with broader audiences.

Eval. Type	Flag	Definition
Promising Practice	Yes	What the school submitted for this performance area includes practices or programs that the reviewer considers innovative, promising, or worth sharing. Reviewer should add details in the notes.
Individual Story	Yes	The school submitted a story, videos, photo, etc. that is particularly strong and might be worth sharing as part of communications efforts. Reviewer should add details in the notes.

Note: Across all four evaluation types, the dropdown includes a rating of "N/A" to indicate that a performance area does not apply. The N/A rating will rarely be used.

High School Equity Framework Evaluation Form

School Name: _____

Date of Review: _____

Reviewer Name: _____

School Year: _____

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - *Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.*
Performance Area 1: Enrolled Students			
Clarity and Completeness	☐ School provided data for at least 75% of the required items. This calculation is provided near the top of the report for this performance area. ☐ Data checks = close to 100%		
Evidence of Success	N/A	N/A	
Promising Practice	N/A	N/A	
Individual Story	N/A	N/A	
Performance Area 2: Basic Needs Support			
Reviewer Pre-work	☐ INSTRUCTIONS: Before completing your evaluation of this performance area, review the submitted stories. Make notes to the right on any evidence in the students' stories that show: (1) positive impact of basic needs support and/or (2) areas where students still need of basic needs support.		
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% *or* the school provided a justifiable explanation for a lower response rate.[1]		

[1] Here and throughout, the fact that Pillsbury provided the student and staff surveys to the schools late in the 2022-2023 and 2023-2024 school years is considered a justifiable explanation for a response rate below 75%, but a response rate below 25% is too low and should be considered insufficient.

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - *Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.*
	☐ Reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ There is a bar of data for at least 5 of the 7 items under 2B. ☐ A clearly worded answer is provided for the open-ended items under 2A and 2B. ☐ School provided at least 2 of the 3 expected stories, and the stories address the topic: the impact of the school's basic needs support.		
Evidence of Success	I can identify examples of evidence showing that: ☐ The school provided students with basic needs support–either directly or through referrals to external service providers. ☐ Students felt good about the basic needs supports provided.		
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.		
Individual Story	The submitted data include a story that I recommend for use in communications efforts.		
Performance Area 3: Social, Emotional, and Mental Health Support			
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% *or* the school provided a justifiable explanation for a lower response rate.[2] ☐ Reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ Data are provided for at least 3 of the 4 required items under 3A and 3B. ☐ There is a bar of data for at least 6 of the 8 items under 3C. ☐ A clearly worded answer is provided for the open-ended item under 3C that asks for a summary of common themes.		
Evidence of Success	I can identify examples of evidence showing that: ☐ The school provided students with social, emotional, and mental health support in different formats.		

[2] See footnote 1

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - *Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.*
	☐ The school had mental health professionals who worked with students. ☐ The majority of students felt supported in terms of social, emotional, and mental health. ☐ Considering 9D-9E as they relate to this performance area, it appears this approach may be helping students feel a sense of belonging and positive relationships at school.		
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.		
Individual Story	The submitted data include a story that I recommend for use in communications efforts.		
Performance Area 4: Flexible, Personalized, and Innovative Instruction			
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% *or* the school provided a justifiable explanation for a lower response rate.[3] ☐ Staff survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% *or* the school provided a justifiable explanation for a lower response rate.[4] ☐ For both surveys, reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ There is a bar of data for at least 9 of the 12 items under 4B and 4C. ☐ A clearly worded answer is provided for the open-ended items under 4B and 4C that ask for summaries of common themes.		
Evidence of Success	I can identify examples of evidence showing that: ☐ Instead of using a "one size fits all" approach, the school used flexible and personalized approaches. Examples may include but are not limited to: flexible schedules, allowing students more time if needed, individual learning plans, projects driven by students' interests, and/or instruction that recognizes different learning styles, cultures, and ways of knowing.		

[3] See footnote 1
[4] See footnote 1

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - *Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.*
	☐ The majority of students and staff feel the school provides flexible, personalized, and innovative instruction. ☐ Considering 5E-5H as they relate to this performance area, it appears this approach may be helping students progress in their education.		
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.		
Individual Story	The submitted data include a story that I recommend for use in communications efforts.		
Performance Area 5: Culturally and Real-Life Relevant Curriculum			
Reviewer Pre-work	☐ INSTRUCTIONS: Before completing your evaluation of this performance area, review the submitted stories. Make notes to the right on any evidence in the students' stories related to the impact of the school's curriculum on students' knowledge, skills, attitudes, or behaviors.		
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% *or* the school provided a justifiable explanation for a lower response rate.[5] ☐ Family/Guard. survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 25% *or* school provided a justifiable explanation for a lower response rate.[6] ☐ For both surveys, reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ Number is provided for at least 6 of the 8 required data points under 5C, 5E, and 5F. ☐ Percentages are provided for reading and math under 5H, and for all four listed student groups *or* if the school does not provide data for a student group, it is because there are <10 students in that group		

[5] See footnote 1
[6] Here and throughout, the fact that Pillsbury provided the family/guardian survey to the schools late in the 2022-2023 school year is considered a justifiable explanation for a response rate below 25%, but a response rate below 10% is too low and should be considered insufficient. However, because the survey is the data source for a small portion of Performance Area 5, it does not, on its own, warrant an "Of Concern" rating.

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - *Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.*
	☐ There is a bar of data for at least 9 of the 12 items under 5Da and 5Db. ☐ A clearly worded answer is provided for at least 3 of the 4 open-ended items under 5A, 5B, 5Da, and 5Db. ☐ School provided at least 2 of the 3 expected stories, and the stories address the topic: the impact of the school's curriculum.		
Evidence of Success	I can identify examples of evidence showing that: ☐ Students had opportunities to learn about people of color, including indigenous people. ☐ The school offered courses that helped students understand the relevance of their learning to the real world. ☐ Students had learning opportunities that were relevant to their lives, identities, and families' cultures. ☐ Students made progress toward graduation, and many did graduate. ☐ Students developed important knowledge, skills, and other attributes while attending the school, including growth in reading and math.		
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.		
Individual Story	The submitted data include a story that I recommend for use in communications efforts.		
Performance Area 6: Student Identity Development			
Reviewer Pre-work	☐ INSTRUCTIONS: Read through the student focus group notes found in this Google Drive Folder. Make notes to the right on any evidence that students have learned about their internal and external assets, including cultural identity.		
Clarity and Completeness	☐ Data are provided for at least 4 of the 6 required items under 6B. The six required items are three numbers and three percentages. ☐ A clearly worded answer is provided for 6A. ☐ A focus group took place *or* if it did not happen, it was due to factors outside the school's control.		

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - *Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.*
Evidence of Success	I can identify examples of evidence showing that: ☐ Students had opportunities to identify their internal and external assets, including cultural identity. ☐ While attending the school, students learned about who they are, or about the communities and cultures they come from.		
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing.		
Individual Story	The submitted data include a story that I recommend for use in communications efforts.		
Performance Area 7: Student Career Exploration and Preparation			
Reviewer Pre-work	☐ INSTRUCTIONS: Before completing your evaluation of this performance area, review the submitted stories. Make notes to the right on any evidence in the alumni stories related to the impact of career exposure in HS on their post-HS education and career choices, well-being, and/or civic engagement.		
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% *or* the school provided a justifiable explanation for a lower response rate.[7] ☐ Reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ Data are provided for at least 15 of the 20 required items under 7A and 7D. The required items are ten numbers and ten percentages (nine each under 7A, and one each under 7D). ☐ There is a bar of data or pie graph for at least 9 of the 12 items under 7B and 7C. ☐ A clearly worded answer is provided for the open-ended items under 7B and 7C that ask for summaries of common themes. ☐ School provided at least 2 of the 3 expected stories, and the stories address the topic: the impact of the school's career exposure activities on alumni.		

[7] See footnote 1

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - *Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.*
Evidence of Success	I can identify examples of evidence showing that: ☐ The school provided students with career exposure experiences of different kinds. ☐ The school provided students with postsecondary readiness experiences of different kinds. ☐ The majority of students reported having help learning about and planning for careers. ☐ The majority of seniors report having a plan for after grad. ☐ Attending the school provided students with skills, certifications, and/or other preparation to pursue careers after graduating (perhaps including postsecondary education).	-	
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.	-	
Individual Story	The submitted data include a story that I recommend for use in communications efforts.	-	
Performance Area 8: Extra-Curricular Activities			
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% *or* the school provided a justifiable explanation for a lower response rate.[8] ☐ Reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ Data are provided for at least 1 of the 2 required items under 8B. ☐ There is a bar of data for at least 3 of the 4 items under 8C. ☐ A clearly worded answer is provided for the open-ended item under 8A and 8C.	-	
Evidence of Success	I can identify examples of evidence showing that: ☐ The school provided students with a variety of activities outside the scope of daily curriculum that enriched students' experience through developing relationships, skills or leisure interests. ☐ Students had positive feelings about these activities. ☐ Considering 9D-9E as they relate to this performance area, it	-	

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - *Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.*
	appears extra-curricular activities may be helping students feel a sense of belonging and positive relationships at school.		
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.	-	
Individual Story	The submitted data include a story that I recommend for use in communications efforts.	-	
Performance Area 9: School Culture			
Reviewer Pre-work #1	☐ INSTRUCTIONS: Read through the student focus group notes found in this Google Drive Folder. Make notes to the right on any evidence that students feel a sense of belonging at school.		
Reviewer Pre-work #2	☐ INSTRUCTIONS: Before completing your evaluation of this performance area, review the submitted stories. Make notes to the right on any evidence in the students' or staff stories related to the impact of restorative practice experiences.		
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% *or* the school provided a justifiable explanation for a lower response rate.[9] ☐ Reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ Data are provided for at least three of the four required items under 9Ca and 9Cb. ☐ There is a bar of data for at least 6 of the 8 items under 9E. ☐ A clearly worded answer is provided for the open-ended items under 9A and 9E. ☐ School provided at least 2 of the 3 expected stories, and the stories address the topic: the impact of the school's restorative practices.	-	

[9] See footnote 1

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - *Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.*
Evidence of Success	I can identify examples of evidence showing that: ☐ The school used restorative practices and limited their use of traditional disciplinary practices, out-of-school suspension in particular. ☐ The school culture was welcoming and inclusive across cultures and races. ☐ The majority of students felt a sense of belonging. ☐ The majority of students reported having positive relationships at their school.		
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.		
Individual Story	The submitted data include a story that I recommend for use in communications efforts.		
Performance Area 10: Family Engagement			
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% *or* the school provided a justifiable explanation for a lower response rate.[10] ☐ Family/Guard. survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 25% *or* school provided a justifiable explanation for a lower response rate.[11] ☐ Staff survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% *or* the school provided a justifiable explanation for a lower response rate.[12] ☐ For all three surveys, reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ There is a bar of data for at least 19 items across all bar graphs (10B-10E). ☐ A clearly worded answer is provided for the open-ended item under 10A and the items under 10B-10E that ask for		

[10] See footnote 1. However, in this case, because the survey is the data source for a small portion of Performance Area 10, a very low response rate *does not*, on its own, warrant an "Of Concern" rating.
[11] See footnote 6. However, in this case, because family voice is critical to this performance area, a very low response rate *does* warrant an "Of Concern" rating.
[12] See footnote 1. However, in this case, because the survey is the data source for a small portion of Performance Area 10, a very low response rate *does not*, on its own, warrant an "Of Concern" rating.

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - *Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.*
	summaries of common themes.		
Evidence of Success	I can identify examples of evidence showing that: ☐ The school made efforts to engage with families in a variety of ways–as evidenced by selecting at least four family engagement practices or describing other ways of engaging families in the open-ended item. ☐ The majority of family respondents felt the school did a good job engaging and empowering them. ☐ The majority of teachers reported having positive family engagement as part of their practice. ☐ The majority of students felt the school was responsive to their personal and family needs.		
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.		
Individual Story	The submitted data include a story that I recommend for use in communications efforts.		
Performance Area 11: Community Engagement			
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% *or* the school provided a justifiable explanation for a lower response rate. ☐ Community partners survey was administered during the second half of the school year (Jan-Jun) to at least three respondents. ☐ In both surveys, reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ Data are provided for at least 1 of the 2 required items under 11B. The required items are one number and one percentage. ☐ There is a bar of data for at least 9 of the 12 items under 11C, 11D, and 11E. ☐ A clearly worded answer is provided for the open-ended items under 11A, 11C, 11D, and 11E.		
Evidence of Success	I can identify examples of evidence showing that: ☐ The school made efforts to engage with the community in a variety of ways–as evidenced by selecting at least three		

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - *Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.*
	community engagement practices or describing other ways of engaging the community in the open-ended item. ☐ Students learned about and engaged with the community. ☐ The community partner respondents were satisfied with the schools engagement efforts. ☐ The school is having a positive impact on the community.		
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.	-	
Individual Story	The submitted data include a story that I recommend for use in communications efforts.	-	
Performance Area 12: Teachers and Staff			
Clarity and Completeness	☐ Staff survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% or the school provided a justifiable explanation for a lower response rate.[13] ☐ Reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ Data are provided for at least 9 of the 13 required items under 12A-12E. The required items are eight numbers and five percentages. ☐ There is a bar of data for at least 7 of the 10 items under 12F. ☐ A clearly worded answer is provided for the open-ended items under 12F, 12G, and 12H.	-	
Evidence of Success	I can identify examples of evidence showing that: ☐ The school supported teachers and staff with opportunities for collaboration, professional development, and advancement toward licensure (for support staff). ☐ The school built anti-racism, anti-bias, and equity into staff training, professional development, and performance evaluation. ☐ Teachers and staff were satisfied with the professional development they received. ☐ Teachers and staff of different racial and ethnic identities felt	-	

[13] See footnote 1

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - *Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.*
	comfortable in the school, felt supported and valued, and trusted their colleagues. ☐ There were >5 staff respondents of color. ☐ There were no noticeable differences in feelings reported by staff of color compared to white staff. ☐ Teachers reported improvements in their practice.		
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.	-	
Individual Story	The submitted data include a story that I recommend for use in communications efforts.	-	

Equity Framework Evaluation and Scoring

In their evaluation, PUC-OPCS staff answer two questions in each performance area, using ratings and point values as outlined here:

Evaluation Question	Ratings	Points
1. **Clarity and Completeness:** How clear and complete are the data submitted by the school for this performance area?	**Meets:** Satisfactory data were submitted at least 75% of the time.	1
	Of Concern: Satisfactory data were submitted less than 75% of the time.	0
	Not Applicable: Performance area does not apply.	1
2. **Evidence of success:** How much evidence is there that the school is successful in this performance area?	**Area to celebrate:** Overwhelming evidence of success	1
	Generally good: Significant evidence of success	
	Area for support: Little to some evidence of success	
	Red flag: Evidence suggests school has significant problems in this area	0
	Incomplete: Insufficient data provided to evaluate this area	0

PUC-OPCS will rate and score schools in two ways.

Clarity and completeness: First, schools receive a rating and a corresponding score for the clarity and completeness of their data submission. They receive a 0 or 1 for each performance area, with 12 possible points. Dividing a school's points by 12 results in a percentage score that will be considered during contract renewal.

Evidence of success: Second, PUC-OPCS will rate schools on their evidence of success. The goal with rating the evidence of success is to give schools feedback, generate discussion, and guide PUC-OPCS on where to offer support. Again, schools receive a 0 or 1 for each performance area, except Performance Area 1, which does not receive an evidence-of-success rating. Only a "red flag" rating receives a score of 0. The three other ratings (Area for support, Generally good, and Area to celebrate) all correspond to a score of 1, resulting in 11 possible points. Dividing a school's points by total possible points results in a percentage score that will be considered during contract renewal. When it comes to contract renewal, the school's score for evidence of success is considered more important than the school's score for clarity and completeness.

In addition, PUC-OPCS will use the review of Equity Framework performance areas to look for:

- Practices or programs that emerge in the data as particularly innovative, promising, or worth sharing, and
- Stories, videos, photos, and other materials submitted by the school that are particularly strong and might be worth sharing as part of communications and policy education efforts.

PILLSBURY UNITED COMMUNITIES

School Name:

Make Believe High School

School Year:

2023-2024

Equity Framework Evaluation

The Equity Framework is an active expression of Pillsbury United Communities' commitment to resilience and justice. Pillsbury's Office of Public Charter Schools (PUC-OPCS) recognizes that the pervasive use of test scores as a primary measure of school accountability has its foundations in institutionalized racism and has caused harm to many students and communities. To develop the Equity Framework, PUC-OPCS convened focus groups of students, families, teachers, staff, employers, and community members to redefine school success, resulting in the performance areas outlined in this report. A community-responsive approach to designing the Equity Framework makes it unique among charter school performance frameworks.

PUC-OPCS evaluates schools in all twelve areas based on evidence collected by Pillsbury and submitted by the school. The ratings and feedback below are the result of that evaluation and form an important part of the authorizing process. They will inform future contract decisions, alongside multiple sources of information. The larger purpose of the Equity Framework, though, is for PUC-OPCS and schools to collaboratively examine assets and growing edges, with the goal of ongoing improvement. The work of becoming anti-racist institutions is never done, and with the evaluation provided here as a starting point, we commit ourselves to keep learning and getting better.

For more information, visit pillsbury united.org.

Performance Area	Clarity and Completeness: How clear and complete are the data submitted by the school?	Evidence of Success: How much evidence is there that the school is successful?
1) Enrolled Students		N/A
2) Basic Needs Support		
3) Social, Emotional, and Mental Health Support		
4) Flexible, Personalized, and Innovative Instruction		
5) Culturally and Real-Life Relevant Curriculum		
6) Student Identity Development		
7) Student Career Exploration and Preparation		
8) Extra-Curricular Activities		
9) School Culture		
10) Family Engagement		
11) Community Engagement		
12) Teachers and Staff		
Total Points	**0 / 12**	**0 / 11**

Qualitative feedback on next page >>>

Qualitative Feedback From PUC-OPCS Reviewers

Reviewer Comments

Exhibit L: RANGE OF POSSIBLE INTERVENTIONS

Status	*Triggered By*	*May Result In*
Letter of Awareness	• 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.	• Letter from PUC to the charter school's Board of Directors detailing area of concern and how the concern is being addressed. *and/or* • Further transparent communication between parties involved on the matter until fully resolved.
Notice of Concern	• 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.	• Letter from PUC to the charter school's Board of Directors detailing areas of concern. *and/or* • Review and reconsideration of goals and performance targets in the Performance Framework. *and/or* • PUC recommendation that the school develop a Performance Improvement Plan.
Notice of Deficiency	• 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.	• Letter from PUC to charter school Board of Directors detailing areas of deficiency. *and/or* • Performance Improvement Plan - containing specific improvement objectives, technical assistance requirements, and schedule for remedial action - negotiated with PUC.
Notice of Probationary Status	• 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.	• Performance Improvement Plan imposed by PUC *and/or* • Assignment of technical assistance team by PUC *and/or* • 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	• Extended pattern of failure to comply or to meet performance targets; or failure to successfully address terms of probation.	• Recommendation to revoke, not to revoke, or to impose sanctions *and/or* • Decision to commence or not to commence revocation proceedings made by PUC.

Charter Revocation	● Charter Review results in recommendation to revoke.	● 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.

Exhibit M: QUALITY SCHOOL REVIEW REPORT

Quality School Review Report

Stride Academy

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INTRODUCTION TO 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 "Not Applicable," "Of Concern," "Approaching 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

Beginning in 1879 with Minneapolis's first settlement house, Pillsbury United Communities (Pillsbury United) co-creates enduring change toward a just society. Built with and for historically marginalized and underinvested groups across our community, our united system of programs, neighborhood centers, and social enterprises connects more than 55,000 individuals and their families each year. We are guided by a vision of thriving communities where every person has personal, social, and economic power. As such, Pillsbury United views education as the cornerstone to building the strength of communities.

PUC Office of Public Charter Schools (PUC-OPCS)

The PUC-Office of Public Charter Schools (PUC-OPCS) has been a charter school authorizer since 2007, currently providing oversight to 16 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, Pillsbury United provides educational opportunities for approximately 9,000 students within Minnesota.

PUC-OPCS is charter school authorizer at the request of the communities served by Pillsbury United. PUC-OPCS intentionally authorizes schools that serve students who historically have not been served well in traditional district settings and who have endured chronic educational disparities for decades.

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

Mission: PUC-OPCS authorizes and oversees charter schools that boldly engage and affirm all students in innovative, challenging, authentic, relevant 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:

Leona Diggs, Pillsbury United Communities

Larry McKenzie, Pillsbury United Communities

Zakariya Abdullahi, Pillsbury United Communities

Angie Tapia, Pillsbury United Communities

Sawsan Natsheh, Pillsbury United Communities

Barry Rogers, BWK Rogers PC

Aaliyah Hodge, Independent Contractor

Emily Edstrom Moore, Independent Contractor

EXECUTIVE SUMMARY:

STRIDE ACADEMY

Stride Academy (SA) is at the end of a four (4) year contract with PUC, following the completion of a Quality School Review (QSR) process in 2020-2021. At the summation of this contract, PUC-OPCS recommends a three (3) year contract between Stride Academy and Pillsbury United Communities.

Academics – The academic performance of the school has historically been strong, though saw a decline during the contract period. Stride Academy had a number of academic goals that were rated Of Concern for the contract period, though many met expectations as well. Overall the school earned 41% of the points possible for their academic goals this contract term, which indicates the school's progress has declined from previous performance. It is important to note that this is the contract period in which the impacts from the Covid-19 pandemic are visible, and this cannot be discounted. While the performance data must be analyzed to assess areas of need to improve student performance, the school is well situated to implement improvement efforts. The school's implementation of dyslexia-specific strategies, combined with its ongoing commitment to individualized learning, has meaningfully advanced student achievement in the past. These efforts reflect a thoughtful, student-centered approach to instruction, which will be critical in improving outcomes over the next contract period.

Governance – The Stride Academy 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 – Over the course of the contract term, Stride Academy has demonstrated notable stability in its financial management. The school has maintained a balanced budget, improved its fund balance, and consistently met reporting deadlines. These indicators reflect commitment to long-term sustainability. Continued attention to financial planning and monitoring will help ensure the school remains well-positioned to support its academic and operational goals.

Operations and Leadership – SA is an operationally proficient school that is well-managed. 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 is in need of targeted support to see consistent improvement in its academic outcomes. The school has recovered from various challenges over its existence, and should re-engage those lessons to assist in their focused academic improvement over the next contract term. PUC looks forward to the school's steady academic improvement over the next contract term (July 1st, 2025 to June 30th, 2028).

SUMMARY OF FINDINGS

MISSION & VISION, STATUTORY PURPOSES

PART I: STATUTORY RENEWAL INDICATORS RUBRIC

Indicator	Rating Criteria	Rating (N/O/A/M/E)	Evidence	Reviewer Comments
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.**	• **Exceeds (E)**: Not Applicable for this Indicator • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	**M**	QSR Application, Interviews, Site Visits	
2. **Authorizer Contract** **Demonstrates alignment with Pillsbury United Communities and the PUC-OPCS vision and mission statement. Mission is well articulated with staff, board, parents.**	• **Exceeds (E)**: Not Applicable for this Indicator • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	**M**	QSR Application, Interviews, Site Visits	
3. **124E.01 Subd 1: Purposes** **The school fulfills the primary purpose and contractually designated secondary purposes of charter schools**	• **Exceeds (E)**: Not Applicable for this Indicator • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists.	**M**	QSR Application, Interviews, Document Review	

	● **Not Applicable (N):** No Evidence submitted as indicator does not apply			
4. **124E.01 Subd 1: Purposes; MDE Due North Education Plan** **School's mission, vision and/or values demonstrates alignment with an anti-racist, anti-bias or equity approach to delivering educational programming**	● **Exceeds (E)**: Not Applicable for this Indicator ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply	**M**	QSR Application, Interviews, Site Visits	

N – Not Applicable, O- Of Concern (0), A- Approaching Expectations (0.5), M- Meets Expectations (1), E- Exceeds Expectations (1.5)

PART II: STATUTORY RENEWAL INDICATORS SCORING PROTOCOL

Rating	Number of Indicators	Points	Points Earned *(Number x Points)*
Exceeds Expectations	0	1.5	
Meets Expectations	4	1.0	4
Approaching Expectations	0	0.5	
Of Concern	0	0.0	
		Subtotal *(Add all points)*	4
		Section Average Score *(Divide Subtotal by Number of Total Indicators in Section)*	1
		Overall Section Rating (*Write if Section Exceeds Expectations, Meets Expectations, Approaches Expectations, or is Of Concern; refer to Rating Guide Below*)	Meet Expectations

RATING GUIDE	**Of Concern**	**Approaching Expectations**	**Meets Expectations**	**Exceeds Expectations**
	Score is 0.0-0.49	**Score is 0.50-0.99**	**Score is 1.00-1.39**	**Score is 1.40- 1.50**

PART III: SUMMATIVE FEEDBACK

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, & been recognized for…

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

RENEWAL PERFORMANCE ANALYSIS

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.

ACADEMIC AND NON-ACADEMIC GOALS

PART I: SUMMATIVE ACADEMIC GOAL PERFORMANCE

Record the Academic Goal Attainment Percentage below for each year of the contract term. Based on these percentages, record the Attainment Rating based on the Rating Guide.

RATING GUIDE	Of Concern	Approaching Expectations	Meets Expectations	Exceeds Expectations
	Met less than 50% of Academic Contract Goals	Met 50%-69% of Academic Contract Goals	Met 70%-85% of Academic Contract Goals	Met more than 85% of Academic Contract Goals

Contract Year	Academic Goal Attainment Percentage	Attainment Rating
Year 1	N/A due to impacts of Covid	N/A
Year 2	31%	Of Concern
Year 3	54%	Approaching Expectations
Year 4	38%	Of Concern
Overall ((Average all years)	**41%**	**Of Concern**

PART II: SUMMATIVE NON-ACADEMIC GOAL PERFORMANCE

Record the Academic Goal Attainment Percentage below for each year of the contract term. Based on these percentages, record the Attainment Rating based on the Rating Guide.

RATING GUIDE	Of Concern	Approaching Expectations	Meets Expectations	Exceeds Expectations
	Met less than 50% of Non-Academic Contract Goals	Met 50%-69% of Non-Academic Contract Goals	Met 70%-85% of Non-Academic Contract Goals	Met more than 85% of Non-Academic Contract Goals

Contract Year	Academic Goal Attainment Percentage	Attainment Rating
Year 1	117%	Exceeds Expectations
Year 2	113%	Exceeds Expectations
Year 3	119%	Exceeds Expectations
Year 4	119%	Exceeds Expectations

Overall ((Average all years)	**117%**	**Exceeds Expectations**

STRENGTHS

Non-Academic Contract Goals- STRIDE's Non-Academic goal attainment scored 117%, giving them a score of exceeding expectations for the contract period.

OPPORTUNITIES FOR IMPROVEMENT

Academic Contract Goals- STRIDE's Academic Goal attainment scored 41%, which is of concern for the contract period.

RENEWAL PERFORMANCE ANALYSIS

PUC-OPCS recommends STRIDE for a three year contract because their academic goal performance was of concern, while they exceeded expectations in their non-academic goals.

OPCS DASHBOARD PERFORMANCE (SUMMATIVE OVER CONTRACT TERM)

Describe the OPCS Dashboard Performance (summative over the contract term) below.

STRENGTHS

During the contract period, Stride Academy demonstrated strong performance in operations, financial and governance indicators on the dashboard.

OPPORTUNITIES FOR IMPROVEMENT

During the contract period, there were a couple of focused areas for improvement related to academics, and the school had one audit finding that has since been corrected. Specifically, there was a year the school reported on the wrong contract goals, though this was corrected. Academic performance also declined in comparison to pre-Covid results. PUC-OPCS encourages SA to continue to focus on student support related to these areas.

RENEWAL PERFORMANCE ANALYSIS

During the contract period, SA demonstrated generally strong performance on dashboard measures for which data was consistently provided. Due to the school's consistent operational and governance performance especially, the school is well prepared to support academic improvements in the next contract term.

ACADEMICS

PART I: STATUTORY RENEWAL INDICATORS RUBRIC

Indicator	Rating Criteria	Rating (N/O/A/M/E)	Evidence	Reviewer Comments
1. 124E.01 Subd. 1: Purpose and Applicability; Purposes **Encourages the use of different and innovative teaching methods.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Annual report, website, observation notes	
2. 124E.07 Subd. 6: Board of Directors; Duties **School has submitted the performance framework each year of the contract term**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Epicenter	
3. 124E.07 Subd. 6: Board of Directors; Duties **School has data-informed decision making strategies that are consistently implemented.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any	E	QSR app, interviews, classroom observations, annual report	

	years the contract term, or no evidence of indicator being accomplished exists. **Not Applicable (N):** No Evidence submitted as indicator does not apply			
4. 124E.07 Subd. 6: Board of Directors; Duties **Appropriate strategies are used for measuring progress toward goals throughout the academic year. Strategies are relevant and responsive to the needs of the students.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply:	M	QSR application, interviews	
5. 124E.07 Subd. 6: Board of Directors; Duties **Goals are reflective of the school's mission, align with PUC-OPCS initiatives and are relevant to the needs of the students**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply:	M	Annual report, website, observation notes	
6. 124E.07 Subd. 6: Board of Directors; Duties **Student performance goals and indicators are known by all school staff and leadership.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Epicenter	

7. 124E.03 Subd. 2 (i): Applicable Law **Curriculum is aligned with MN State Standards**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	QSR app, interviews, classroom observations, annual report	
8. 124E.03 Subd. 2 (i): Applicable Law **Clear curriculum map/program is used consistently across teachers and is aligned from grade to grade, and across grades.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	QSR application, interviews	
9. 124E.07 Subd. 6 (3): Board of Directors; Duties **Curriculum is evaluated and adjusted based on student performance.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Annual Report	
10. 124E.07 Subd. 6 (3): Board of Directors; Duties	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract.	M	Annual Report , Observation notes	

Curriculum is rigorous and program allows for differentiation, including intervention and acceleration.	• **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply			
11. 124E.07 Subd. 6 (3): Board of Directors; Duties **School culture supports and encourages high expectations for students.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	E	Website, student handbook	
12. 124E.07 Subd. 6: Board of Directors; Duties MDE Due North Plan **School ensures curriculum is culturally affirming, inclusive of the students served and reflective of students of color and Indigenous students**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Interviews, site visits	
13. MDE Due North Education Plan **School ensures students receive an accurate history of Minnesota's Indigenous people and the student**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term.	M	Website, student handbook	

population that it serves.	• **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply			
14. 124E.07 Subd. 6: Board of Directors; Duties **School provides opportunities to develop the skills/knowledge/attitudes to navigate oppressive systems and institutions in the 21st Century.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Annual report, website	
15. 124E.07 Subd. 6: Board of Directors; Duties **School provides educational experiences that value student culture and identity to assure a positive level of student comfort in the classroom**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply:	M	Site Visit	
16. 124E.03 Subd. 3: Applicable Law **The school has a culturally affirming licensed special education director**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists.	M	Website	

	• **Not Applicable (N):** No Evidence submitted as indicator does not apply			
17. 124E.03 Subd. 3: Applicable Law **The school has a knowledgeable staff member who serves as a 504/disability law compliance officer.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Interviews	
18. 124E.03 Subd 3: Applicable Law **Special education compliance issues are dealt with swiftly and confidentially**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Annual report	
19. 124E.07 Subd. 6: Board of Directors; Duties **The school met the academic and non-academic performance requirements as set forth in the charter school contract.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Interviews, board meeting observations	
20. MDE Due North Education Plan	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded	M	Student handbook	

School demonstrates commitment to meeting the social, emotional and mental health needs for every student	expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply			
21. MDE Due North Education Plan **School provides access to extracurricular, experiential or out-of-school learning opportunities**	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Student handbook	
22. MDE Due North Education Plan **School has a behavioral system that is rooted in restorative justice**	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Student handbook	
23. MDE Due North Education Plan **School develops and maintains community partnerships to support the needs of the whole child**	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term.	M	Teacher handbook	

	• **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply			
24. MDE Due North Education Plan School has a family engagement model that empowers parents to support student learning	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Website	
25. MDE Due North Education Plan School measures effectiveness and impact of ELL program on an annual basis.	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Information not found	

N – Not Applicable, O- Of Concern (0), A- Approaching Expectations (0.5), M- Meets Expectations (1), E- Exceeds Expectations (1.5)

PART II: STATUTORY RENEWAL INDICATORS SCORING PROTOCOL

Rating	Number of Indicators	Points	Points Earned *(Number x Points)*
Exceeds Expectations	2	1.5	3
Meets Expectations	22	1.0	23
Approaching Expectations	0	0.5	0

Of Concern	1	0.0	0
		Subtotal *(Add all points)*	26
		Section Average Score *(Divide Subtotal by Number of Total Indicators in Section)*	26/25=1.04
		Overall Section Rating (*Write if Section Exceeds Expectations, Meets Expectations, Approaches Expectations, or is Of Concern; refer to Rating Guide Below*)	Meet Expectations

RATING GUIDE	Of Concern	Approaching Expectations	Meets Expectations	Exceeds Expectations
	Score is 0.0-0.49	**Score is 0.50-0.99**	**Score is 1.00-1.39**	**Score is 1.40- 1.50**

PART III: SUMMATIVE FEEDBACK

INTERVENTIONS OVER CONTRACT TERM

NONE

STRENGTHS

School culture - SA demonstrates a strong, positive school culture that fosters student engagement and supports individualized learning. Both students and parents expressed satisfaction with their experiences, noting that their academic and personal needs are being met.

Data-driven instruction - The school effectively employs data-informed decision-making strategies, which are consistently implemented to guide instructional practices and school-wide improvements.

OPPORTUNITIES FOR IMPROVEMENT

Academic Growth - While the school has partially met its MAP Growth goals in both Math and Reading, overall student progress remains an area for improvement. This indicates a need for more targeted instructional strategies to ensure students are making adequate academic growth. A focused approach to differentiated instruction, progress monitoring, and professional development for teachers may be necessary to close the achievement gaps and meet established growth targets consistently.

RENEWAL PERFORMANCE ANALYSIS

Stride Academy has seen academic performance decline from its previous contract period, with the school not consistently meeting academic goals throughout the current contract term. While the school's academic goal performance was Of Concern, the school Met Expectations on the QSR rubric which demonstrates functioning systems related to the school's academic model. It is important that the school uses the assets in its program to analyze areas of need and support for students in its next contract term.

GOVERNANCE

PART I: STATUTORY RENEWAL INDICATORS RUBRIC

Indicator	Rating Criteria	Rating (N/O/A/M/E)	Evidence	Reviewer Comments
1. 124E.14: Conflicts of Interest **Each board member has a signed conflict of interest form on file at School and with Authorizer**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M		
2. 124E.07 Subd. 7: Board of Directors; Training **Each School Board member meets statutory requirements for ongoing annual training**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M		
3. 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**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term.	M		

enrolled (3) one interested community member who resides in MN and is not employed by the school.	• **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply:			
4. 124E.07 Subd. 7: Board of Directors; Training **The Board trains new board members in anti-racism, anti-bias or equity**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Annual Report, Epicenter	
5. 124E.07 Subd. 6: Board of Directors; Duties **The Board has knowledge of the PUC-OPCS strategic initiatives and priorities**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Board observations, PUC Annual Summit	
6. 124E.07 Subd. 6: Board of Directors; Duties **The board understands the process by which contracts and contract terms are executed**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists.	M	Board observations, Epicenter-training Plan	

	• **Not Applicable (N):** No Evidence submitted as indicator does not apply			
7. 124E.07 Subd. 8: Board of Directors; Meetings and Information **The board follows the rules and protocols for its meetings and its activities as outlined by (but not limited to): its by-laws, state law, open meeting law and in best practice, etc.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Board Observations, Board meeting minutes	
8. 124E.12 Subd. 01: Employment; Teachers **Board retains proper credentials of tiered teacher licenses in order to perform duties in school**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Annual Report	
9. 124E.12 Subd. 2: Employment; Administrators **Board upholds development plans for persons holding administrative supervisory, or instructional leadership roles.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Annual Report	
10. 124E.07 Subd. 6: Board of Directors; Duties	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations	M	Board meeting minutes,	

Policy and strategy decisions made at Board level.	as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply		board observations	
11. 124E.07 Subd. 6: Board of Directors; Duties **Board understands the need for school leadership to execute board policy and strategy.**	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Annual report	
12. 124E.12 Subd. 01: Employment; Teachers **Board executes and retains sufficient employee working agreements and/or contracts.**	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Interviews, Site Visits	
13. 124E.12: Employment **Evidence of the following employment policies** a. **Personal leave**	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term.	M	Employee Handbook	

b. **Absence** c. **Family Medical Leave Act (FMLA)** d. **Medical leave** e. **Grievance** f. **Sexual Harassment** g. **Whistle Blower** h. **Equal Opportunity Employment** **Employee policy manual**	• **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply			
14. 124E.03 Subd. 6: Length of School Year **School is compliant with the number of instruction hours contained in Minn. Stat. 120A.41.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Annual report	
15. 124E – Website Requirements 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**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Website review	
16. 124E.12: Employment	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the	M	Annual Report	

Background checks complete for all board members, employees, and volunteers.	contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply			
17. 124E.07 Subd. 6: Board of Directors; Duties **The Board approves and follows school's leadership structure.**	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Board observations, interviews	
18. 124E.07 Subd. 6: Board of Directors; Duties **Board conducts a self-evaluation.**	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Annual Report, Website	
19. 124E.07 Subd. 6: Board of Directors; Duties **The board understands the ongoing functions of**	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term.	M	Annual report, epicenter training plan	

the authorizer and the range of interventions.	• **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply			
20. MDE Due North Education Plan **Board makes reasonable efforts to make board meetings and materials accessible in the preferred language of the students and families served**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Annual Report	
21. MDE Due North Education Plan **School Board receives anti-bias, anti-racist or equity training annually as part of annual board training**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Annual Report, Epicenter	

N – Not Applicable, O- Of Concern (0), A- Approaching Expectations (0.5), M- Meets Expectations (1), E- Exceeds Expectations (1.5)

PART II: STATUTORY RENEWAL INDICATORS SCORING PROTOCOL

Rating	Number of Indicators	Points	Points Earned *(Number x Points)*
Exceeds Expectations	0	1.5	0
Meets Expectations	21	1.0	21
Approaching Expectations	0	0.5	0
Of Concern	0	0.0	0
		Subtotal *(Add all points)*	21
		Section Average Score *(Divide Subtotal by Number of Total Indicators in Section)*	1
		Overall Section Rating (*Write if Section Exceeds Expectations, Meets Expectations, Approaches Expectations, or is Of Concern; refer to Rating Guide Below*)	Meet expectations

RATING GUIDE	**Of Concern**	**Approaching Expectations**	**Meets Expectations**	**Exceeds Expectations**
	Score is 0.0-0.49	**Score is 0.50-0.99**	**Score is 1.00-1.39**	**Score is 1.40- 1.50**

PART III: SUMMATIVE FEEDBACK

INTERVENTIONS OVER TERM OF CONTRACT

NONE

STRENGTHS

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.

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 board's 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.

OPPORTUNITIES FOR IMPROVEMENT

Succession Plans for School Director and Board Chair – The board should consider outlining the intentional leadership development taking place at the administrative level of the school.

RENEWAL PERFORMANCE ANALYSIS

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 Stride Academy.

OPERATIONS AND LEADERSHIP

PART I: STATUTORY RENEWAL INDICATORS RUBRIC

Indicator	Rating Criteria	Rating (N/O/A/M/E)	Evidence	Reviewer Comments
1. School Contract **The school submits data submissions, compliance reports etc. on time**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	E	Epicenter	
2. 124E.16 Subd. 2: Annual Public Reports **School produces an Annual Report each year.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Epicenter	
3. 124E.11: Admission Requirements and Enrollment **The school has adequate policy and procedures for admissions, including lotteries, student waiting list,**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term.	M	Enrollment policy, website	

withdrawals, and transfers.	• **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply			
4. 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 and is grounded in restorative justice**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Student handbook	
5. 124E.11: Admission Requirements and Enrollment **The school markets to a diverse audience within its geographic location.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Website review	
6. 124E.12: Employment **There is a timeline in place for contract renewals and approvals**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no	M	Epicenter, board meeting minutes,	

	evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply			
7. 124E.12, subd. 2: Employment, Administrators **There are job descriptions in place for all staff, including director**	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Annual report	
8. 124E.07 Subd. 6: Board of Directors; Duties **The school has a transparent evaluation process in place for staff reviews, including Director.**	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Annual report, staff handbook	
9. 124E.07 Subd. 6: Board of Directors; Duties **School leadership has clearly articulated roles and responsibilities. Board and School Director have a clear delineation of roles and responsibilities.**	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists.	E	Annual report, website	

	• **Not Applicable (N):** No Evidence submitted as indicator does not apply			
10. 124E.12: Employment **School has a clear plan for providing and/or allowing regular staff professional development opportunities**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Annual report, staff handbook	
11. 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**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Annual report	
12. 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.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Website, student handbook	

13. 124E.03 Subd 3: Applicable law; Pupils with a Disability **School is in compliance with the requirements of the American with Disabilities Act (ADA).**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Interviews, site visits	
14. 124E.15: Transportation **The school has a transportation policy, including for field trips.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Website, student handbook	
15. 124E.15: Transportation **The school has a transportation agreement with the resident district and/ or other arrangements in place to provide transportation for students.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Annual report, website	

16. 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.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Site Visit	
17. Minnesota Statutes, sections 124D.111 – 124D.1195 **High quality food service program is in place and statutorily compliant.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Website	
18. Minnesota Statutes 124E.03 Subd. 2: Certain federal, state, and local requirements **The school met all federal, state, and local health and safety requirements applicable to school districts.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M		
19. Best Practice Utilizes staff automated	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all	M	Annual report	

reporting (STAR) & Minnesota automated reporting student system (MARRS)	years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply			
20. Best Practice Emergency preparedness plan consistent with the resident district plan and compliant with the state and local regulations is in place.	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Interviews, board meeting observations	
21. Best Practice Legal counsel available and utilized, when necessary	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Student handbook	
22. Best Practice School takes appropriate safety precautions with	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract.	M	Student handbook	

students using the internet (e.g., cyber-bullying, access to appropriate sites, giving out information)	● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply			
23. Best Practice Students have consistent access to technology to enhance their learning. Technology is integrated into instruction and student work.	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Teacher handbook	
24. MDE Due North Education Plan School has an educational pathway/plan to recruit, train, retain teachers of color and American Indian teachers	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Website	
25. MDE Due North Education Plan School demonstrates efforts to create a welcoming environment that is culturally and identity affirming	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term.	M	Website, QSR Application	

	• **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply			
26. MDE Due North Education Plan School provides anti-racist, anti-bias or equity training for staff and leadership consistently	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Website	
27. MDE Due North Education Plan School provides access to information and materials, both written and verbal, in the preferred language of parents and community.	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M		

N – Not Applicable, O- Of Concern (0), A- Approaching Expectations (0.5), M- Meets Expectations (1), E- Exceeds Expectations (1.5)

PART II: STATUTORY RENEWAL INDICATORS SCORING PROTOCOL

Rating	Number of Indicators	Points	Points Earned *(Number x Points)*
Exceeds Expectations	1	1.5	1.5
Meets Expectations	26	1.0	26

Approaching Expectations	0	0.5	
Of Concern	0	0.0	
		Subtotal (*Add all points)*	27.5
		Section Average Score *(Divide Subtotal by Number of Total Indicators in Section)*	1.01
		Overall Section Rating (*Write if Section Exceeds Expectations, Meets Expectations, Approaches Expectations, or is Of Concern; refer to Rating Guide Below*))	Meet Expectations

RATING GUIDE	Of Concern	Approaching Expectations	Meets Expectations	Exceeds Expectations
	Score is 0.0-0.49	**Score is 0.50-0.99**	**Score is 1.00-1.39**	**Score is 1.40- 1.50**

PART III: SUMMATIVE FEEDBACK

INTERVENTIONS OVER TERM OF CONTRACT

NONE

STRENGTHS

Relationship between Board and School – SA has a strong working relationship between the board and school leadership. This relationship supports the functional operations and management of the academic program, and successfully navigates challenges as they arise.

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.

OPPORTUNITIES FOR IMPROVEMENT

Equity Work – SA made great strides in its support of staff in advancing their equity work this past contract term. The school should continue to build on this work and ensure it includes strategies related to academic support for students.

RENEWAL PERFORMANCE ANALYSIS

Stride Academy is led by an experienced and committed leadership team, supported by a dedicated administrative staff. The school's operations are well-managed, with a clear focus on meeting student needs. Given the school's demonstrated success and stability, PUC recommends the renewal of Stride Academy's charter for another contract term.

FINANCIAL

PART I: STATUTORY RENEWAL INDICATORS RUBRIC

Indicator	Rating Criteria	Rating (N/O/A/M/E)	Evidence	Reviewer Comments
1. 124E.01 Subd 1: Purpose and Applicability; Purposes **The budget is in alignment with vision and mission & educational program.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	STRIDE's mission and vision are to focus on the entire child academically, emotionally, and physically. Its budget aligns with this mission and vision. In FY23, 42% and 22% of its $7.9 million expenditures were spent on classroom instruction and buildings, respectively.	
2. 124E.16 Subd. 1: Reports; Audit Report **An auditing firm been retained to do the audit for the most recent year. Who?**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	ABDO CPA Firm	
3. 124E.16 Subd. 1: Reports; Audit Report **School audit was either clean, or fixed findings in subsequent fiscal years.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term.	A		FY22: The former contract accountant and former board member were not removed as bank signors. FY23: Repeat Finding-(1)The former contract accountant and

	• **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply			former board member were not removed as bank signors, and (2) there were late vendor payments.
4. 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.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M		
5. 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.**	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M		
6. 124E.10 Subd. 3 (B): Charter Contract Financial practices are strategic and regularly reviewed by the board.	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for	M		

	any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply			
7. 124E.10 Subd. 3 (B): Charter Contract Appropriate policies are in place to ensure proper use of funds (e.g., internal controls)	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply	M		Internal Control Matrix Provided by staff.
8. 124E.10 Subd. 3 (B): Charter Contract Develops and follows an annual budget.	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply	E		Actual revenues exceeded the original budgets for all three years under review.
9. 124E.10 Subd. 3 (B): Charter Contract Generates and adheres to an annual fund balance goal.	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists.	M	Yes	The fund balance was 20% for FY23 and 22% for the previous fiscal year. The school's reserve is enough to cover one full payroll, as measured by the end-of-year reserves divided by annual expenditures.

	• **Not Applicable (N):** No Evidence submitted as indicator does not apply			
10. 124E.10 Subd. 3 (B): Charter Contract School is not and has not been in statutory operating debt.	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	The school is not in statutory operating debt.	
11. 124E.10 Subd. 3 (B): Charter Contract Manages cash flow, has access to credit line, and utilizes credit as necessary.	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Had a $250,000 line of credit in FY23 through Choice Bank. Cash balance is a level where a line of credit is no longer needed.	
12. 124E.10 Subd. 3 (B): Charter Contract Develops sound student enrollment estimates for the upcoming school year.	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	E		Yes. For FY22 and FY23, the actual ADM exceeded budgeted ADM by 6%

13. 124E.10 Subd. 3 (B): Charter Contract School is UFARSS compliant.	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Yes	
14. 124E.10 Subd. 3 (B): Charter Contract School has a competitive bidding and purchasing policy in place.	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M		Yes. I reviewed the policy, which complied with MDE's competitive bidding and purchasing policy.
15. 124E.10 Subd. 3 (B): Charter Contract Actively solicits and receives gifts and donations. Accounts for gifts and donations properly.	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Yes, $3,700 raised in FY23. FY24, a full-time grant writer was hired. $8,500 raised in FY24.	
16. 124E.10 Subd. 3 (B): Charter Contract	• **Exceeds (E)**: Evidence supports that school accomplished indicator for all years	M		Yes

Consistently implemented a balanced budget over the contract term.	of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply			
17. 124E.10 Subd. 3 (B): Charter Contract School has minimum enrollment needed for solvency.	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Yes. What-if Analysis is used to calculate the break-even point.	
18. 124E.10 Subd. 3 (B): Charter Contract 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.	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. ● **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. ● **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● **Not Applicable (N):** No Evidence submitted as indicator does not apply	M	Yes	Yes, the lease has been entered into with a non-profit corporation (under 317A) until 6-30-46.
19. MDE Due North Education Plan School has plans to invest resources	● **Exceeds (E)**: Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract.	M	Yes	

towards student wellness (including but not limited to: mental health, extracurricular, physical health)	• **Meets (M)**: Evidence supports that school accomplished indicator for all years of the contract term. • **Approaching (A)**: Evidence supports that school accomplished indicator for at least one year of the contract term. • **Of Concern (O)**: Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • **Not Applicable (N):** No Evidence submitted as indicator does not apply			

N – Not Applicable, O- Of Concern (0), A- Approaching Expectations (0.5), M- Meets Expectations (1), E- Exceeds Expectations (1.5)

PART II: STATUTORY RENEWAL INDICATORS SCORING PROTOCOL

Rating	Number of Indicators	Points	Points Earned *(Number x Points)*
Exceeds Expectations	2	1.5	3
Meets Expectations	16	1.0	16
Approaching Expectations	1	0.5	0.5
Of Concern	0	0.0	0
		Subtotal *(Add all points)*	19.5
		Section Average Score *(Divide Subtotal by Number of Total Indicators in Section)*	19.5/19 Indicators =**1.03**
		Overall Section Rating (*Write if Section Exceeds Expectations, Meets Expectations, Approaches Expectations, or is Of Concern; refer to Rating Guide Below*)	**Meets Expectations**

RATING GUIDE	**Of Concern**	**Approaching Expectations**	**Meets Expectations**	**Exceeds Expectations**
	Score is 0.0-0.49	**Score is 0.50-0.99**	**Score is 1.00-1.39**	**Score is 1.40- 1.50**

PART III: SUMMATIVE FEEDBACK

INTERVENTIONS OVER TERM OF CONTRACT

None

STRENGTHS

The Financial Framework has rated STRIDE Academy's financial health as "Exceeding" the standard. Additionally, the Financial Rubric found the school's compliance with Minnesota Department of Education regulations to have "Met" expectations.

STRIDE Academy's Financial Rubric score of 17 out of 18 points reflects a strong financial outlook. The school's financial management practices can serve as a model for other charter schools. Key principles that contribute to STRIDE's financial success include:

1. Conservative forecasting of enrollment numbers.

2. Budget development based on conservative enrollment projections.

3. Ensuring that expenditures align with the budget and making prompt operational adjustments when necessary.

Revising the budget without addressing operational changes can lead to budget deficits, making STRIDE's approach a best practice for financial stability.

OPPORTUNITIES FOR IMPROVEMENT

The only Indicator on the Financial Rubric below the "Met" exception was a repeat audit finding, where a former contract accountant and a former board member had not been removed as bank signers.

RENEWAL PERFORMANCE ANALYSIS

STRIDE Academy has clearly demonstrated robust fiscal health and long-term viability. Aside from the audit finding, SA has consistently demonstrated excellent financial management, which supports PUC's recommendation for another contract term with the school.

RENEWAL RECOMMENDATION

Pillsbury United Communities - Office of Public Charter Schools recommends the renewal of the charter contract of STRIDE Academy (SA) for a term of Three (3) years, giving the school authority to provide instruction to students in grades Kindergarten – Grade 8 in the manner set forth in its Quality School Review Application.

Per the Pillsbury United Communities Appendix B.9 Contract Terms Renewal Tier Guidance, SA is qualified for a three (3) year contract because it has:

1. Scored 41% in meeting the school's contractual academic goals.
2. Scored 117% in meeting the school's contractual non-academic goals.
3. Received a score of Meets Expectations in all the QSR Indicator sections.
4. Demonstrated an overall health in operations, governance, and financial practices.

Throughout the course of the contracted years, Stride Academy has demonstrated high performance across governance, operations and leadership, and financial stability. The school's strong sense of community, innovative educational practices, and commitment to individualized learning are notable strengths of the program.

Regarding academic performance, SA has seen a decline post-Covid that has yet to establish a trend of improvement. While the school's academic goal point attainment of 41% is concerning, all of the school's systems are poised to support improvement in this area. Additionally, FastBridge data from FY24 indicates that 64% of students in grades 2-8 and 51% of students in grades K-1 are Low Risk or College Pathway in Reading, and 80% of students in grades 2-8 and 73% of students in grades K-1 are Low Risk or College Pathway in Math. There is data that suggests the school's focus on student growth is starting to improve outcomes with more regularity. This, combined with the strength of the school's non-academic goal performance and strong performance on its QSR indicators recommends a three year contract term, with a necessary focus on academic improvement for the school which will be accounted for in the school's contract goals.

STRIDE Academy is a well-managed school with a positive culture and positive indicators for long-term stability. A three-year contract renewal is recommended to reflect the school's consistent alignment with PUC's expectations, with a critical focus needed on continued academic growth.

ATTACHMENT A – STUDENT AND STAFF REPORT

	School Year 24-25	School Year 23-24	School Year 22-23	School Year 21-22	School Year 20-21
Enrollment (by grade)					
PK	NA	NA	NA	NA	NA
K	45	56	56	64	44
1st	61	54	61	56	55
2nd	63	63	61	57	51
3rd	68	70	62	66	56
4th	72	64	68	65	64

	School Year 24-25	School Year 23-24	School Year 22-23	School Year 21-22	School Year 20-21
Student with IEPS	51	51	53	55	55
English Language Learners	339	337	331	302	214
Homeless / Highly Mobile Students	0*	0*	0*	0*	0*
Eligible for free and Reduced lunch	470	523	481	448	367
# of in-school suspensions	0	1	8	3	
# of out-of-school suspensions	1	59	39	13	
# of students expelled	0	0	0	0	0
Total # of teacher positions	56.85	53.5	51.5	47	43
# of teachers returning to the school from the previous school year	54.85	52.5	50	40	37
# of teacher hired due to growth in grade levels or enrollment	2	2	4.5	4	5.3
Immigrant (specify)					
Specialized Populations					

ATTACHMENT B – ACCOUNTABILITY DATA

Stride Academy							
Contract Goal Performance July 1, 2021-June 30, 2025							
Academic Goals		***Results***				***Points Earned***	***Points Possible***
		FY21	***FY22***	***FY23***	***FY24***		
Academic Goal 1: MCA Growth – Reading	*Comparative Growth – For each year of the contract, STRIDE Academy will demonstrate a greater level of growth 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.*	*N/A*	*STRIDE reading progress growth was not higher than St. Cloud or the State*	*STRIDE reading progress growth was higher than St. Cloud*	*STRIDE reading progress growth was higher than St. Cloud and the State*	*2.5*	*3*
			Of Concern	*Meets Expectations*	*Exceeds Expectations*		
Academic Goal 2: MCA Growth – Math	*Comparative Growth - For each year of the contract, Stride Academy will demonstrate a greater level of growth 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.*	*N/A*	*STRIDE math progress growth was within 5 percentage points of the State*	*STRIDE math progress growth was equal to the State and higher than St. Cloud*	*STRIDE math progress growth was within 5 percentage points of St. Cloud*	*2.5*	*3*
			Approaches Expectations	*Exceeds Expectations*	*Approaches Expectations*		

Academic 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.*	*N/A*	*NWEA Administered in all grades*	*NWEA Administered in all grades*	*NWEA Administered in all grades*	*3*	*3*
			Meets Expectations	*Meets Expectations*	*Meets Expectations*		
Academic 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.*	*N/A*	*Goals set and discussed with at least 90% of families*	*Goals set and discussed with at least 90% of families*	*Goals set and discussed with at least 90% of families*	*3*	*3*
			Meets Expectations	*Meets Expectations*	*Meets Expectations*		
Academic 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.*	*N/A*	*26%*	*25%*	*25%*	*0*	*3*
			Of Concern	*Of Concern*	*Of Concern*		
Academic 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.*	*N/A*	*47%*	*31%*	*38%*	*0.5*	*3*
			Approaches Expectations	*Of Concern*	*Of Concern*		

Academic 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.*	*N/A*	*39%*	*22%*	*18%*	*0*	*3*
			Of Concern	*Of Concern*	*Of Concern*		
Academic 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.*	*N/A*	*24%*	*22%*	*21%*	*0*	*3*
			Of Concern	*Of Concern*	*Of Concern*		
Academic 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.*	*N/A*	*39%*	*18%*	*33%*	*0*	*3*
			Of Concern	*Of Concern*	*Of Concern*		
Academic 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.*	*N/A*	*34%*	*20%*	*16%*	*0*	*3*
			Of Concern	*Of Concern*	*Of Concern*		
Academic 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.*	*N/A*	*33%*	*27%*	*33%*	*0*	*3*
			Of Concern	*Of Concern*	*Of Concern*		

Academic 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.*	*N/A*	*42%*	*57%*	*30%*	*1.5*	*3*
			Of Concern	*Exceeds Expectations*	*Of Concern*		
Academic 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.*	*N/A*	*Grade level teams met and focused on Reading alignment*	*Grade level teams met and focused on Math alignment*	*Full alignment completed and implement ed*	*3*	*3*
			Meets Expectations	*Meets Expectations*	*Meets Expectations*		
Points Total			*4*	*7*	*5*	*16*	*39*
Academic Goal Attainment Percentage			*31%*	*54%*	*38%*	***41%***	
Attainment Rating			*Of Concern*	*Approaches Expectations*	*Of Concern*	***Of Concern***	
Non-Academic Goals		***Results***				***Points Earned***	***Points Possible***
		FY21	***FY22***	***FY23***	***FY24***		
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."*	*N/A*	*85%*	*94%*	*94%*	*2.5*	*3*
			Approaches Expectations	*Meets Expectations*	*Meets Expectations*		

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%.*	*N/A*	*At least 90% of inconsistently attending students received contact or support from the school*	*At least 90% of inconsistently attending students received contact or support from the school*	*At least 90% of inconsistently attending students received contact or support from the school*	*3*	*3*
			Meets Expectations	*Meets Expectations*	*Meets Expectations*		
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.*	*N/A*	*89%*	*92%*	*94%*	*3*	*3*
			Meets Expectations	*Meets Expectations*	*Meets Expectations*		
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.*	*N/A*	*100% of Staff participated in related professional development opportunities*	*100% of Staff participated in related professional development opportunities*	*100% of Staff participated in related professional development opportunities*	*4.5*	*3*
			Exceeds Expectations	*Exceeds Expectations*	*Exceeds Expectations*		

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.*	*N/A*	*Staffing needs were reviewed and recommended to the Board*	*Staffing needs were reviewed and recommended to the Board*	*Staffing needs were reviewed and recommended to the Board*	*3*	*3*
			Meets Expectations	*Meets Expectations*	*Meets Expectations*		
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.*	*16.6%*	*27.1%*	*29.0%*	*33%*	*5.5*	*4*
		Meets Expectations	*Exceeds Expectations*	*Exceeds Expectations*	*Exceeds Expectations*		
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.*	*MDE Finance Award Received*	*MDE Finance Award Received*	*MDE Finance Award Received*	*MDE Finance Award Received*	*4*	*4*
		Meets Expectations	*Meets Expectations*	*Meets Expectations*	*Meets Expectations*		
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*	*100% of Board members received applicable training*	*100% of Board members received applicable training*	*100% of Board members received applicable training*	*100% of Board members received applicable training*	*6*	*4*
		Exceeds Expectations	*Exceeds Expectations*	*Exceeds Expectations*	*Exceeds Expectations*		

	learning, dyslexia, EL support and prodigy.						
Points Total		*3.5*	*9*	*9.5*	*9.5*	*31.5*	*27*
Non-Academic Goal Attainment Percentage		*117%*	*113%*	*119%*	*119%*	***117%***	
Attainment Rating		*Exceeds Expectations*	*Exceeds Expectations*	*Exceeds Expectations*	*Exceeds Expectations*	***Exceeds Expectations***	

ATTACHMENT C – FINANCIAL INDICATORS

Near-Term Measures: Does the School have Sufficient Current Assets to Sustain its Operations for at least 1 Year

Current Ratio

Measures: Can the school cover its short-term financial obligations?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	**6.9**	**7.4**	**6.4**	Current ratio is between 1.0 and 1.1 and one- year trend is positive (current year ratio is higher than last year's)	Current ratio is between 1.0 and 1.1 and one-year trend is negative	Current ratio is less than or equal to 0.9
			Points Earned	2		

Unrestricted Days Cash

Formula: (Unrestricted cash + (Total exp - Depreciation exp)/365

Measures: Does the school maintain an appropriate balance of cash on hand?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	**35.1**	**54.2**	**81.8**	Between 30-60 days cash and one-year trend is positive	Days cash is between 30-60 days and one-year trend is negative	Fewer than 15 days cash
			Points Earned	2		

Enrollment Variance

Formula: Actual ADM/Board Approved ADM Budget

Measures: Can the school project enrollment in a way to budget responsibly?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	**92%**	**106%**	**106%**	Enrollment variance equals or exceeds 95 percent in the most recent year	Enrollment variance is between 85-95 percent in most recent year	Actual ADM is less than 85% of budgeted ADM
			Points Earned	2		

Default - Loans

Formula: None

Measures: Is the school in default on its debt convenant and/or delinquent with its debt service payments?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	**No**	**No**	**No**		School isn't in default of loan covenant(s) and/or isn't delinquent with debt service payments	School is in default of loan covenant(s) and/ or is delinquent with debt service payments
			Points Earned		1	

Default - On-Time Payments

Formula: None

Measures: Is the school late with vendor payments?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	**No**	**No**	**Yes**		School is on-time with vendor payments	School is not on-time with vendor payments
		Points Earned				0

Debt to Asset Ratio

Formula: Total Liabilities/Total Assets

Measures: Does the school maintain an appropriate balance between assets and liabilities?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	**0.14**	**0.14**	**0.16**	Debt to Asset Ratio is less than 0.9	Debt to Asset Ratio is between 0.9 and 1.0	Debt to Asset Ratio is greater than 1.0
		Points Earned		2		

Cash Flow

Part 1 Net Cash Flow = Total Cash Inflows – Total Cash Outflows

Part 2 Cumulative Cash Flow = (Net Cash Flow Year 1 + Net Cash Flow Year 2 + Net Cash Flow Year 3

Formula: Part 1/Part 2

Measures: Did the school generate more cash than it spent.

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	**637,766**	**1,009,595**	**1,759,288**	Multi- year Cumulative cash flow is positive and cash flow is positive each year	Multi- year cumulative cash flow is positive, but trend does not "Meet Standard"	Multi-Year Cumulative Cash Flow is negative
		Points Earned		2		

Sustainability Measures: Does the School have Sufficient Cash to Sustain its Operations for more than 1 Year

Reserves

Formula: None

Measures: Is there an adequate FB to ensure stable service delivery, meet future needs, and protect against financial instability.

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	**16%**	**26%**	**27%**	Reserve is at least 3 months' expenses (25%) as measured by the end-of-year reserves divided by annual expenditures.	Reserve is enough to cover one full payroll as measured by the end of year reserves divided by annual expenditures.	Reserve is less than 3 months' expenses.
		Points Earned		2		

Total Margin

Formula: NI/Total Revenue and 3-yr total NI/3-yr Total Revenue

Measures: How well does the school control its operating costs?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	**0%**	**7%**	**4%**	Aggregated 3-Year Total Margin is greater than -1.5%, the trend is positive for the last 2 years, and the most recent year Total Margin is positive.	Aggregated 3-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"	The most recent year's Total Margin is less than -10%
		Points Earned		2		

Debt Service Coverage Ratio

Formula: (NI + Depr Exp + Interest Exp)/(Annual Principal + Interest and Lease Payments)

Measures: Did the school have enough income to cover the current year's debt payments?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	**0.70**	**1.70**	**1.53**		Debt Service Coverage Ratio is equal to or exceeds 1.1	Debt Service Coverage Ratio is less than 1.1
		Points Earned			1	

MDE Finance Award

Measures: Is the school a MDE Finance Award Recipient?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	**No**	**No**	**Yes**		MDE Finance Award Recipient	Not an MDE Finance Award Recipient
		Points Earned			1	

Total Point Earned

	TOTAL POINTS 17	Total "EXCEEDING" Points: 14	Total "ON TARGET" Points: 3	Total "OF CONCERN" Points: 0
Levels of Achievement:				
Exceeding: ≥ 15 points	X			
On Target: ≥ 11 < 15 pts				
Of Concern: < 11 pts				