

Original Application

**East Side
Charter School
Application**

December 28, 1995

Contact Person:

**Sallie Smith
(302) 658-0049**

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Charter School Application
Part A
Cover Sheet, Continued

Type of students to be enrolled: Specialized Types

If specialized, explain what types: Students to be enrolled will be disadvantaged, at-risk children whose testing profiles reflect that they will be most able to learn effectively in classes with a six to one ratio and an emphasis on specific skills development. Children who fit this profile will be helped to unlock their potential and develop a strong academic base to return and succeed in public school classrooms.

Initial enrollment estimates: For the first year the East Side Charter School will enroll 24 students.

Second (2nd) year enrollment estimates: 48 students

Third (3rd) year enrollment estimates: 60 students.

Charter School Application
Part A
Cover Sheet

Name of school district or DPI to which you are applying: The State Board of Education

Name of proposed charter school: East Side Charter School

Date Planning to open the school: September, 1996

Location of school: The WHA Martin Luther King Junior Building
400 N. Walnut Street, Wilmington, Delaware

Grades in proposed school: Prekindergarten through Third grades (During the first year we will have only grades Kindergarten and First.

Sponsoring organization or public school: East Side Charter School Board of Directors.

If not using a public school building, does the school have a suitable facility in mind? Yes.

If Yes, describe: The WHA office building at 400 North Walnut will provide one wing for the first year, making four classrooms and the necessary support rooms available, and then the following year, the entire building will be used by East Side Charter School. This building is completely up to the code requirements and has been evaluated by the WHA architects to make certain that it will be completely suitable to be used as an elementary school.

Contact people: Charlie H. Smith, Jr. Executive Director of the Wilmington Housing Authority at (302) 429-6701, Ext. 22 and Sallie Smith, proposed Head of School at 302-478-1740 and 302-658-0049 (evenings).

Proposal for the East Side Charter School

**Sallie Smith
(302) 658-0049**

The proposed **East Side Charter School** would meet the needs of a culturally diverse population of **students who have specific learning needs** not being successfully met in present school placements.

The target population would be **children currently entering grades K through 3**. Classes would be **self-contained, non graded, age-based groupings of six children**. **Instruction** would be **individualized** and emphasize the development of primary academic skills, problem solving skills, and an academic work ethic. By building these skills and strengthening the student's self concept as a learner it is projected that further learning problems may be prevented and that a solid foundation for further education will be formed to prepare the students for success as adults in the 21st century.

Six critical components of the school's program include:

1. The initial individual evaluations to determine placement of each child based on the child's specific learning needs.
2. The development of specific instructional objectives for each student.
3. The use of ongoing evaluation to assess progress.
4. The specific skills program to remediate weaknesses in the visual, auditory or fine motor areas.
5. The intensive Speech/Language program to build the receptive and expressive communication skills necessary for academic success.
6. The parenting training and family literacy programs to support the students' learning and future academic success.

Part B

General Information about Proposed Charter School

Criterion #B-1 Qualification of Applicants

The East Side Charter School Board of Directors consists of the individuals involved in developing the school and, at the point that the application is given the necessary approval to proceed, that group will be enlarged to include parents of students and teachers at the proposed school. Some political leaders, and the Director of the Wilmington Housing Authority, have long been concerned about the future of the disadvantaged, at-risk children in the area. A design for a school to meet the needs of those children has evolved through the meetings of these following people:

Sallie Smith, a teacher at the Pilot School, Incorporated, the James H. Groves Adult High School- Wilmington Center and the EVEN START Program- Christina School District.

Juanita Jones, a teacher in The EVEN START program and manager of the Wilmington Goodwill store.

Dr. Verbena Percy, PhD., Psychologist, President of the Brandywine Congress of the National Political Congress of Black Women and President and Chief Executive Officer of Percy Psychological Services.

Dr. Robert Percy, PhD., Psychologist and retired Principal of Howard High School, and current Director of Percy Psychological Services.

Margaret Rose Henry, Delaware State Senator.

Al. O. Plant, Delaware State Representative.

Ron Petrou, Public Relations Officer and Grant Writer for the Wilmington Housing Authority.

Charlie H. Smith, Jr. Executive Director of the Wilmington Housing Authority.

Criterion #B-2 Corporation Law

East Side Charter School was incorporated in the State of Delaware on the Eleventh day of October, 1995 under the name of Percy Tutoring Services, Inc. Certificate of Incorporation is attached.

Criteria #B-3 Mission Statement

To unlock the potential of disadvantaged, at-risk children who have specific learning needs. To help them succeed first as academic learners and then as adults in the Twenty-First Century.

In this context the phrase "disadvantaged at-risk children" refers to children from single parent homes, those residing in the properties of the Wilmington Housing Authority, those with documented financial need, those who have been abused, those who have had problems in school, day care, or with the police, those who are in homes characterized by substance abuse or poor parenting or those with learning difficulties or any combination of the above characteristics.

Criteria #B-4 Goals and Indicators

The Goal of East Side Charter School is to enhance the quality of public education in Delaware by meeting the needs of children who have specific learning needs, enabling them to achieve success within the public school system.

Educational Objectives

1. To provide individualized instruction within a small, non graded group setting.
2. To evaluate and place students based on each child's specific learning needs.
3. To develop specific instructional objectives for each child.
4. To provide ongoing progress assessment.

5. To build receptive and expressive communication skills necessary for academic success.
6. To provide a specific skills program to remediate weaknesses in the visual, auditory or fine motor areas.
7. To provide a strong adaptive physical education program to enhance academic learning.
8. To emphasize the development of primary academic skills.
9. To foster an academic work ethic.
10. To teach problem solving skills.
11. To develop and reinforce each student's self concept as a learner.
12. To prevent further learning difficulties.
13. To provide a solid educational foundation for future success.
14. To support student learning with parenting training and family literacy programs.

East Side Charter School is operating under the assumption that goals set for each student can be achieved within two to three years, at which point a student will return to public school as a learner ready to achieve in a public school classroom.

Criterion B-5 Evaluating Student Performance

East Side Charter School will set high standards and individualized goals for each student as he or she strives for academic success. Academic success, by definition, suggests that academic performance standards set by the State's Curriculum Framework Commission should not only be met, but in some cases, surpassed. To develop a strong basic foundation, particularly

in reading and mathematics, is the primary performance goal. Indicators are the attached assessment methods as well as formal testing, portfolio assessment and most importantly, ongoing teacher observation. The greatest indicator, however, will occur as the children return to their public schools and meet academic success.

Because of the nature of the program, corrective action is ongoing and individualized. In the case of a student who is misplaced, documented referral to a special placement would occur according to the prescribed process. This situation would in all probability be avoided by the initial screening.

Criterion #B-6 Improving Performance

The one to six teacher-student ratio, ongoing performance evaluation, language program, specific skills classes, individualized instruction and an academic work ethic are the main components of the program to improve student performance. The model for this instructional program has been successfully employed for children with learning difficulties for almost 40 years at the Pilot School, Incorporated in Wilmington, Delaware.

Criterion#B-7 Special Needs

The entire design of the program is planned to meet the needs of at-risk students. If there are children whose needs call for a more specialized program than East Side Charter School can provide, they would participate in the standard educational referral process. Because of the evaluative screening process that is a cornerstone of the program, the children in East Side Charter School will belong there.

Criterion #B-8 Economic Viability

The support and participation of many areas of the community and many sources of funding provide the expectation of complete economic viability. The program rests on a foundation of the support of the Wilmington Housing Authority administration. The East Side Charter School will seek financial support from local corporations and will apply for federal grant money through the Even Start Program for Family Literacy.

Criterion #B-9 Financial Operations

It is the expectation that East Side Charter School will operate within the Delaware Financial Management System (DFMS).

Criterion #B-10 Legal Liability

East Side Charter School will have to carry appropriate insurance to deal with the same potential liability as any elementary school. East Side Charter School will purchase coverage for workers' compensation and insurance for general loss or destruction of equipment and materials if coverage cannot be obtained through an extension of the Wilmington Housing Authority policies. Insurance for liability coverage of the Charter School employees and board members will be purchased. If clarification of the law pertaining to Charter Schools results in the determination that Charter School employees are classed as employees of the State of Delaware, then Worker's Compensation will be available through the State of Delaware. If they are determined not to be employees of the State, then, as stated, Worker's Compensation will be purchased by the East Side Charter School.

Criterion #B-11 Discipline/Attendance

The design of this Charter School has several components that will address these issues

from the initial day of a student's entering. Parents must sign an agreement with the school in order for their child to be accepted. Parents must agree to full participation in their child's education. This involvement will include parenting classes, homework support, ongoing pursuit of a high school diploma or adult basic education Certificate of Attainment for themselves if needed, and an overall decision to guarantee their child's attendance and to support their child's education in whatever way is most appropriate.

Because of the nature of the at-risk population, the school will provide the families with the help of a social worker to eliminate the barriers to each child's successful participation in the ongoing educational process.

The design of the East Side calendar will involve a six week, half-day summer program which will provide each student with significantly more school days each calendar year than the public schools. The calendar will closely approximate the public school year with the major exception being the required summer school. The Kindergarten program will be all day. School will be in session from 8 a.m. daily to 3 p.m. or as closely as can be worked out with Transportation by School Districts.

Criterion #B-12 Health and Safety

The Wilmington Housing Authority's expertise will be a supportive system enabling the Charter School to comply with all applicable provisions of all pertinent codes. It is understood that all East Side Charter School employees will undergo a criminal background check.

Criterion#B-13 Student Admissions

East Side Charter School is designed to educate disadvantaged, at-risk children with specific learning difficulties. Children who apply to East Side will be tested to determine their

learning needs. Admission will be partially based on their ability to benefit from the kind of education that East Side provides. Another key aspect of admission will be the response of their parents to the demands placed on them to support their child's education and to improve their own education. If these two criteria are met and oversubscription exists, children will be selected based on the date of the completion of the application process.

Criterion #B-14 Qualified Staff

The first criterion for hiring teachers will be a combination of teaching excellence and dedication to meeting the educational needs of the at-risk children for whom the school is designed. Because East Side is committed to excellence in its faculty the expectation is that all teachers will be eligible for full certification in the State of Delaware.

The expected "head of school", Sallie Smith, has experience as the director of a preschool of one hundred and fifty students at two locations, as assistant director of a large local day care center, twelve years experience teaching in the school being used as a model for East Side, six years teaching in adult education and four years experience as a parent educator/ teacher in the Even Start program. She has a Masters Degree from the University of Delaware with an Early Childhood focus and she is eligible for K-3, K-6, and Adult education certification. She completed an Adult Education Administrative Internship Program in May, 1995.

Criterion B-15 Transportation

Because the first year of operation involves only twenty four students, the location of their homes will determine the kind of transportation involved. As the school grows, it will be likely that transportation will need to be arranged through the local districts.

Money has been budgeted for the first year for transportation but it is not possible to determine the specific needs at this time.

East Side will be having a six week summer program and requiring that all students participate. The facility in which the school will be housed is convenient to many of the families in our target population, but whether or not summer transportation will need to be arranged has not yet been determined. It is the hope of the Board of Directors of East Side that transportation can be worked out conveniently with the local school districts when needed or that it can be contracted through the Wilmington Housing Authority if that is more appropriate.

Criterion B-16 Interscholastic Athletics

This is not applicable to East Side Charter School.

Criterion B-17 Timetable

July 21, 1995 Meeting held by Sallie Smith with Doris LeSturgeon, Director of the Pilot School, Incorporated to discuss the possibility of applying the principles of the education developed at the Pilot School to disadvantaged, at-risk children by forming a Charter School.

July 30, 1995 Meeting with Bill Wood of Wood/Byrd Associates to learn how the Charter Law might be interpreted to support the school being designed.

August 8, 1995 Meeting with William McLain, Director of Adult Education for Christina School District to learn his perspective on the possibility and to establish a relationship between the proposed school and the field of Adult Literacy

August 8, 1995 Meeting with Mary Ann Rozsas, Educational Diagnostician at the Pilot School, to begin researching the comparisons between the two populations.

September 25, 1995 Attendance at a Christina School District Hearing about Choice and Charter Schools.

October 18, 1995 Attendance at a Department of Public Instruction Informational Meeting about Choice and Charter held in New Castle, Delaware.

November 1, 1995 Meeting with community leaders at the Wilmington Housing Authority. The meeting was arranged by State Senator Margaret Rose Henry. In attendance were: Sallie Smith; Dr. Robert Percy, PhD.; Dr. Verbena Percy, PhD.; Charlie H. Smith Jr.; Executive Director of the Wilmington Housing Authority; State Representative Al O. Plant; Jea Street, Director, Hilltop Lutheran Center; State Senator Margaret Rose Henry; and Juanita Jones, manager of the Wilmington Goodwill Store.

November 14, 1995 Meeting of Sallie Smith and Dr. Robert Percy, Dr. Verbena Percy, Ron Petrou, head of public relations and grant writer for the Wilmington Housing Authority.

November 18, 1995 Charter School Workshop attended by Sallie Smith in Dover, sponsored by the Department of Public Instruction.

November 20, 1995 Planning meeting attended by Sallie Smith, the Doctors Percy and Ron Petrou.

November 29, 1995 Board of Directors Meeting of the East Side Charter School attended by Charlie H. Smith, Jr. Sallie Smith, Juanita Jones, Dr. Robert Percy, Dr. Verbena Percy and Ron Petrou.

December 5, 1995 Planning meeting and tour of the Pilot School attended by Sallie Smith, and the Doctors Percy.

December 5, 1995 Planning meeting attended by Sallie Smith, Dr. Robert Percy, Dr. Verbena Percy, Charlie H. Smith, Jr., and Ron Petrou.

December 8, 1995 Informational session and tour of the Pilot School with Ron Petrou, Charlie Smith, Mrs. Barbara Smith, a school principal from Portsmouth, Virginia, Sallie Smith, and Doris LeSturgeon, Director of the Pilot School.

December 13, 1995 Planning meeting attended by Dr. Verbena Percy, Dr. Robert Percy and Sallie Smith.

December 21, 1995 Planning meeting attended by Dr. Verbena Percy, Dr. Robert Percy, Charlie H. Smith, Jr., Ron Petrou and Sallie Smith.

Planning for the East Side Charter School will continue at the time that approval for the concept is granted by the Department of Public Instruction. Community meetings, Board meetings, hiring of teachers, recruitment of families and arrangement of alterations to the physical plant will progress in an orderly fashion contingent upon such approval.

Part D

Charter School Not Being Converted from a Public School

Criterion D-1 Facility Planning

The Wilmington Housing Authority at 400 N. Walnut is providing one wing of the building to East Side Charter School to be used as four classrooms for the school year 1996-97. The utilities and building alterations will be included as will the services of a social worker. At the end of that school year, the entire building will be turned over to East Side Charter School to be used as a school if the program seems to be meeting the needs of its students. The commitment of the Director of the Wilmington Housing Authority is so strong that the preceding scenario is the expected one. Renovations will be made by the employees of the W.H.A. Assistance in finding and renovating another building at some future date, if that is the most feasible thing to do, is also an option that is available through the W.H.A. Attached is a copy of the building plans.

Part E

Charter School Application Budget Worksheet

Three Year Projection

	24 students in 4 classes	48 students in 8 classes	60 students in 10 classes
REVENUE	YEAR 1	YEAR 2	YEAR 3
State and Local Appropriations	\$171,220	\$342,440	\$428,050
Chapter I	24,000	48,000	60,000
Local Corporate Funding			
Even start Grant			
TOTAL REVENUE =	195,220	390,440	488,050

EXPENSES

Salaries

Teachers	4 FTE 114,000	9FTE 296,370	11 FTE 345,367
Principal/administrative	1 FTE/T 40,000	1FTE 42,000	1FTE 44,100
Clerical	1FTE 18,000	1FTE 19,000	1FTE 20,000

Custodial (Expenses covered by Wilmington Housing Authority)

Other (Please Specify)

Psychologist fees	5,000	10,000	12,500
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Other Employment Costs

Employee Benefits	50,000	100,000	123,000
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Subtotal Personnel =	227,000	440,370	544,967
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Part E

Charter School Application Budget Worksheet (continued)

Three Year Projection

	24 students in 4 classes	48 students in 8 classes	60 students in 10 classes
EXPENSES (continued)	YEAR 1	YEAR 2	YEAR 3
Student Support			
Transportation	5,000	10,000	12,500
Cafeteria	22,000	44,000	55,000
Supplies and Materials	10,000	20,000	25,000
Textbooks	3,000	6,000	7,500
Subtotal Student Support =	40,000	80,000	100,000
Administrative/Operations Support			
Insurance	15,000	22,000	22,000
Rent (Provided by Wilmington Housing Authority)			
Mortgage (Provided by Wilmington Housing Authority)			
Utilities (Provided by Wilmington Housing Authority)			
Maintenance (Provided by Wilmington Housing Authority)			
Supplies and Materials	10,000	12,000	22,000
Telephone/Comm.	3,000	4,000	4,000
Accounting & Payroll	3,000	3,000	3,000
Printing and Copying	4,000	6,000	7,000
Postage and Shipping	2,000	3,000	3,000
Subtotal Admin. Support =	37,000	50,000	51,000
 TOTAL EXPENSES =	 \$304,000	 \$570,370	 695,967

Part E

Budget Considerations Related to the East Side Charter School Application

East Side Charter School will make financial decisions based upon funds available. The budget for its first year of operation is based on the probability that supplementary funding will be available from several sources. Discussion related to that funding is at various points because East Side must first seek State approval. Probable sources include the fact that East Side will meet the guidelines to be an Even Start Center. Discussions about this have occurred with Bill McLain, Director of Adult Education for the Christina School District and Administrator of Even Start funding in Delaware. This funding could be used for administration, teaching, and materials as well as the adult education and family literacy components. Details and exact funding will be developed after assurance that the application is being considered by DPI for September, 1996.

State and local per student funding is based upon 18 regular education students and 6 learning disabled students. This is a conservative estimate because East Side is targeting learning disabled students, for whom state and local funding is higher. It is probable that the ratio will be 12:12.

Corporate funding is being sought from MBNA and First USA Bank. Specific requests for amounts have not been made and will not be until it is more certain that this application is being considered.

The plan for the first year is based on twenty four students. The following year the school will be expanded to include eight classes of six students and at that time the head of school will no longer teach. The following year the school will expand to include ten classes of six children each. The addition of staff such as a speech language pathologist and physical education teacher will be based upon available funding.

Part F

Assurances

The East Side Charter School Assures That It Will Do the Following:

1. Not discriminate against any student in the admissions process because of race, creed, color, sex, handicap, or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.
2. Participate in the State Assessment Program.
3. Manage its financial operations within Delaware Financial Management System (DFMS) or secure approval from the state's Budget Director and the Comptroller General to do otherwise.
4. Maintain communications with other public and nonpublic schools to assure efficient notification about transfers and to exchange related records.
5. Provide necessary reports and cooperate with financial programmatic or compliance audits.
6. Comply with Delaware Code, Chapter 85, Title 11

The East Side Charter School agrees to the above assurances.

(Signature of Chairman or Chief Officer of the applicant's corporation)

Date: December 27, 1995

Renewal Application 2014-15

**EastSide Charter School
Charter Renewal Application**

September 30, 2014



**EastSide Charter School
3000 North Claymont Street
Wilmington, DE 19802
Phone: (302) 762-5834
Fax: (302) 762-3864
www.eastsidecharterschool.org**

Delaware Department of Education
Charter School Office
401 Federal Street, Suite 2
Dover, DE 19901
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I. Overview

1.1 Provide the following information requested.

a) Fill in the following chart with the school's basic information:

BASIC INFORMATION	
Name of School	EastSide Charter School
Year School Opened	1997
Grade Level(s) in 2012-2013 and additional grade levels approved to be served in the next charter cycle	K - 8
Current Enrollment	421
Approved Enrollment	406
Current Waiting List by Grade	K: 5 1: 8 2: 4 3: 7 4: 5 5: 13 6: 3 7: 4 8: 7
School Address(es)	3000 North Claymont Street, Wilmington, DE 19802
District(s) / Region of Residence	Colonial / City of Wilmington
Website Address	www.eastsidecharterschool.org
Name of School Leader	Dr. Lamont W. Browne
School Leader Email and Phone Number	Lamont.browne@escs.k12.de.us / (302) 762-5834 x 103
Name of Board President	Charles S. McDowell, Esq.
Board President Email and Phone Number	cmcdowell@potteranderson.com / (302) 547-8094

- b) Fill in the following chart with the school’s demographics at the time of submission (all information must be verifiable through state reporting tools):

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION	
Total Enrollment	421
# of Students on Waiting List	56
Gender	
# Male	217
# Female	204
Ethnicity/Race	
# White	7
# Black	377
# Hispanic	37
# Asian	0
# Other	0
# Multiracial	
Special Populations	
# Students with disabilities	72
# English Language Learners	14
# Low-Income	375

II. Academic Framework

2.1 Is the academic program a success?

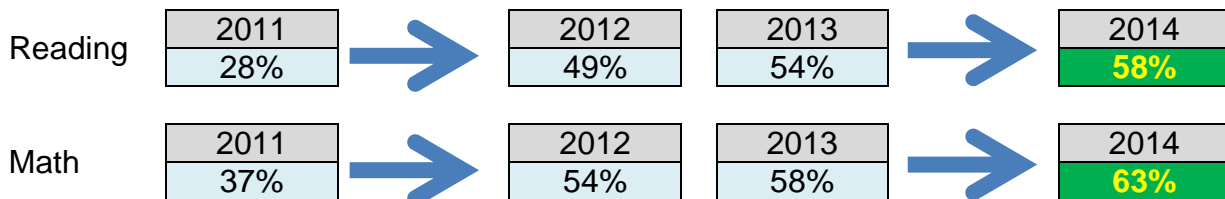
- a) Discuss the school’s academic achievement results over the last three or four years. How has the school performed with regard to student growth and proficiency measures over the last charter term? In the absence of expected achievement, identify proposed changes to instructional practices that your school will implement to improve the school’s academic performance and student outcomes.

The initiatives that started three years ago have paid off immensely as demonstrated by the school’s accelerated rate of academic improvement and achievement. EastSide has now achieved “Adequate Yearly Progress” (AYP) for four straight years, the percentage of our students scoring proficient or better has increased dramatically and our growth has significantly outpaced the improvement demonstrated by all students statewide and by all low income students statewide. Impressively, while 87% of EastSide students are classified as low income and 20% are classified as special education, over 75% of our

students have made sufficient academic growth according to Department of Education indicators.

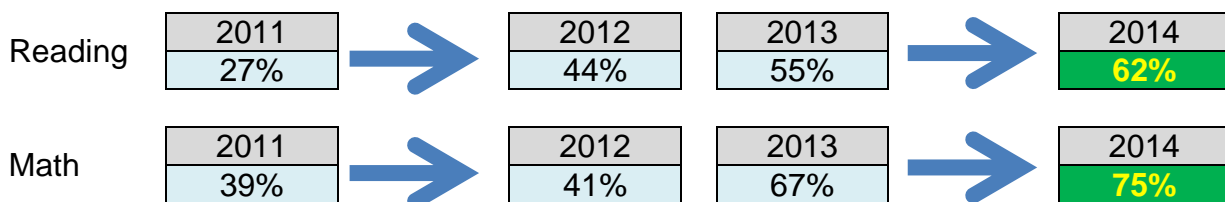
The graphic below shows the percentage of students scoring proficient or better on DCAS exams at EastSide over the past four testing cycles. EastSide students have made a 30 point growth in reading and a 26 point growth in math proficiency over this period.

Percent of Students Testing “Proficient” or Better



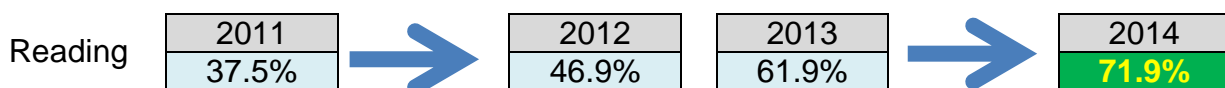
In addition to gains in DCAS proficiency, EastSide students have also made tremendous gains in reaching annual growth goals. The graphic below shows the percentage of students meeting their annual growth goals on DCAS exams at EastSide over the past four testing cycles. EastSide students have made gains of 35 and 36 points in reading and math respectively over the past four years.

Percent of Students Meeting Annual Growth Goals



These academic results support EastSide’s overall growth and performance on the Performance Framework. Since 2011, EastSide has improved by 34 points in its overall score as determined by the Framework. The table below breaks down these results. Please refer to Appendix I for the most recent Annual Report to the Department of Education and Appendix II for the 2013-2014 Academic Performance Framework Results.

EastSide Performance Framework Overall Score



2.2 Is the school meeting its mission?

- a) State the mission of the school as it appears in your charter application. How does your school measure and track mission accomplishment?

The mission of EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child's unique gifts and talents.

The vision of EastSide Charter School is to develop and sustain an academic community in which every direct stakeholder - teachers and staff, students and their parents - consistently model lifelong learning, selflessness, and self-respect. Each of these stakeholders take full advantage of every learning opportunity and, through this continual learning process, our teachers and students will learn more about themselves, improving upon and maximizing their knowledge, skills, and overall productivity and effect on the school community and our broader society. By learning to work in collaboration with their teachers and peers, our students will develop a strong sense of self respect, self-reflection, sense of independence, and sense of right and wrong. Upon leaving the EastSide community our students will have the character, knowledge, skills and self- and societal awareness to determine their own personal and professional destiny.

EastSide uses its demographic data as well as academic results to track mission achievement and alignment. As referenced above, 100% of our students are minorities and 87% come from low income families. By providing our students appropriate support and learning environment our students have made tremendous gains and have proven that all children are capable of mastering content standards as represented in the data above. Additionally, student attendance of 94.7% for the 2013-2014 school year and strong results from our parent surveys indicates our close connection to our students and their families. Finally, the student suspension rate this year was 1.31 (per 1,000 student days), this represents a 164% decrease in student suspensions compared to 2012-2013 and a 380% decrease over a two year period, marking the tremendous progress made in school climate and behavior in recent years.

III. Organizational Framework

3.1 Is the school organizationally sound?

- a) Discuss the school's organizational performance over the last three or four years. How has the school performed with regard to organizational measures over the last charter term? In the absence of expected achievement, identify proposed changes to organizational practices that your school will implement to improve the school's organizational outcomes.

EastSide Charter was rated as “Meets Standard” (tentative until financial audit reviewed) overall under DOE’s Organizational Performance Framework for the 2013-2014 year, meeting standards in 11 of 13 categories measured with one yet to be determined. The area yet to be determined is pending the submission and evaluation of our annual audit report. The one area in which we did not “Meet Standards” was staff credentialing requirements. The shortcoming in credentialing was attributable to deficiencies in some record keeping which was presumed to be fixed, but continues to be an issue. Our operations team is working diligently to rectify this issue in the coming year. We fully expect to meet standards in all categories measured in future years. Please refer to Appendix III for the 2013-2014 Organizational Performance Framework Results.

The matters covered under the “organizational” framework include the academic program (including special ed), financial reporting, governance, attendance, credentialing, holding the School accountable, employee and student rights, transportation, facilities, and health and safety. Our strengths in these areas are an exceptionally experienced and talented School Leadership Team, a skilled administrative and business team, an experienced and dedicated Board, and generous assistance from pro bono attorneys.

Our challenge and opportunity going forward is to continue to develop in-house administrative talent in order to decrease the need to call on outside resources. EastSide has already begun working toward this goal as we have brought all technology and financial management back in-house with the additions of the Director of Technology and the Director of Operations.

2013-2014 Organizational Performance Framework Summary:

Year	1.a.	1.b.	2	3.a.	3.b.	3.c.	4.a.	4.b.	4.c.	4.d.	5.a.	5.b.	6	OVERALL RATING
11-12	M	M	M	M	M	M	M	DNM	N/A	M	M	M	M	Meets
12-13	M	M	M	M	M	M	M	DNM	DNM	M	M	M	M	Meets
13-14	M	M	TBD	M	M	M	M	M	DNM	M	M	M	M	Meets

3.2 Is the school implementing the essential terms of the charter’s education program as defined in the current charter, and complying with applicable state and federal requirements?

- a) Provide specific examples of how your educational program is in compliance with instructional days/minutes requirements, the use of state assessments, Delaware content standards requirements, and providing an education and accommodations for at-risk students.

Instructional Days

EastSide operates on a 179 day academic calendar (142 full days and 37 half days). With 7 instructional hours in a full day and 4.5 instructional hours in a half day, students

are in session for 1,142 instructional hours each year, exceeding the minimum required number of hours by a total 12 days.

State Assessments

For each of the past 4 years, EastSide has administered the DCAS assessment during the fall and the spring. For each year, we have exceeded the required participation threshold of 95%. Beginning in the Spring of 2015, all EastSide students will participate in the Smarter Balanced Assessment and DCAS for Science and Social Studies. As an alternative academic measure, EastSide administers the MAP test published by the Northwest Evaluation Association (NWEA) each fall and spring to demonstrate annual growth of our our students.

Academic Standards

EastSide has implemented the Common Core Standards in Math and ELA beginning in 2012 and with complete fidelity in the 2013-2014 school year and is a member of the Science Coalition. Please refer to Appendix IV for evidence of curriculum alignment to the Common Core State Standards. EastSide uses Delaware state standards for all other subjects.

At-Risk Students

EastSide has complied with all state and Federal statues and regulations with regard to the education and accommodations for at-risk students. Compliance has been demonstrated through regular DOE compliance monitoring visits and desk audits. Our most recent review was conducted in November 2012. All items of non-compliance were corrected as verified in a November 2013 letter from DOE (See Appendix V). To ensure continued compliance, systems were designed and put in place to ensure that all needs are met and supports are put in place to ensure the success of all special education students and those who are at-risk.

3.3 Is the school protecting the rights of students with disabilities and English language learners?

- a) Describe the process by which students with special needs are identified and evidence that the school is effective in providing the right resources and services for students with disabilities.

EastSide Charter adheres to Title 14 DE Administrative Code Section 900: Special Populations, Subsection 922.1.0 through 929.3.0 when identifying, evaluating, servicing, and monitoring a student suspected of having a disability. A "Child with a Disability" means a child evaluated in accordance with 14 DE Admin. Code 925.4.0 through 925.12.0 as having intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in these regulations as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, an Other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason

thereof, needs special education and related services. Please refer to Appendix VI for more information.

- b) Describe the process by which students with English language learners are identified and evidence that the school is effective in providing the right resources and services for these students.

EastSide Charter follows state regulations, outlined in Title 14 Section 900: Special Populations, Subsection 920: Educational Programs for English Language Learners (ELLs), when identifying and servicing students who speak and/or are regularly exposed to a language other than English. Please refer to Appendix VI for more information.

3.4 Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?

- a) Fill in the following chart with the appropriate enrollment information over the last 4 years (3 years if this is the school's first renewal)

School Enrollment Trends									
	2010-2011		2011-2012		2012-2013		2013-2014		
	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Current Waitlist for the 2014-2015 school year
K	57	65	57	67	57	55	60	57	5
Grade 1	60	58	60	57	60	54	50	51	8
Grade 2	60	57	60	57	60	56	50	57	4
Grade 3	60	42	60	58	60	40	50	49	7
Grade 4	53	60	53	40	53	58	36	38	5
Grade 5	32	35	32	49	32	32	50	52	13
Grade 6	32	35	32	32	32	44	40	39	3
Grade 7	16	18	16	22	16	32	40	34	4
Grade 8	16	18	16	19	16	21	30	26	7
Grade 9	0	0	0	0	0	0	0	0	0
Grade 10	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0
Grade 12	0	0	0	0	0	0	0	0	0
Total	386	388	386	401	386	392	406	403	56

- b) Provide information regarding the school's attrition rate over the last 4 years (3 years if this is the school's first renewal). Using data starting with the number of students enrolled September 30, what number and percentage of students transferred out of the school by the end of the school year?

After undergoing a leadership change after the 2010-2011 school year, EastSide has continued to grow with regard to its academic performance, behavioral climate, and reputation amongst parents, students, and the community. Because of this significant growth, student retention has remained high and our enrollment has increased, prompting EastSide to apply for an enrollment extension (approved by DOE in Winter 2013).

During the 2011-2012 school year, 3 students withdrew before the end of the year. 81% of students re-enrolled for the following year.

During the 2012-2013 school year, 1 student withdrew before the end of the year. 93% of students re-enrolled for the following year.

During the 2013-2014 school year, 15 students withdrew before the end of the year. 92% of students re-enrolled for the following year.

- c) How does the school both monitor and plan to minimize attrition rates? (*Attrition rate is calculated by the number of students leaving the school during the school year over number of students enrolled in the school on September 30.*) Provide a summary of why students left your school.

EastSide receives immediate notice of student withdrawals and schedules an exit interview with parents. The school uses mid-year parent/family satisfaction surveys, student achievement results, and ad hoc interviews with students and parents to monitor stakeholder satisfaction of the quality of our program. Over the last three years, we have seen that more than 90% of our attrition was due to family relocation.

3.4 Is the school complying with governance and reporting requirements?

- a) Provide a current organizational chart, which includes the Board of Trustees.

Please refer to Appendix VII for the current organizational chart.

3.5 Is the school complying with closure requirements?

- a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school, including a plan to set aside sufficient funds to cover the salaries owed to those employees who are paid over a 12-month period.

The school will follow the state provided closure protocol for all charter schools. Please refer to Appendix VIII. In addition to the state provided protocol the school implements added measures to ensure we can fulfill all our financial responsibilities. We include as a regular part of our

periodic reports to the Finance/Citizens Budget Oversight Committee a cash flow projection that must show that on June 30 there will be sufficient funds to pay for all employee and other obligations incurred during the school year just ending. In addition we have considerable flexibility to reduce our budgeted costs at any time because all of our employees, except the Head of School, are employed on an at-will basis and can be terminated at any time, without cause, with two weeks' notice. Finally, our affiliated foundation typically has on hand a reserve of approximately \$300,000 that could be made available to meet any unexpected financial need. Please refer to Appendix IX for the foundation's Case For Support and Appendix X for the foundation's Annual Report.

IV. Financial Framework

4.1 Is the school financially viable?

- a) Provide an analysis of the results of your Financial Performance Reports over the last three years (2010-11, 2011-12, 2012-13). Where applicable, provide explanations for areas where standards were not met, including your plans and strategies for improving the individual measures and overall ratings.

For 2010-2011 EastSide Charter was rated overall as “Far Below” under DOE’s Financial Performance Framework although it met standards in 2 of the 6 areas tested. (See chart below) After receiving the ratings from the 2010 - 2011 school year, the Board of Directors, Head of School, Director of Operations and a contracted accounting firm worked diligently to improve the school’s practices to ensure the ratings would be met in the future. The school saw drastic improvement in the 2011 - 2012 school year as we met standards overall and met standards on all but on eof the individual areas tested.. By the 2012 - 2013 school year EastSide Charter was rated as “Meets Standard” in all areas tested under DOE’s Financial Performance Framework.

Year	1.a.	1.b.	1.c.	1.d.	2.a.	2.b.	2.c.	2.d.	OVERALL RATING
10-11	F	D	M	M	NR	F	NR	NA	F
11-12	M	D	M	M	NR	M	NR	NA	M
12-13*	M	M	M	M	M	M	M	NA	M

- b) Provide a summary of findings from independent audits and, where applicable, how the school developed and implemented a corrective action plan in response to audit findings.

There were no findings in our most recent independent audit. Please refer to Appendix XI for more information.

- c) Please refer to the following Appendices:
 - Appendix XI: Final Fiscal Year 2014 Revenue & Expenditure Budget Report in the prescribed DDOE format

- Appendix XII: Approved preliminary Fiscal Year 2015 Budget
- Appendix XIII: Fiscal Year 2014 Audited Financial Statements (if final report is not available, draft version is acceptable)
- Appendix XIV: Projected revenue and budget worksheets and narrative through 2018-2019 in the prescribed DDOE projection format

V. Five-Year Planning

5.1 Projected Enrollment

- a) Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

Projected Enrollment					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K	59	63	63	63	63
Grade 1	45	54	58	58	58
Grade 2	53	50	50	52	52
Grade 3	59	50	50	50	50
Grade 4	43	56	50	48	50
Grade 5	41	40	52	48	46
Grade 6	52	34	35	47	46
Grade 7	36	48	32	33	44
Grade 8	33	33	45	30	31
Grade 9	0	0	0	0	0
Grade 10	0	0	0	0	0
Grade 11	0	0	0	0	0
Grade 12	0	0	0	0	0
TOTAL	421	428	435	429	440

5.2 What are the school's plans for the next five years of the charter?

- a) Describe what changes and improvements the school will undertake in the next five years based on the school's examination of student performance outcomes.

A series of strategic planning sessions in the spring of 2013 resulted in the re-institution of a pre-kindergarten class at EastSide for the 2013-2014 school year. With nearly \$800,000 of capital expenses secured through philanthropic support (including \$150,000 from the Delaware Department of Education high performing charter fund), a Delaware STARS 5-star rating, and licensing approval from the Office of Child Care Licensing, we have been able to expand our Early Childhood Program to 3 classrooms serving 66 four-year old students in a brand new facility on our school campus. We plan to continue this program, promoting each of our Pre-K students into our Kindergarten program. By meeting the emotional, social, and intellectual needs of these students early, they will be in a prime position to begin their elementary careers without the deep deficits so many children from underrepresented groups face, thus preparing them for academic success throughout their primary school years.

Our Pre-K program is founded on the principles of Expeditionary Learning with little to no direct instruction as concepts and standards are taught through students doing the bulk of their work in student-lead learning stations or small groups where students have greater ownership and investment of their learning. Our knowledge of developmentally appropriate practice and the development of self-regulation skills in students has led us to a structure where there is no whole group instruction in the afternoon. Not only are our students more engaged in the content, but they are the main drivers of the work they are doing. This model is consistent throughout our Early Learning Program (grades Pre-K, K, and 1). (See Appendix XV).

The school has contracted with Expeditionary Learning for professional development both in and outside the building as we continue to revolutionize our instructional model to meet the needs of our students and the rigor of the Common Core Standards and the Smarter Balanced Assessment. The academic leadership team plans to spend the 2014-2015 school year continuing to conduct research and dive into the Expeditionary Learning model as we consider adopting the model as the basis for our core academic program. A final decision (and subsequent plan of implementation) will be presented to our Board of Directors followed by a vote in the spring of 2015.

Based on our examination of student performance outcomes and evolving state regulations, EastSide will do the following:

- Implement the Teaching Excellence Framework to evaluate all instructional staff members as approved in our 2013 Minor Modification application
- Continue to implement our 5th Grade Academy to support the transition from Lower School to Middle School for our rising 5th grade students
- Implement four rounds of Common Core and Smarter Balanced-aligned Interim assessments, designed and published by Amplify.
- Implement the Common Core standards, Next Generation Science standards and Delaware Social Studies Standards
- Expand extracurricular programming to meet the needs and desires of Lower School students

- Implement daily high school preparation program (60 minutes a day, 4 times a week over a 12 week trimester) to support the preparation and development of our 8th grade students
- Adjust scheduling and staffing model to accommodate increases in student enrollment
- EastSide anticipates increasing approved enrollment from 406 to 426 to accommodate organic growth student needs and we are applying for the requisite minor modification to our charter. Please refer to our minor modification for enrollment (Appendix XVI).

b) Provide goals and performance outcomes, including assessment tools and measures to be used. Provide a rationale for the identified goals and assessment measures. Provide any mission-specific goals that you will include in your Performance Agreement.

Performance goals in three major areas (Academic, Financial, and Organizational) are defined in the Proposed Renewing Charter School Performance (See Appendix XVII).

Our Mission Specific goal, as approved by the Charter School Office, is more than one year of academic growth on average for students in grades 2 - 8 in ELA and Math. The measure is average academic growth of students using Fall and Spring NWEA MAP assessment. The target is 1.15 years of academic growth (annualized over a 179 day school year) in math and reading from first week of school to the last week of school.

In addition to the goals outlined by DOE, the EastSide Board and school leadership have identified a list of other performance goals (See Appendix XVIII).

c) Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

We lease our facilities for \$1 per year from our affiliated 501(c)(3) foundation. Since we do not receive any government funding for facilities, we rely on the foundation to raise funds for any facility improvements. During the last 8 years our foundation has raised more than \$8 million, \$5.5 million of which we used to upgrade our facility.

While our classrooms do not reflect the high-priced modern design that our students deserve, they are large, comfortable, and safe. If we had the funds we would improve the lighting and window systems in our classrooms to improve the working and learning environment. However, in order to make those improvements the Wilmington Department of Licenses and Inspections has informed us that we will be required to take certain steps to bring our 1960's facility up to 2014 Code. Those Code improvements would cost about \$1.5 million and therefore are almost cost prohibitive. Since these current Code requirement issues would not improve the working and learning environment and are not necessary for safety, this is not a high priority for us.

We have recently completed a new EastSide Early Learning Academy to accommodate 66 Pre-K students. The acquisition, installation and equipping of these modular facilities cost

approximately \$825,000 which our foundation paid for with grants raised from charitable benefactors.

We are considering the expansion of the Early Learning Academy to add a birth to 3 program to feed into our Pre-K classes. Any such expansion would likely be paid for with charitable grants.

We have a study of our capital facilities needs that is currently being reviewed and updated. This plan identifies deferred maintenance items and provides an early warning for property expenditures that should be made. We do not have any significant deferred maintenance issues that are pressing in the near term.

d) Provide information regarding how the Board of Trustees effectively evaluates the school administration.

The Board conducts an annual evaluation of the Head of School which covers all areas of School operations (see below). Until July of this year certain of our finance and other non-academic functions have been performed by an outside provider. As of July 1, 2014 we have created an internal position of Director of Operations who will be responsible for all non-academic functions so that they will now all be performed in-house (See Appendix XIX). The Chair of our Finance Committee has led the Board's establishment of annual goals for the Director of Operations (as agreed with the Director) and will lead the Board's annual review of his performance. The Board does not specifically review the performance of any other administration members other than to the extent their performance might impact on the evaluation of the Head of School's performance.

e) What policies and procedures are in place to evaluate the school leader on an annual basis?

The Board's Executive Committee, on an annual basis, in concert with the Head of School, determines annual performance goals for the Head. These goals are then considered by and approved by the Board. These goals cover academic, organizational and financial performance with specific focus on matters that might be of particular interest from year to year (e.g., achieving certain student retention and enrollment targets). The Head's performance is then evaluated at the end of the year based on these goals which are used as part of an incentive compensation plan. Please refer to Appendix XVIII for an overview of the Head of School's performance goals.

f) Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.

The Board is actively involved through Board and Committee meetings in carrying out its fiduciary responsibilities to oversee the operation of the School. The monthly meeting agendas include regular dashboard reports of key academic, attendance and discipline data and are otherwise designed to keep the Board well informed about activities and developments at the School. Our Finance/Citizens Budget Oversight Committee maintains a particularly close watch over financial matters. Average meeting attendance of our 21 member Board has been about

65% for the last three years. All new Board members upon election to the Board receive a corporate governance orientation training session with the Chairman of the Board. Most Board members recently attended a combination Board retreat/formal corporate governance training program conducted by the Delaware Alliance for Nonprofit Advancement. All Board members have satisfied all background check requirements and most have attended the DOE conducted financial training although some new members have not yet been able to schedule that because of the infrequency with which it is offered. All expect to have completed this financial training requirement by the end of this fall. We expect to repeat the retreat/corporate governance training sessions every three years and otherwise maintain this compliance record going forward.

g) Describe the school's process for succession planning including identification, development and retention of school leaders.

Our bylaws provide for 3 year staggered terms and term limits of up to 9 consecutive years to ensure a regular infusion of new Board members while at the same time ensuring continuity of institutional knowledge. A member who terms out can return to the Board after one year's absence. Executive Committee members stay particularly closely involved to be able to assume leadership in the event of an unexpected vacancy at the top. Otherwise the Executive Committee and the Nominating Committee work together to put a succession plan in place in time to give the new leader an opportunity to properly prepare for leadership of the Board. The Nominating Committee maintains a matrix of Board members' capabilities and representations to ensure that we always have a diverse Board with all appropriate competencies and constituent representations.

The Head of School's duties include the training and grooming of administrators to advance in assuming administrative responsibility. Succession planning for the Head of School includes having a contract that provides at least nine months' notice of an intended departure and sufficient time to search for a new leader, including consideration of in house candidates.

Annual Report 2017-18

EAST SIDE CHARTER SCHOOL

ANNUAL REPORT

2017-2018



**3000 N Claymont St,
Wilmington, DE 19802
Phone: (302) 762-5834**

I. OVERVIEW

1.1 School Overview:

Review the following chart with the school’s basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	East Side Charter School
Year School Opened	1997
Enrollment 2017-2018 ¹	415
Approved Enrollment	429
School Address	3000 N Claymont St, Wilmington, DE 19802
District(s) of Residence	Colonial School District
Website Address	http://www.eastsidecharterschool.org/
Name of School Leader	Aaron Bass
School Leader Email and Phone Number	aaron.bass@escs.k12.de.us (302) 762-5834
Name of Board President	Thomas C. Humphrey
<p>Mission Statement: The mission of EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child’s unique gifts and talents.</p>	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2017-2018. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2017-2018 ¹
Total Enrollment	415
# of Students on Waiting List	
Gender	
% Male	51.57%
% Female	48.43%
Ethnicity/Race	
% African American	94.46%
% American Indian	
% Asian	
% Hispanic/Latino	5.30%
% White	
% Multiracial	0.24%
Special Populations	
%Special Education ²	14.46%
% English Language Learners	0.24%
% Low-Income	79.76%

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school’s current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome
Sep 2013	Minor - educator evaluation process	Approved

Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

1.4 School Enrollment:

Please review the following chart with the school’s enrollment trends during the current term of the charter.(This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2017-2018	
	Approved Enrollment	30-Sep Enrollment Count
K	63	63
Grade 1	58	58
Grade 2	52	49
Grade 3	50	62
Grade 4	48	38
Grade 5	48	44
Grade 6	47	40
Grade 7	33	31
Grade 8	30	30
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	429	415

Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

1.5 Reenrollment:

Reenrollment Rate² is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school’s reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	East Side Charter School	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	5	
Grade 1	43	67.19%
Grade 2	37	63.79%
Grade 3	53	82.81%
Grade 4	34	66.67%
Grade 5	32	74.42%
Grade 6	33	62.26%
Grade 7	21	63.64%
Grade 8	26	70.27%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	284	70.47%

** School entry grade level. Reenrollment data not collected for this grade level.

Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

We have partnered with parents, offered a robust regular school and after school programming and maintained a strong community. Data on why students leave varies from families moving, issues with transportation and other variables. We are speaking with families and engaging them more. We also follow up with families that express they are interested in leaving our school so that we can target their issue and try to resolve it. Families that choose to leave without sharing information with us are allowed to leave due to the fact that we believe in choice and do not want to impede their leaving.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

Overall Academic Ratings

Elementary (grades K-5)/Middle School (grades 6-8)

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	31.00	21% Well Below Expectations
Academic Progress	200.00	126.00	63% Meets Expectations
School Quality/Student Success	50.00	38.00	76% Meets Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	400.00	195.00	49% Well Below Expectations

- a) Based on the table above discuss the school's:
- ???????????????? overall academic achievement results,
 - ???????????????? major challenges,
 - ???????????????? and accomplishments over the course of the school year.

School Comments:

Overall there were areas for academic celebrations in grades four to eight. Overall from 2016-2018, EastSide Charter School achieved an average increase of 9% points in Language Arts and an average increase of 6% points in Mathematics compared to the State of Delaware which had a 0% point increase in Language Arts and a decrease of 3.6% points in Mathematics. In addition, EastSide had five teachers achieve increases at or above 10% points. Lastly, EastSide was ranked 2nd in both ELA and Math among all schools in Delaware with respect to the percentage of students who met their annual growth targets. This data is determined by the state mandated component V metrics for which schools and teachers are held accountable. Major challenges still are retaining quality teachers and addressing student individual academic and behavior needs.

Performance Agreement

Academic Performance Expectations

EastSide Charter School's overall academic rating is Meets Standards. For each year going forward, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will continue to grow or meet standards within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review. Mission Specific Goals: Our goal is to shrink and ultimately eliminate the achievement gap in Wilmington and the state at large. In order to do that, our students - who traditionally enter Kindergarten below grade level and lose ground every year, particularly during the summer - must outgain their counterparts each academic year.

- a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

School Comments

EastSide has shown an increase in academic achievement and academic growth from 2016-17 to 2017-2018. EastSide had an average growth increase of 9% points in Language Arts and an increase of 6% points in Mathematics. In addition, EastSide was ranked 2nd among all Delaware schools with respect to the percentage of students who met their annual growth targets. The mission specific goal is to shrink and ultimately eliminate the achievement gap in Wilmington and in the state. EastSide has "chipped" away at the achievement gap, but must continue to consistently see gains in ELA and Math to succeed in closing the gap.

2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency ELA (Grades 3-8)	19.90%	75.00	15.00
Proficiency Math (Grades 3-8)	21.07%	75.00	16.00

Respond to the following questions.

- a) Based on the school's Academic Achievement ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

School Comments

The Academic Achievement data for EastSide Chart School is provided below.

ESCS ELA	16-17 Scores	17-18 Scores	increase/decrease
Grade 3	13%	8%	baseline
Grades 4-8			
4	13%	35%	increase 22pts
5	15%	12%	decrease 3pts
6	12%	18%	increase 6pts
7	13%	23%	increase 10pts
8	17%	28%	increase 11pts
Total	14% Avg	23.2% avg	increase avg 9pts
ESCS Math	16-17 Scores	17-18 Scores	
Grade 3	34%	20%	baseline
Grades 4-8			
4	34%	68%	increase 34pts
5	15%	2%	decrease 13pts
6	12%	10%	decrease 2pts
7	3%	10%	increase 7pts
8	8%	10%	increase 2pts

Total	14.4% Avg	20% avg	increase avg 6pts

Based on student performance, it is evident there must be a focus on certain grades and subjects . Each year we look to see the progress of students at each grade level following them throughout their years at EastSide. There are some positive trends we are noticing. Teachers who are rated effective/highly effective are producing higher academic results when compared to developing and unsatisfactory teachers. Unfortunately, teacher turnover has contributed to decreases in scores in grades 3 and 5. A second factor was teacher performance. Teachers who struggle with classroom management and who are not able to teach an academic year’s worth of material prior to the state exam are not showing an increase in academic performance. EastSide acknowledged these issues and has worked diligently to provide more effective teacher training and coaching in addition to restructuring the leadership team. Pacing charts in mathematics were modified to increase the amount of content taught prior to the state exam. EastSide is also concentrating more on student writing skills, specifically narrative writing. Data shows writing is a contributing factor to students decreased scores in ELA. However, there were some grades that did see significant increases in proficiency levels in both ELA and Math. Grade 4 math closed the achievement gap compared to the state average and several grade levels had double digit increases as reflected in the chart above.

b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

School Comments

EastSide Charter School has taken several steps to increase proficient scores overall moving forward. There is an increased focus on teacher recruitment and retention. EastSide has modified instruction and curriculum as well. A writing program has been implemented to address student Language Arts deficiencies. In addition, EastSide has increased its efforts to increase more of a blended learning approach for students. Blended learning will increase the amount of individualized instruction students receive. Furthermore, EastSide has increased efforts to support teachers through more targeted professional development. A second Assistant Principal of instruction has also been added to the leadership team in order to support teachers.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

School Comments

EastSide will measure progress by tracking teacher evaluations and tracking student performance on assessments and classroom assignments. Interim Assessments and module assessments will provide prediction data and student progress in regards to grade level work. MAP will progress monitor student individual learning during the year. Student work samples, baselines and performance tasks will help monitor skill development in writing.

2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA (grades 4-8)	69.34%	75.00	52.00
Growth - Math (grades 4-8)	57.97%	75.00	43.00
Growth of Highest Quartile - ELA(grades 4-8)	67.00%	12.50	8.00
Growth of Highest Quartile - Math(grades 4-8)	59.29%	12.50	7.00
Growth of Lowest Quartile - ELA(grades 4-8)	74.33%	12.50	9.00
Growth of Lowest Quartile - Math(grades 4-8)	55.91%	12.50	7.00

Respond to the following questions.

- a) Based on the school’s Academic Progress for all students over the course of the school year, discuss the school’s current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

School Comments

It is evident from the data that EastSide needs to do a better job with instructing the highest and the lowest quartile of students. So many times schools teach to the “middle quartile” students. This year EastSide is utilizing blended learning to assist in meeting some of the academic needs of the both the lower and upper quartile of students. In addition, EastSide has increased student supports for tier three students as well as incorporated an honors program to support our tier one students. During the 17-18 school year EastSide achieved a ranking of 2nd in both ELA and Math as compared to the entire state of Delaware with respect to the percentage of students who met their annual growth targets. Attached are also the results of MAP testing. The data attached compares the student results from 2016 spring to 2017 spring. Growth in ELA/Math is evident across all grade levels. Students are ending the following year at higher skill levels. With that said, there is more work to be done. All students are not on grade level. Some students still have skill deficiencies that need to be addressed. Coupled with student deficiencies, we face teacher turnover. “New” teachers are low in skill and require extended coaching and training to be developed. EastSide has increased efforts to coach

inexperienced teachers, training “highly effective” teachers to become coaches and promoting existing staff to leadership positions to help coach. We also acquired a second instructional leader to support teachers. A third focus is for EastSide to adjust curriculum to ensure all or most of the content taught for the entire year is completed prior to May 1st in addition to increasing instruction and integrating a writing curriculum.

b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

School Comments

EastSide Charter School expects to have continued academic growth in Math and ELA. EastSide will take the following steps to ensure growth occurs. Leaders and teachers will progress monitor student assessments, performance task and student work in order to make informed data driven instructional decisions. Follow pacing charts with fidelity. Increase the level of coaching support by training “highly effective” teachers to support other staff and adding an additional instructional leader. Also there will be additional time scheduled daily to support blended learning to address student individual needs. Furthermore, curriculum modification will be made to address deficient writing skills and prioritize content to be taught prior to May 1st.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

School Comments

EastSide will measure progress by tracking teacher evaluations and by tracking student performance on assessments and classroom assignments. Interim Assessments and module assessments will provide prediction data and student progress in regards to grade level work. MAP will progress monitor student individual learning during the year. Student work samples, baselines and performance tasks will help monitor skill development in writing.

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
Chronic Absenteeism	75.33%	50.00	38.00
Proficiency - Science(grades 5 and 8)		n/a	n/a
Proficiency - Social Studies(grades 4 and 7)		n/a	n/a

Respond to the following questions.

- a) Based on the school's School Quality/ Student Success ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

School Comments:

We have made a sincere effort to accurately track student attendance this year. We have seen that student attendance is linked to conditions in the home, attitude towards school, access to consistent transportation (even when getting to the school bus stops) and resources in the home. Through a staff of caring teachers, counselors and behavior support we reach out to all families on a proactive basis. Our staff go above and beyond to reach out to chronically absent children and we provide multiple opportunities for families to meet with staff throughout the school year to discuss attendance and problem solve being present. We have done this in the past and will continue to work to ensure that all of our children are present and accounted for in school.

-
- b) Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

School Comments

We expect to improve the score we received for School Quality/ Student Success. We will continue to have all staff work with students to ensure that they have what they need to be in school. We have also hired a Director of College Then Career to assist our alumni so that they can graduate from college and receive support in their careers. We have made a public commitment to our children and know that by making their future a reality we will be able to better focus our current students. While our LEA is not responsible for these outcomes we are committed to strong outcomes for our scholars.

In addition we will continue to use the practices that we employed this year to build a strong culture of regular school attendance.

c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

School Comments

Each advisor spends time with students to build relationships with the student and their family. Staff work with families to identify areas of need. In addition our office teams keep good track of attendance and our entire team works with the counseling staff to follow up with families that are not meeting expectations. The approach is largely supportive through parent meetings, offering resources to families and continuing to engage in dialogue for the betterment of the scholar. Leaders also follow up on attendance and help problem solve issues so as to keep strong attendance.

2.5 Progress toward English language proficiency (ELP) * new

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric	Value	Points	Points Earned
Progress Toward English Language Proficiency		n/a	n/a

Respond to the following questions.

- a) Based on your Progress toward English language proficiency (ELP) ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

School Comments

- b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

School Comments

- c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

School Comments

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- ☐ Is the school organizationally sound and well operated?
- ☐ Is the school fulfilling its legal obligations and sound public stewardship?
- ☐ Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Essential Question indicator 1a. The mission of EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child's unique gifts and talents.

Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Students will successfully complete a Vision Plan that focuses on their future goals and needs to meet that goal.	Meets Standard: 90% or more of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.	Family attendance at Vision Plan Meetings	PDF Upload and entry into system by DOE.	1a1
	Approaching Standard: 51 – 90% of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.			
	Far Below Standard: 50% or less of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.			

a) Rate the school's performance according to the criteria established by the school for its 2017-2018 mission specific goal(s).

School Comments

In the 17-18 school year we engaged with parents and conducted Vision Plan Conferences where we learned about students' goals and also focused on their progress during the school year. 100% of

students completed a Vision Plan or Vision Meeting with staff. Over 80% of our families came to discuss their child's future goals and current grades. These meetings were instrumental in building relationships with parents. We were successful in accomplishing our academic growth goals on SBAC with significant growth in Math and ELA. We are continuing to make improvements in the school to have a better impact on student performance.

b) Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

East Side Charter School

Year	Education Program				Governance & Reporting			Students & Staff		Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2017-2018	M	M	M	M	F	M	M	M	M	M	Approaching Standard

a) Describe the school’s organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

EastSide Charter School has met standard in every category except Governance and Public Stewardship. This one area resulted in the overall score being Approaching Standard. This was caused by the failure of some board members to obtain some of the required trainings even though the vast majority of our large board had in fact obtained the required trainings. We have taken steps to rectify that situation and in FY 19 every board member will have successfully completed the appropriate training.

b) Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.

School Comments:

See comment above

c) Address any measure where school did not meet standard or is approaching standard.

See comment above.

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

School Response To Rating:

EastSide Charter School has met standard in every category except Governance and Public Stewardship. This one area resulted in the overall score being Approaching Standard. This was caused by the failure of some board members to obtain some of the required trainings even though the vast majority of our large board had in fact obtained the required trainings. We have taken steps to rectify that situation and in FY 19 every board member will have successfully completed the appropriate training.

Measure 2b.

Does the governing board oversee and evaluate school management?

DOE Rating Information:

2a3: Board training not completed 12/17,11/17,10/17; 2a4: CBOC training not completed 10/17

Performance Agreement

Organizational Performance Expectations

Discuss the school's organizational performance based on its approved Performance Agreement.

EastSide Charter School's overall organizational rating is Meets Standard. For each year going forward, our expectation is to continue achieving the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school's organizational performance based on its approved Performance Agreement (see above).

School Comments:

The LEA has proven successful in all categories except for one this past year. We are expecting to be Meets Standards in all categories moving forward.

3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training

First Name	Last Name	Role/Title	Financial Training Date
Aaron	Bass	Ex-officio - CEO	7/25/2017
James	Bonds		
James P.	Dalle Pазze	Chair, Legal	7/1/2009
Cecil	Gordon		10/17/2017
Michael	Hare	Chair, Facility Committee	9/29/2014
Paul	Harrell		11/19/2014
Thomas C.	Humphrey	Board Chair	11/21/2013
Andrea	Jackson	Teacher Representative	7/25/2017
Charles	McDowell	Board Member	7/1/2007
Shaquona	Meyers		1/3/2018
Donna	Mitchell		11/19/2014
Michelle	Reardon	Chair, Marketing Committee	
John S.	Riley	Chair, Nominating Committee	
H.M. (Chip)	Sawyer		1/25/2012
Alexis	Simms	Parent Representative	9/15/2015
Jocelyn	Stewart	Vice Chair	2/16/2011
Charles	Tolliver	Secretary	11/19/2014
Jeania	Watson		9/29/2014

*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments:

Michelle Reardon, John Riley and James Bonds were removed from the board during FY18. We are appreciative of their service and all new members being brought on the board are receiving their training with the entire board to ensure that we meet standard in this area.

b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Role/Title	Financial Training Date
Aaron	Bass	CEO	7/25/2017
Peter	Kennedy	Community Member	3/30/2017
Nick	Medaglio	Managing Director of Finance and Operations	11/21/2013
Ed	Reznick	Community Member	2/15/2011
Richard	Riggs	DOE Representative	11/30/2015
Alexis	Simms	Parent Representative	9/15/2015
Ashley	Wynn	Educator	3/23/2018
Jim	Dalle Pазze	Community Member	7/1/2009

School Comments:

Mr. Medaglio is not a voting member of the committee, rather he presents the financial data to the committee for their review.

3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2017-2018		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
52%	36	68

*** To be completed by the school**

Review the table above with the school’s teacher retention trends and answer the following questions.

- a) Describe the school’s plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.



School Comments:

At EastSide we work to ensure that we recruit and retain the best people for our children. To that end we monitor staff attrition monthly and discuss each departure within the leadership team. We also perform exit interviews with each departing staff member to make sure that we are able to inform the school’s actions. There are also times where we as a school decide that a staff person should not continue employment at our school. This can be due to a lack of professionalism, in the interest of child safety or due to unsatisfactory performance. Before we get to that point we give feedback through our evaluation systems as well as in our weekly meetings. In addition we are working to maintain consistent leadership in the building. Frequent leadership changes have an impact on teacher attrition thereby impacting student success.



- b) Describe how the school’s professional development plans support teachers and leadership.



School Comments:

We have received repeated approval for the Leadership Excellence Framework in addition to our Teaching Excellence Framework. These evaluation tools allow us to focus on areas of development for each person. We have also created a PD Schedule that is responsive to the needs of staff based on observations and planning meetings. Each PD is accompanied by a survey to rate the effectiveness of the PD as well as solicit suggestions for future PD’s. In addition we collaborate with other schools to



ensure that we are using the best practices for our staff.

Finally each teacher has a planning meeting and a data meeting to help guide their development. The planning meeting allows the teacher and their manager to focus on how to effectively plan for each class. At the data meetings the manager and each teacher do progress monitoring of each class. These meetings allow us to give each teacher individualized attention in their instruction while simultaneously allowing leadership to assess trends in the building.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2017-2018	M	M	M	M	M	M	M	N/R	M	Meets Standard

a) Describe the school's Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

b) Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

School Comments:

c) Address any measure where school did not meet standard or is approaching standard

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2017-2018
M

This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

DOE Rating Information:

The FY18 independent auditor's report expressed an adverse opinion on the reporting entity; however, the auditor's report also expressed an unmodified opinion on the governmental activities and major fund.

School Response To Rating:

Performance Agreement

Financial Performance Expectations

EastSide Charter School’s overall financial rating is Meets Standard. For each year going forward, our expectation is to continue achieving the overall rating of “Meets” standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

- a) Discuss the school’s financial performance based on its approved Performance Agreement.



School Comments:



- b) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).



School Comments:



V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

School Comments:

EastSide has started a Mindfulness in collaboration with Delaware State University. Psychology students come on a weekly basis to assist students in Kindergarten through 2nd grade with social-emotional skills, well being and better cognitive performance. We are gathering data this year and expecting to see improved performance in behavior, grades and test scores for students who have participated.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	EastSide Charter School
Location:	3000 N Claymont St, Wilmington, Delaware

I hereby certify that the information submitted in this annual report of a charter school is true to the best of my knowledge and belief and that this application has been approved by the school’s Board of Directors.

Signature: Chairperson of Board of Directors (or designated signatory authority)

Date

Print/Type Name:	
Title (if designated):	
Date of approval by board of directors:	

References:

¹ Based on September 30th Unit Count

² Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

³ Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

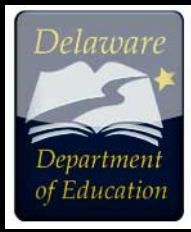
Performance Framework Reports

<https://reportcard.doe.k12.de.us/detail.html#accountabilitypage?scope=school&district=72&school=571>

**Performance Framework Reports :: Academic Performance Report
2018-19**

<https://reportcard.doe.k12.de.us/detail.html#accountabilitypage?scope=school&district=72&school=571>

**Performance Framework Reports :: Organizational Performance Report
2018-19**



Organizational Framework Report EAST SIDE CHARTER SCHOOL

Reporting Period: July 1, 2018 to June 30, 2019

Published: October 29, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Organizational Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.

1. EDUCATION PROGRAM

Measure 1a.

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

Based on information available to the DOE, the charter school is implementing the essential terms of the education program in all material respects, including but not limited to Del. C., Title 14, Ch. 5, §512 (3), and the education program in operation reflects the essential terms as defined in the charter.

Measure 1b.

Is the school materially fulfilling applicable state and federal requirements pertaining to its education program (with the exception of responsibilities relating to SWDs and ELs, which are addressed separately under measures 1c. and 1d. in this framework)?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school is materially fulfilling applicable state and federal requirements including:

- Meeting state requirements on instructional minutes;
- Meeting state requirements for graduation and promotion in accordance with [14 DE Admin. Code 505](#) and [Del. C., Title 14, Ch. 1, II](#);
- Meeting Delaware content standards and state program requirements in accordance with [14 DE Admin. Code 500](#);
- Administering state assessments as required by Delaware law and [14 DE Admin. Code 100](#) and [Del. C., Title 14, Ch. 1, IV](#);
- Implementing a system of Response to Intervention (RTI) in accordance with the charter as well as [14 DE Admin. Code Title 14 Ch. 12](#);
- Implementing mandated programming in accordance with the terms of state and federal grants, as applicable; and
- Implementing mandated programming in accordance with the conditions and assurances for federal funds, as applicable.

Measure 1c.

Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

Consistent with the school’s status and responsibilities as a Local Education Agency (LEA), the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students with identified disabilities and those suspected of having a disability (including the [Individuals with Disabilities Education Act](#) (IDEA), [Section 504 of the Rehabilitation Act of 1973](#), and the [Americans with Disabilities Act](#)), including requirements for:

- Identification and referral;
- Access to the school’s facilities and programs for students and parents in a lawful manner and consistent with students’ abilities;
- Operational compliance to include the academic program, assessments, and all other aspects of the school’s program and responsibilities;
- Implementation of student Individualized Education Plans (IEPs) and Section 504 plans; and
- Discipline, including due process protections, manifestation determinations, and other identified state and federal requirements.

Measure 1d.

Is the school fulfilling responsibilities for English Learners (ELs)?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

Consistent with the school’s status and responsibilities as an LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners ([U.S. Department of Education/Office of Civil Rights](#), Title III of the [Every Student Succeeds Act \(ESSA\)](#), and [Del.C., Title 14 Section 900 Special Populations, 920 Educational Programs for English Language Learners](#)), including requirements for:

- Policies for serving EL students and properly identifying students in need of EL services;
- Access to the program for students and parents as required by law and consistent with students’ abilities;
- Operational compliance, including the academic program, assessments, and all other aspects of the school’s program and responsibilities;
- Provision of student EL services;
- Implementation of accommodations on assessments; and
- Exit of students from EL services and ongoing monitoring of exited students.

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

2016-2017	2017-2018	2018-2019
Far Below Standard	Far Below Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to governance by its board including but not limited to:

- Board composition and membership requirements, pursuant to [Del. C., Title 14, Ch. 5, §512 \(1-2\)](#);
- Board policies, including those related to oversight of a management organization, if applicable, and including but not limited to: Board bylaws, state open meeting laws, Articles of Incorporation, and State Code of Conduct pursuant to [Del. C., Title 29, Ch. 100](#), [Del. C., Title 14, Ch. 5, §512 \(14\)](#), and [Del. C., Title 14, Ch. 5, § 504 Corporate status](#);
- Board training as required by statute, pursuant to [Del. C., Title 14, Ch. 5, §512\(15\)](#) and [Del. C., Title 14, Ch. 18, §1803](#);
- Citizen Budget Oversight Committee (CBOC) regulations and training as required by statute, pursuant to [Del. C., Title 14, Ch. 15](#), [Del. C., Title 14, Ch. 15 §1508](#), and [14 Del. Admin. Code 736](#);
- Conflicts of interest, paperwork, and processes pursuant to [Del. C., Title 29, Ch. 58, §5805](#); and
- Conduct of meetings and other business in accordance with the requirements of [Del. C., Title 29, Ch. 100](#).

Measure 2b.

Does the governing board oversee and evaluate school management?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to oversight of school management, including:

- Ensuring the leadership carries out the school plan for evaluating student and school performance pursuant to [Del. C., Title 14, Ch. 5, §512 \(5\)](#);
- Annually evaluating management according to state-approved criteria, if applicable, pursuant to [Del. C., Title 14, Ch. 12, §1270](#) and [14 Del. Admin. Code 108A](#); and
- (For schools contracting with Education Service Providers) Overseeing and maintaining authority over management, holding it accountable for performance as agreed under a written services agreement, and requiring annual financial reports of the education service provider pursuant to [Del. C., Title 14, Ch. 5, §512 \(14\)](#).

Measure 2c.

Is the school fulfilling reporting requirements?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter relating to relevant reporting requirements to the school’s authorizer, state education agency, district education department, and/or federal authorities, including:

- All state and federal reporting requirements pursuant to [Del. C., Title 14, Ch. 5, §513](#); and
- Reporting requirements related to conditions placed on the charter.

3. STUDENTS AND STAFF

Measure 3a.

Is the school protecting the legal rights of all students?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the rights of students, including:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and implementation of preferences, enrollment (including rights to enroll or maintain enrollment);
- Security and access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Access to documents maintained by the school under Delaware’s Freedom of Information Act and other applicable authorities;
- Transfer of student data to DDOE pursuant to [Del. C., Title 14, Ch. 5, §512 \(13\)](#);
- Due process protections, privacy, and civil rights; and
- Conduct of discipline and attendance pursuant to [Del. C., Title 14, Ch. 5, §512 \(11\)](#), including discipline hearings, suspension, and expulsion policies and practices. (Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1.c.)

Measure 3b.

Is the school following requirements on staff certification and hiring?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to state certification requirements and background checks in accordance with [Del. C., Title 14, Ch. 5, §507 \(c\)](#), 14 Del. [Admin. Code 745](#), and [14 Del. Admin. Code 275, 12](#).

4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY

Measure 4a.

Is the school meeting facilities, transportation, health and safety requirements?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the school facilities, grounds, transportation, safety, and the provision of health-related services pursuant to [Del. C., Title 14, Ch. 5, §512 \(12\)](#), including:

- Fire inspections and related records including the requirements of [Del. C., Title 29, Ch. 82, § 8237](#);
- Viable certificate of occupancy or other required building use authorization;
- Documentation of requisite insurance coverage pursuant to [Del. C., Title 29, Ch. 29](#);
- Provision of student transportation in accordance with [Del. C., Title 14, Ch. 5, §508](#) and 14 [Del. Admin. Code §1150](#);
- Required nursing services and dispensing of pharmaceuticals 14 [Del. Admin. Code 800 regulations](#);
- Provision of a no- or low-cost breakfast or lunch under a [federal national school breakfast or lunch program](#) in compliance with [State Regulations](#)—only applicable to schools utilizing SNAP/TANF; and
- Emergency management plan as required Del. C., [Title 29, Ch. 82, § 8237](#).

SUMMARY AND OVERALL RATING

East Side Charter School

Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2016-2017	M	M	M	M	F	M	M	M	M	M	Approaching Standard
2017-2018	M	M	M	M	F	M	M	M	M	M	Approaching Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

HISTORICAL DATA (SY 11/12- SY 15/16)

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Organizational Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

SUMMARY AND OVERALL RATING FOR PREVIOUS YEARS

East Side Charter School

Year	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	OVERALL RATING
2012-2013	M	M	*	M	M	M	M	D	D	M	M	M	M	Meets Standard
2013-2014	M	M	*	M	M	M	M	M	D	M	M	M	M	Meets Standard
2014-2015	M	M	*	M	M	M	M	M	D	N/R	M	M	M	Meets Standard
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

DESCRIPTION OF PREVIOUS YEARS MEASURES:

1. EDUCATION PROGRAM

- 1a. Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?
- 1b. Is the school compliant with legal requirements for students with disabilities and English Learners?

2*. FINANCIAL MANAGEMENT AND OVERSIGHT

** Data for this measure is now included in the Financial Performance Framework*

3. GOVERNANCE AND REPORTING

- 3a. Is the school complying with governance requirements?
- 3b. Is the school holding management accountable?
- 3c. Is the school complying with reporting requirements?

4. STUDENTS AND EMPLOYEES

- 4a. Is the school protecting the rights of all students?
- 4b. Is the school meeting attendance goals?
- 4c. Is the school meeting all staff credentialing requirements?
- 4d. Is the school respecting employee rights?

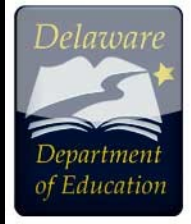
5. SCHOOL ENVIRONMENT

- 5a. Is the school complying with facilities and transportation requirements?
- 5b. Is the school complying with health and safety requirements?

6. ADDITIONAL OBLIGATIONS

- 6. Is the school complying with all other obligations?

**Performance Framework Reports :: DRAFT Financial Performance
Report 2018-19**



Financial Framework Report EAST SIDE CHARTER SCHOOL

Reporting Period: July 1, 2018 to June 30, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Financial Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.

1. NEAR TERM INDICATORS

Measure 1a. Current Ratio:

Current Assets divided by Current Liabilities

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
3.74	2.59	3.15	3.17	2.66

The current ratio measures a school’s ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school’s current assets exceed its current liabilities.

School Response To Rating:(Max 1100 Characters)

Measure 1b. Days Cash:

Cash divided by (Total Expenses / 365)

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
71	73	91	97	87

The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The preferred result is more than 60 days cash.

School Response To Rating:(Max 1100 Characters)

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
103%	104%	103%	97%	96%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore , a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

School Response To Rating:(Max 1100 Characters)

Measure 1d. Default, Loan Covenants, & Debt Service Payments

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
No	No	No	No	No

This metric addresses whether or not a school is meeting its loan covenants and / or is delinquent with its debt service payment, as noted in the notes accompanying the audited financial statements. A school which cannot meet the terms of its loan may be in financial distress.

School Response To Rating:(Max 1100 Characters)

2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1 YR: 7.79%	1 YR: 2.95%	1 YR: 3.95%	1 YR: 1.94%	1 YR: -2.64%
3 YR: 3.9%	3 YR: 3.84%	3 YR: 4.87%	3 YR: 2.96%	3 YR: 1.04%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

School Response To Rating:(Max 1100 Characters)

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
0.11	0.37	0.3	0.3	0.35

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

School Response To Rating:(Max 1100 Characters)

Measure 2c. Cash Flow

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1 YR: \$595547	1 YR: \$137820	1 YR: \$378938	1 YR: \$93581	1 YR: \$-16917
3 YR: \$491372	3 YR: \$733367	3 YR: \$516758	3 YR: \$472519	3 YR: \$76664

Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school’s financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

School Response To Rating:(Max 1100 Characters)

Measure 2d. Debt Service Coverage Ratio:

(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
N/R	N/R	N/R	N/R	N/R

The debt service coverage ratio indicates a school’s ability to cover its debt obligations in the current year.

School Response To Rating:(Max 1100 Characters)

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
M	D	M	M	M

This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

DOE Rating Information :

The FY19 independent auditor's report expressed an adverse opinion on the reporting entity; however, the auditor's report also expressed an unmodified opinion on the governmental activities and major fund.

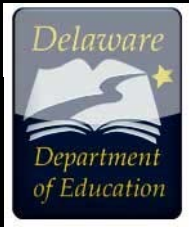
School Response To Rating:(Max 1100 Characters)**SUMMARY AND OVERALL RATING****East Side Charter School**

Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2014-2015	M	M	M	M	M	M	M	NA	M	Meets Standard
2015-2016	M	M	M	M	M	M	M	N/R	D	Meets Standard
2016-2017	M	M	M	M	M	M	M	N/R	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	N/R	M	Meets Standard
2018-2019	M	M	M	M	AS	M	AS	N/R	M	Meets Standard

**Performance Framework Reports :: Academic Performance Report
2017-18**

<https://reportcard.doe.k12.de.us/detail.html#accountabilitypage?scope=school&district=72&school=571>

**Performance Framework Reports :: Organizational Performance Report
2017-18**



Organizational Framework Report EAST SIDE CHARTER SCHOOL

Reporting Period: July 1, 2017 to June 30, 2018

Published: January 11, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Organizational Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.

1. EDUCATION PROGRAM

Measure 1a.

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

2016-2017	2017-2018
Meets Standard	Meets Standard

Based on information available to the DOE, the charter school is implementing the essential terms of the education program in all material respects, including but not limited to Del. C., Title 14, Ch. 5, §512 (3), and the education program in operation reflects the essential terms as defined in the charter.

Measure 1b.

Is the school materially fulfilling applicable state and federal requirements pertaining to its education program (with the exception of responsibilities relating to SWDs and ELs, which are addressed separately under measures 1c. and 1d. in this framework)?

2016-2017	2017-2018
Meets Standard	Meets Standard

The school is materially fulfilling applicable state and federal requirements including:

- Meeting state requirements on instructional minutes;
- Meeting state requirements for graduation and promotion in accordance with [14 DE Admin. Code 505](#) and [Del. C., Title 14, Ch. 1, II](#);
- Meeting Delaware content standards and state program requirements in accordance with [14 DE Admin. Code 500](#);
- Administering state assessments as required by Delaware law and [14 DE Admin. Code 100](#) and [Del. C., Title 14, Ch. 1, IV](#);
- Implementing a system of Response to Intervention (RTI) in accordance with the charter as well as [14 DE Admin. Code Title 14 Ch. 12](#);
- Implementing mandated programming in accordance with the terms of state and federal grants, as applicable; and
- Implementing mandated programming in accordance with the conditions and assurances for federal funds, as applicable.

Measure 1c.

Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?

2016-2017	2017-2018
Meets Standard	Meets Standard

Consistent with the school’s status and responsibilities as a Local Education Agency (LEA), the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students with identified disabilities and those suspected of having a disability (including the [Individuals with Disabilities Education Act](#) (IDEA), [Section 504 of the Rehabilitation Act of 1973](#), and the [Americans with Disabilities Act](#)), including requirements for:

- Identification and referral;
- Access to the school’s facilities and programs for students and parents in a lawful manner and consistent with students’ abilities;
- Operational compliance to include the academic program, assessments, and all other aspects of the school’s program and responsibilities;
- Implementation of student Individualized Education Plans (IEPs) and Section 504 plans; and
- Discipline, including due process protections, manifestation determinations, and other identified state and federal requirements.

Measure 1d.

Is the school fulfilling responsibilities for English Learners (ELs)?

2016-2017	2017-2018
Meets Standard	Meets Standard

Consistent with the school’s status and responsibilities as an LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners ([U.S. Department of Education/Office of Civil Rights](#), Title III of the [Every Student Succeeds Act \(ESSA\)](#), and [Del.C., Title 14 Section 900 Special Populations, 920 Educational Programs for English Language Learners](#)), including requirements for:

- Policies for serving EL students and properly identifying students in need of EL services;
- Access to the program for students and parents as required by law and consistent with students’

- abilities;
- Operational compliance, including the academic program, assessments, and all other aspects of the school's program and responsibilities;
- Provision of student EL services;
- Implementation of accommodations on assessments; and
- Exit of students from EL services and ongoing monitoring of exited students.

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

2016-2017	2017-2018
Far Below Standard	Far Below Standard

DOE Rating Information:

2a3: Board training not completed 12/17,11/17,10/17; 2a4: CBOC training not completed 10/17

School Response To Rating:

EastSide Charter School has met standard in every category except Governance and Public Stewardship. This one area resulted in the overall score being Approaching Standard. This is due to changes in our board makeup and working to ensure that every director has the proper certification. We have now finalized our board and in FY 19 every board member will have successfully completed the appropriate training.

Measure 2b.

Does the governing board oversee and evaluate school management?

2016-2017	2017-2018
Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to oversight of school management, including:

- Ensuring the leadership carries out the school plan for evaluating student and school performance pursuant to [Del. C., Title 14, Ch. 5, §512 \(5\)](#);
- Annually evaluating management according to state-approved criteria, if applicable, pursuant to [Del. C., Title 14, Ch. 12, §1270](#) and [14 Del. Admin. Code 108A](#); and
- (For schools contracting with Education Service Providers) Overseeing and maintaining authority over management, holding it accountable for performance as agreed under a written services agreement, and requiring annual financial reports of the education service provider pursuant to Del. [C., Title 14, Ch. 5, §512 \(14\)](#).

Measure 2c.

Is the school fulfilling reporting requirements?

2016-2017	2017-2018
Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter relating to relevant reporting requirements to the school's authorizer, state education agency, district education department, and/or federal authorities, including:

- All state and federal reporting requirements pursuant to [Del. C., Title 14, Ch. 5, §513](#); and
- Reporting requirements related to conditions placed on the charter.

3. STUDENTS AND STAFF

Measure 3a.

Is the school protecting the legal rights of all students?

2016-2017	2017-2018
Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the rights of students, including:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and implementation of preferences, enrollment (including rights to enroll or maintain enrollment);
- Security and access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Access to documents maintained by the school under Delaware’s Freedom of Information Act and other applicable authorities;
- Transfer of student data to DDOE pursuant to [Del. C., Title 14, Ch. 5, §512 \(13\)](#);
- Due process protections, privacy, and civil rights; and
- Conduct of discipline and attendance pursuant to [Del. C., Title 14, Ch. 5, §512 \(11\)](#), including discipline hearings, suspension, and expulsion policies and practices. (Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1.c.)

Measure 3b.

Is the school following requirements on staff certification and hiring?

2016-2017	2017-2018
Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to state certification requirements and background checks in accordance with [Del. C., Title 14, Ch. 5, §507 \(c\)](#), 14 Del. [Admin. Code 745](#), and [14 Del. Admin. Code 275, 12](#).

4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY

Measure 4a.

Is the school meeting facilities, transportation, health and safety requirements?

2016-2017	2017-2018
Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the school facilities, grounds, transportation, safety, and the provision of health-related services pursuant to [Del. C., Title 14, Ch. 5, §512 \(12\)](#), including:

- Fire inspections and related records including the requirements of [Del. C., Title 29, Ch. 82, § 8237](#);
- Viable certificate of occupancy or other required building use authorization;
- Documentation of requisite insurance coverage pursuant to [Del. C., Title 29, Ch. 29](#);
- Provision of student transportation in accordance with [Del. C., Title 14, Ch. 5, §508](#) and 14 [Del. Admin. Code §1150](#);
- Required nursing services and dispensing of pharmaceuticals 14 [Del. Admin. Code 800 regulations](#);
- Provision of a no- or low-cost breakfast or lunch under a [federal national school breakfast or lunch program](#) in compliance with [State Regulations](#)—only applicable to schools utilizing SNAP/TANF; and
- Emergency management plan as required Del. C., [Title 29, Ch. 82, § 8237](#).

SUMMARY AND OVERALL RATING

East Side Charter School

Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2016-2017	M	M	M	M	F	M	M	M	M	M	Approaching Standard
2017-2018	M	M	M	M	F	M	M	M	M	M	Approaching Standard

HISTORICAL DATA (SY 11/12- SY 15/16)

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Organizational Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

SUMMARY AND OVERALL RATING FOR PREVIOUS YEARS

East Side Charter School

Year	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	OVERALL RATING
2012-2013	M	M	*	M	M	M	M	D	D	M	M	M	M	Meets Standard
2013-2014	M	M	*	M	M	M	M	M	D	M	M	M	M	Meets Standard
2014-2015	M	M	*	M	M	M	M	M	D	N/R	M	M	M	Meets Standard
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

DESCRIPTION OF PREVIOUS YEARS MEASURES:

1. EDUCATION PROGRAM

- 1a. Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?
- 1b. Is the school compliant with legal requirements for students with disabilities and English Learners?

2*. FINANCIAL MANAGEMENT AND OVERSIGHT

** Data for this measure is now included in the Financial Performance Framework*

3. GOVERNANCE AND REPORTING

- 3a. Is the school complying with governance requirements?
- 3b. Is the school holding management accountable?
- 3c. Is the school complying with reporting requirements?

4. STUDENTS AND EMPLOYEES

- 4a. Is the school protecting the rights of all students?
- 4b. Is the school meeting attendance goals?
- 4c. Is the school meeting all staff credentialing requirements?
- 4d. Is the school respecting employee rights?

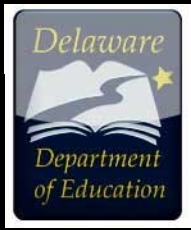
5. SCHOOL ENVIRONMENT

- 5a. Is the school complying with facilities and transportation requirements?
- 5b. Is the school complying with health and safety requirements?

6. ADDITIONAL OBLIGATIONS

- 6. Is the school complying with all other obligations?

**Performance Framework Reports :: Financial Performance Report
2017-18**



Financial Framework Report EAST SIDE CHARTER SCHOOL

Reporting Period: July 1, 2017 to June 30, 2018

Published: January 11, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Financial Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.

1. NEAR TERM INDICATORS

Measure 1a. Current Ratio:

Current Assets divided by Current Liabilities

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1.63	3.74	2.59	3.15	3.17

The current ratio measures a school’s ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school’s current assets exceed its current liabilities.

Measure 1b. Days Cash:

Cash divided by (Total Expenses / 365)

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
42	71	73	91	97

The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The preferred result is more than 60 days cash.

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
99%	103%	104%	103%	97%

The enrollment variance depicts actual versus authorized enrollment. A school budget is based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

Measure 1d. Default, Loan Covenants, & Debt Service Payments

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
No	No	No	No	No

This metric addresses whether or not a school is meeting its loan covenants and / or is delinquent with its debt service payment, as noted in the notes accompanying the audited financial statements. A school which cannot meet the terms of its loan may be in financial distress.

2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1 YR: 0.19%	1 YR: 7.79%	1 YR: 2.95%	1 YR: 3.95%	1 YR: 1.94%
3 YR: 3.05%	3 YR: 3.9%	3 YR: 3.84%	3 YR: 4.87%	3 YR: 2.96%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0.52	0.11	0.37	0.3	0.3

The debt to asset ratio compares the school’s liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

Measure 2c. Cash Flow

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1 YR: \$-104175	1 YR: \$595547	1 YR: \$137820	1 YR: \$378938	1 YR: \$93581
3 YR: \$273953	3 YR: \$491372	3 YR: \$733367	3 YR: \$516758	3 YR: \$472519

Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school’s financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

Measure 2d. Debt Service Coverage Ratio:

(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
N/R	N/R	N/R	N/R	N/R

The debt service coverage ratio indicates a school’s ability to cover its debt obligations in the current year.

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
M	M	D	M	M

This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

DOE Rating Information :

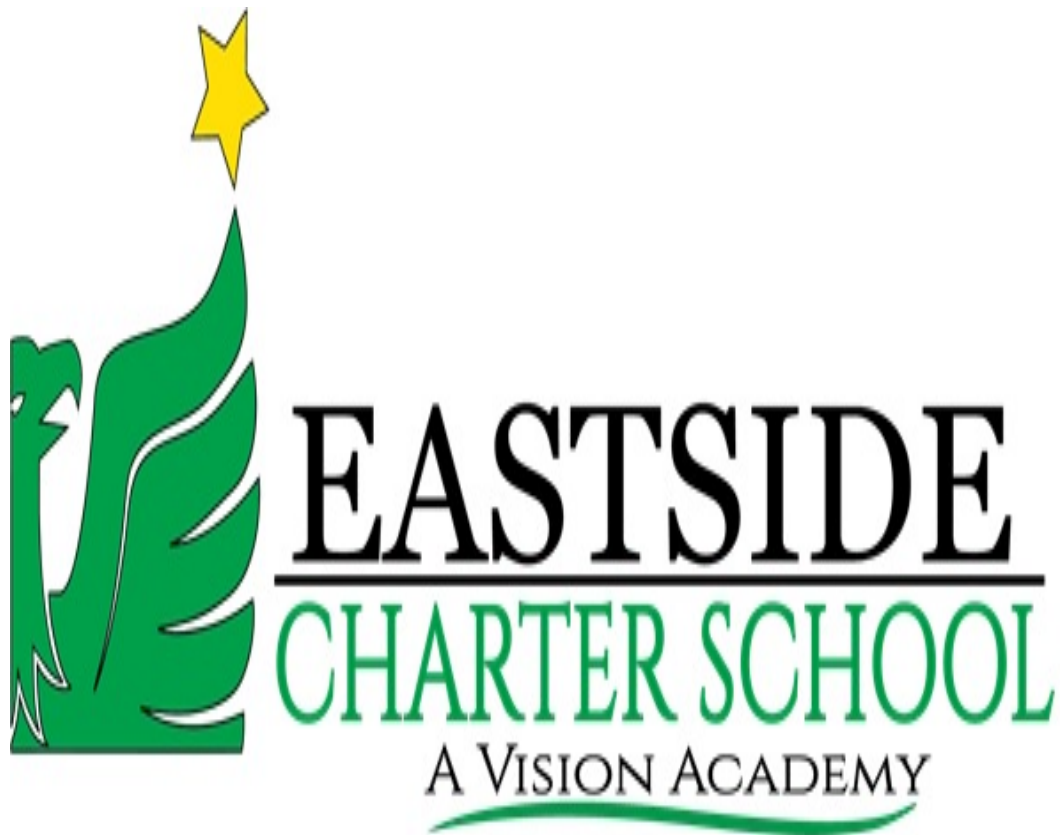
The FY18 independent auditor’s report expressed an adverse opinion on the reporting entity; however, the auditor’s report also expressed an unmodified opinion on the governmental activities and major fund.

SUMMARY AND OVERALL RATING

East Side Charter School

Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2013-2014	M	D	M	M	M	M	D	N/R	M	Meets Standard
2014-2015	M	M	M	M	M	M	M	NA	M	Meets Standard
2015-2016	M	M	M	M	M	M	M	N/R	D	Meets Standard
2016-2017	M	M	M	M	M	M	M	N/R	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	N/R	M	Meets Standard

Renewal Report - April 30, 2019



Delaware Department of
Education
2019-2020 Renewal Report
East Side Charter School

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Charter School Renewal Report

Requirements Under the Law

The charter school law (14 *Del. C.* § 514A) outlines the provisions that the Delaware Department of Education (DDOE) follows for charter renewal and nonrenewal. The DDOE is required to review the preliminary performance of the charter school to determine its compliance with its charter and its satisfaction of the criteria set forth in this title for the purposes of renewal or nonrenewal¹. 14 *Del. C.* § 514A (c) states that,

(c) No later than April 30, the approving authority shall issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year. The renewal report shall summarize the charter school's performance record to date, based on the data required by 79 *Del. Laws*, c. 51 and the charter contract, and shall provide notice of any weaknesses or concerns perceived by the approving authority concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school shall have 10 working days to respond to the renewal report and submit any corrections or clarifications for the report.

I. OVERVIEW

1.1 Basic Information

Review the following chart with the school's basic information:

BASIC INFORMATION	
Name of School	East Side Charter School
Year School Opened	1997
Enrollment 2018-2019 ²	422
Approved Enrollment	440 (SY 2018-19)
School Address	3000 N Claymont St, Wilmington, DE 19802
District(s) of Residence	Colonial School District
Website Address	http://www.eastsidecharterschool.org/
Name of School Leader	Aaron Bass
School Leader Email and Phone Number	aaron.bass@escs.k12.de.us (302) 762-5834
Name of Board President	Jocelyn Stewart
Board President Email	jocelynstewart1@gmail.com
Mission Statement: The mission of EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child's unique gifts and talents.	

1.2 School Demographic Data:

Review the following chart with the school’s demographics at the time of submission (all information must be verifiable through state reporting tools):

ENROLLMENT & DEMOGRAPHIC INFORMATION				
	2015-2016²	2016-2017²	2017-2018²	2018-2019²
Total Enrollment	443	446	415	422
Gender				
% Male	49.89%	51.12%	51.57%	53.79%
% Female	50.11%	48.88%	48.43%	46.21%
Ethnicity/Race				
% African American	88.49%	91.26%	94.46%	94.08%
% American Indian				
% Asian				
% Hispanic/Latino	11.29%	8.52%	5.30%	5.69%
% White				
% Multiracial	0.23%	0.22%	0.24%	0.24%
Special Populations				
%Special Education ³	12.87%	12.78%	14.46%	15.17%
% English Language Learners	3.39%	1.57%	0.24%	0.47%
% Low-Income	80.14%	83.41%	79.76%	79.38%

School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response to this information.
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School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response a response to this information
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

Date	Modification Requested	Outcome
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School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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1.4 Enrollment Trends

Review the following chart with the school's enrollment data.

School Enrollment Trends								
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>								
	2015-2016		2016-2017		2017-2018		2018-2019	
	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count
K	63	65	63	64	63	63	63	59
Grade 1	54	60	58	58	58	58	58	54
Grade 2	50	53	50	64	52	49	52	54
Grade 3	50	52	50	51	50	62	50	54
Grade 4	56	58	50	43	48	38	50	52
Grade 5	40	38	52	53	48	44	46	46
Grade 6	34	39	35	33	47	40	46	35
Grade 7	48	43	32	37	33	31	44	41
Grade 8	33	35	45	43	30	30	31	27
Grade 9								
Grade 10								
Grade 11								
Grade 12								
Total	428	443	435	446	429	415	440	422

DOE Summary:

East Side Charter School has had consistent enrollment over the past four years. The school's actual enrollment has exceeded 100% of its authorized enrollment since SY 15/16.

School Comments 2017-2018

This data element was added in the SY 16/17. The school was not required to provide a response to this information

School Comments 2016-2017

This data element was added in the SY 16/17. The school was not required to provide a response to this information

**School Comments
2015-2016**

This data element was added in the SY 16/17. The school was not required to provide a response to this information

1.5 Reenrollment Trends

Review the following chart with the school’s reenrollment data. The reenrollment rate³ is the % of students continuously enrolled in the school from one year to the next.

School Reenrollment Trends								
	2015-2016		2016-2017		2017-2018		2018-2019	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
Total/Avg	318	82.38%	321	78.68%	284	70.47%	291	75.58%

** School entry grade level. Reenrollment data not collected for this grade level.

DOE Summary:
In SY 15/16, East Side Charter School reenrolled 82.38% of the students eligible for reenrollment. In SY 16/17, East Side Charter School reenrolled 78.68% of the students eligible for reenrollment. In SY 17/18 the school reenrolled 70.47% of the students eligible for reenrollment. In SY 18/19, East Side Charter School reenrolled 75.58% of the students eligible for reenrollment.

School Comments 2017-2018	We have partnered with parents, offered a robust regular school and after school programming and maintained a strong community. Data on why students leave varies from families moving, issues with transportation and other variables. We are speaking with families and engaging them more. We also follow up with families that express they are interested in leaving our school so that we can target their issue and try to resolve it. Families that choose to leave without sharing information with us are allowed to leave due to the fact that we believe in choice and do not want to impede their leaving.
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School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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II. Academic Performance

Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

HISTORICAL DATA (SY 15/16-16/17)

2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)	
	2015-2016	2016-2017
Academic Achievement	1 Star (26/150pts) Far Below	1 Star (21/150pts) Far Below
Growth	1 Star (47/200pts) Far Below	2 Stars (50/200pts) Needs Improvement
On Track to Graduation	5 Stars (47/50pts) Exceeds	5 Stars (47/50pts) Exceeds
College and Career Preparation	1 Star (13/100pts) Far Below	1 Star (7/100pts) Far Below

School Comments 2016-2017	In the beginning of the 2016-17 school year we were challenged with having a new leadership team, a 2/3 staff turn-over rate, and children who were in dire need of a well deserved education. In the attached documents you will see the performance of our students as well as some of our accomplishments. In the subsequent questions we will discuss each portion of the DSSF as well as how we are responding to the need of our students in this current year.
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Note: School comments for SY 15/16 : <https://www.doe.k12.de.us/Page/2654>

Performance Agreement

Academic Performance Expectations

EastSide Charter School's overall academic rating is Meets Standards. For each year going forward, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will continue to grow or meet standards within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review. Mission Specific Goals: Our goal is to shrink and ultimately eliminate the achievement gap in Wilmington and the state at large. In order to do that, our students - who traditionally enter Kindergarten below grade level and lose ground every year, particularly during the summer - must outgain their counterparts each academic year.

School Comments 2016-2017

School Comments

EastSide Chart School's overall academic rating of "Meets" or "Exceeds" was only achieved in the area of "On Track for Graduation". In this area EastSide was scored a rating of "Exceeds". There were many challenges that the school faced which hindered learning, but also there were academic successes that promoted academic growth. Challenges during the 2016-2017 school year included high teacher turnover from the previous year, lower teacher supports, student skill deficiencies and behavior supports. Kindergarten through grade two are the most crucial of academic leaning years. During this time students are taught the foundations of mathematics and Language Arts. In addition, studies show that a student not reading at grade level by the time he or she is entering grade three are at a considerable disadvantage. Our students showed the most growth in these pivotal years which in turn will provide a stronger academic background resulting in increasing student performance over time. Attached is the MAP data chart which supports this claim. The addition of the "Guided Reading" curriculum significantly impacted student reading growth. Entering the 2016 school year there were only 1% of students reading on level moving into kindergarten. With the support of this new curriculum we now have 50% of students moving into grade 1 reading on grade level. In addition, 85% of all students grew 1 or more independent reading levels in grades k-4. MAP data showed that our special education students on average make 1.5 years growth in ELA and 1.21 years growth in Math.

Special Education ELA MAP Average (MAP)				Spring Grade Level RIT Avg
	Fall RIT Av.	Spring RIT Av.	Av. Growth	
K	127	144	0.8	
1	149	168	1.3	
2	159	191	2.3	
3	160	198	2.8	
4	164	177	0.8	
5	179	194	1.3	
6	198	207	1.3	
7	185	198	1.5	
8	197	208	1.4	
Average			1.50	

Special Education Math MAP Average (MAP)				Spring Grade Level RIT Avg
	Fall RIT Av.	Spring RIT Av.	Av. Growth	
K	120	131	0.5	
1	154	167	0.8	
2	160	191	2.1	
3	161	186	1.6	
4	169	181	1	
5	181	193	1.2	
6	189	202	1.2	
7	190	201	1	
8	195	211	1.5	
Average			1.21	

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	1 Stars (26/150pts) Far Below		1 Stars (21/150pts) Far Below	
	School	State	School	State
ELA	23.68 %	54.91%	16.55 %	56.63%
Math	18.27%	42.87%	13.59%	45.13%
Science	9.03%	60.41%	7.89%	47.45%
Social Studies	13.48%	76.82%	n/a	n/a

a) Academic Achievement ratings over the course of the charter term

School Comments 2016-2017	<p>EastSide’s academic achievement for grades 3 through 8 is disappointing. Despite our hard work and dedication, during the 2016-2017 school year there were many factors that contributed to a decrease in academic performance, although there were areas of academic growth. In grades three through eight last year teacher turnover was a factor. 19 teachers resigned or were terminated during the year. In addition a large number of our staff consisted of teachers with 0-2 years of experience who struggled with classroom management and differentiated instruction. New leadership and a lack of accountability also contributed to poor instruction. Basic skill deficiencies also prevented our students from achieving increased proficiency levels. MAP data supports that over 50% of our students are in the tier 3 category which is at or below the 20th percentile. Attached is a MAP report that specifically breaks each grade level down into subjects and the 2016-2017 academic percentile. In addition, ESCS has a significant number of students not reading on grade level in grades k-4. Attached is the breakdown of students reading on grade level at the end of the 2017-2018 school year compared to the beginning of the 2016-2017 academic year. We attempted to deal with our students’ academic deficiencies by placing 100% in RTI during the 2016-2017 school year. Unfortunately the curriculum choices were not sufficient in remediating and furthering ELA and Math skill development. Tier 1 students used test preparation books to enhance learning in RTI. The course focused on Language Arts and therefore did not adequately support learning deficiencies in the area of mathematics. Furthermore, we made the choice to have our middle</p>
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	school content teachers be self-contained in RTI which meant that they were supporting in areas outside of their expertise. We have since corrected this and now RTI is all done by the content teacher to better support the learning.
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b) Expected outcomes for Academic Achievement

School Comments 2016-2017	<p>This year we are expecting an increase in Academic Achievement. Grade level achievement expectations are attached for each grade level. EastSide has made modifications to curriculum, instructional supports and also leadership changes to promote academic success. During the 2017-2018 school year CEO Aaron Bass has stepped in as building principal to ensure there is schoolwide instructional and behavioral accountability among students and staff. In addition, Grades kindergarten through grade eight will receive writing instruction (Step Up to Writing/Handwriting Without Tears) that has been adopted into the daily schedule. Lesson plan feedback will be replaced with weekly planning meetings (Guided Reading/Math/ELA/Sci/Soc Stud). This is a more proactive approach to effective instruction. Teachers meet together as a grade team in grades K-2 and by subject in grades 3-8. These planning meetings are used to specifically target misconceptions and best instructional practices for upcoming lessons. We found that students are deficient in basic computation skills. To help remediate these skills a separate fluency block has been implemented into the daily schedule for 30 minutes each day 3-4 times a week. Students attaining strong computation skills make less calculation mistakes and are less frustrated with rigorous work. A problem of the day is also implemented 1-2 times a week. The specific focus is for students to tackle rigorous word problems using modeling techniques/manipulatives in all grades. RTI will be self-contained for grades k-8 with the exception of Tier 3 students. Tier 3 students will continue to receive small group instruction. Students in content based grades will remain in their classes. It is our job to differentiate. Content teachers now cycle through their classes and teach additional lessons differentiated for each class. This tactic eliminates content struggles for non-subject based teachers. In addition, daily Math/ELA classes include small group differentiation to ensure that each student is gaining skills that he or she requires for success. Common core aligned curricula is used for RTI. The curricula used for the 2017-18 school year includes but is not limited to Go Math, Fountas and Pinnell Literacy, Edmentum- Exact Path, Engage NY, Reading A-Z and Moby Max.</p>
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c) Progress measures to track expected Academic Achievement outcomes

School Comments 2016-2017	<p>EastSide receives weekly monitoring of curriculum/instruction and data analysis. The CAO and the API/Principal complete a walk thru together each week. Google Trackers created for observations and lesson plan submission are checked weekly. In addition, classroom academic weekly trackers are filled out daily to demonstrate progress of skill mastery during each week. Norming of observation is also completed on a weekly basis to hold the “academic bar”. Three times each year students will complete progress monitoring assessments such as MAP, SBAC</p>
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Interim Assessments and the Fountas and Pinnell Benchmark Assessment System. These tests provide independent reading level and academic growth throughout the year. Biweekly Data Analysis meetings will be completed for core subject teachers and k-2 grade groups. Data from the areas of classwork, a, school culture and teacher observations/performance will be intensely focused on to determine next steps. Quality School Checks (QSC) will occur each trimester. Each QSC will target instruction, school climate and student progress towards goals. Each QSC will includes the Principal, Assistant Principal of Instruction and the Chief Academic Officer.

Note: School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	1 Stars (38/200pts) Far Below		2 Stars (50/200pts) Needs Improvement	
	School	State	School	State
ELA	37.83 %	50.00 %	30.33 %	50.00 %
Math	-0.17 %	50.00 %	19.83 %	50.00 %

a) School's Growth ratings for all students over the course of the charter term

School Comments 2016-2017
<p>School Comments</p> <p>EastSide Charter School's 2016-2017 school growth rating is "Needs Improvement". Our focus last year was to achieve academic growth not only in grades 3-8, but also k-2. As our score indicates we must increase our growth even more to ensure students are meeting proficiency levels. We had 19 staff members resign or were terminated during the school year. Many of these losses were in critical areas. In addition a large percentage of our staff consisted of teachers with 0-2 years of experience who struggled with classroom management and differentiated instruction. New leadership and a lack of accountability also contributed to poor instruction. Leadership and the central office did offer supports, to both teachers and leaders, but due to the amount of unsustainable demands, the transformation of skills were not enough to significantly improve the school climate and instruction resulting in a lack of student performance. Lastly, the lack of student behavioral supports contributed to behavior management issues in the class which prevented significant student academic growth. After analyzing student data there are areas of growth that should be noted. The attached data in table 1 suggest that students in grades 3-8 that have remained at EastSide for three years have increased the number of students that have met their target goal by almost double in ELA. The issue EastSide is facing is that academic growth, even significant growth is not enough to translate into improved proficiency scores because our students are starting out so far behind grade level. In grades k-4 EastSide implemented a responsive literacy program which has made an impact on students reading on grade level in the first year. The table below displays independent reading</p>

deficits and the literacy growth made in grades k-4. In addition, MAP data is attached which documents the student academic achievement percentiles in the subject areas math and literacy. A growth report from MAP is attached as well. The chart includes projected growth targets in Math and ELA and documents EastSide's end of year progress towards reaching these goals. Please take notice that East Side achieved the growth target in 6 out of 8 grades in both ELA and Math.

Students reading on level Entering 2016-2017 School Year	Students reading on level Ending 2016-2017 School Year
Kindergarten: 0% and 0%	Kindergarten 51% reading on Level and 84% grew 1 or more levels.
Grade 1: 7% Reading on Level	Grade 1: 21% Reading on Level. 87% Grew 1 or more levels.
Grade 2: 14% Reading on Level	Grade 2: 24% Reading on Level. 100% grew 1 or more levels.
Grade 3: 14% Reading on Level	Grade 3: 28% Reading on Level. 87% grew 1 or more levels.
Grade 4: 1% Reading on Level	Grade 4: 23% Reading on Level. 87% grew 1 or more levels.

b) Expected outcomes for Growth for all students

School Comments 2016-2017	EastSide's expectations are for students in k-8 to achieve at minimum one year of academic growth for the 2017-18 school year. A minimum of 50% of students must meet their MAP and SBAC target growth goals set in accordance with the state rubric. A minimum of 50% of students in k-4 must meet their target Independent reading goal by the end of the year. Attached are the growth goals for each grade level. During the 2016-2017 EastSide had significant growth in K-2.
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c) Progress measures to track Growth for all students

School Comments 2016-2017	To ensure goals are met, each campus receives a weekly curriculum/instruction and data analysis meeting. The CAO and the API/Principal complete a walk thru together each week. Google Trackers created for observations and lesson plan submission are checked weekly. In addition, classroom academic weekly trackers are filled out daily to demonstrate progress of skill mastery during each week. Norming of what we are looking for during observations is also completed on a weekly basis to hold the "academic bar". Every 9-12 weeks students will complete progress monitoring assessments such as MAP, SBAC Interim Assessments and the Fountas and Pinnell Benchmark Assessment System. These tests provide independent reading level and academic growth throughout the year. Biweekly Data Analysis meetings are completed for core subject teachers and k-2 grade groups. Data from the areas of classwork, assessments and school climate are used for progress monitoring and determine academic next steps. Quality School Checks (QSC) will occur each trimester. Each QSC targets quality instruction,
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school climate and student progress towards goals. Each QSC includes the Principal, Assistant Principal and Chief Academic Officer.

Note: School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	5 Stars (47/50 pts) Exceeds		5 Stars (47/50 pts) Exceeds	
	School	State	School	State
Attendance	94.94 %	94.40 %	94.91 %	94.75 %
On-Track in the 9th grade	**	84.80 %	**	89.45 %
4-year Cohort Graduation Rate ⁵	**	84.35 %	**	84.66 %
5-year Cohort Graduation Rate	**	85.84 %	**	85.60 %
6-year Cohort Graduation Rate	**	Not calculated at the state level	**	Not calculated at the state level

** The school did not service students in the grade levels assessed by this metric.

a) On Track to Graduation ratings over the course of the charter term

School Comments 2016-2017	We were pleased with the student attendance for the year. We have also made changes to our office staff to ensure that we are able to provide accurate data for the 2017-2018 school year.
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b) Expected outcomes for On Track to Graduation

School Comments 2016-2017	We have hired a Director of College Then Career to assist our alumni so that they can graduate from college and receive support in their careers. We have made a public commitment to our children and know that by making their future a reality we will be able to better focus our current students. While our LEA is not responsible for these outcomes for the state we are committed to strong outcomes for our scholars.
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c) Progress measures to monitor On Track to Graduation outcomes

School Comments 2016-2017	We are measuring the effectiveness of placing our current students into high performing high schools. Our next metric will be performance on SAT/ ACT. Finally we will be measuring college matriculation and graduation rates as well as career placement upon graduation.
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Note: School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools**: *College and Career Preparation* is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	1 Stars (13/100 pts) Far Below		1 Stars (7/100 pts) Far Below	
	School	State	School	State
Growth to Proficiency ELA	21.61 %	57.10 %	12.50 %	59.19 %
Growth to Proficiency Math	3.48 %	34.42 %	1.55 %	35.41 %
College & Career Preparation	n/a	46.41 %	n/a	49.64 %

a) College and Career Preparation ratings over the course of the charter term

School Comments 2016-2017

School Comments

As stated earlier the overall growth and proficiency of our scholars in the 2016-2017 school year was not up to standard. While we did see some growth it was not enough to make a true impact on the achievement gap. We did see higher growth within our younger grades as shown on the chart below. You can also see in the attached data in table 1 that students in grades 3-8 that have remained at EastSide for three years have increased the number of students that have met their target growth goal by almost double in ELA.

Students reading on level Entering 2016-2017 School Year	Students reading on level Ending 2016-2017 School Year
Kindergarten: 0% and 0%	Kindergarten 51% reading on Level and 84% grew 1 or more levels.
Grade 1: 7% Reading on Level	Grade 1: 21% Reading on Level. 87% Grew 1 or more levels.
Grade 2: 14% Reading on Level	Grade 2: 24% Reading on Level. 100% grew 1 or more levels.
Grade 3: 14% Reading on Level	Grade 3: 28% Reading on Level. 87% grew 1 or more levels.
Grade 4: 1% Reading on Level	Grade 4: 23% Reading on Level. 87% grew 1 or more levels.

b) Expected outcomes for College and Career Preparation

School Comments 2016-2017	Our goal is for students in K-8 to achieve at minimum one year of academic growth for the 2017-18 school year. A minimum of 50% of students must meet their MAP and SBAC target growth goals set in accordance with the state rubric. A minimum of 50% of students in k-4 must meet their target Independent reading goal by the end of the year. Attached are the growth goals for each grade level. During the 2016-2017 EastSide had significant growth in K-2.
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c) Progress measures to track College and Career Preparation outcomes

School Comments 2016-2017	To ensure goals are met, each campus receives a weekly curriculum/instruction and data analysis meeting. The CAO and the API/Principal complete a walk thru together each week. Google Trackers created for observations and lesson plan submission are checked weekly. In addition, classroom academic weekly trackers are filled out daily to demonstrate progress of skill mastery during each week. Observation norming is also completed on a weekly basis to hold the "academic bar". Every 9-12 weeks students will complete progress monitoring assessments such as MAP, SBAC Interim Assessments and the Fountas and Pinnell Benchmark Assessment System. These tests will provide independent reading level and academic growth throughout the year. Biweekly Data Analysis meetings will be completed for core subject teachers and k-2 grade groups. Data from the areas of classwork, assessments and school climate is used for progress monitoring and to determine academic next steps. Quality School Checks (QSC) occur each trimester. Each QSC targets quality instruction, school
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climate and student progress towards goals. Each QSC evaluates the Principal, Assistant Principal and Chief Academic Officer.

Note: School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

SY 17/18

2.1 Delaware School Success Framework

Overall Academic Ratings

**Elementary (grades K-5)/Middle School
(grades 6-8)**

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	31.00	21% Well Below Expectations
Academic Progress	200.00	126.00	63% Meets Expectations
School Quality/Student Success	50.00	38.00	76% Meets Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	400.00	195.00	49% Well Below Expectations

- a) Based on the table above discuss the school's:
- overall academic achievement results,
 - major challenges,
 - and accomplishments

DOE Summary:

In SY 16/17, prior to the implementation of ESSA, EastSide Charter School received ratings of “Meets” or “Exceeds” in 1 out of 4 DSSF metrics. From SY 15/16 to SY 16/17, the school’s points earned for Academic Achievement decreased 5 points from 26/150 points (“Far Below”) to 21/150 points (“Far Below”). From SY 15/16 to SY 16/17 the school’s points earned for Growth increased slightly from 47/200 points (“Far Below”) to 50/200 points (“Needs Improvement”). From SY 15/16 to SY 16/17, the school’s points earned for On Track to Graduation remained consistently high at 47/50 points (Exceeds). From SY 15/16 to SY 16/17, the school’s points earned for College and

Career Preparation regressed from 13/100 points (“Far Below”) to 7/100 points (“Far Below”).

In SY 17/18, with the implementation of ESSA, each school received an overall rating on the DSSF in addition to ratings for each indicator. In SY 17/18, East Side Charter School’s overall rating was “Well Below Expectations.” At the indicator level, the school was rated “Well Below Expectations” for the Academic Achievement indicator. The school was rated “Meets Expectations” for both the Academic Progress and School Quality/Student Success indicators.

**School Comments
2017-2018**

Overall there were areas for academic celebrations in grades four to eight. Overall from 2016-2018, EastSide Charter School achieved an average increase of 9% points in Language Arts and an average increase of 6% points in Mathematics compared to the State of Delaware which had a 0% point increase in Language Arts and a decrease of 3.6% points in Mathematics. In addition, EastSide had five teachers achieve increases at or above 10% points. Lastly, EastSide was ranked 2nd in both ELA and Math among all schools in Delaware with respect to the percentage of students who met their annual growth targets. This data is determined by the state mandated component V metrics for which schools and teachers are held accountable. Major challenges still are retaining quality teachers and addressing student individual academic and behavior needs.

Performance Agreement

Academic Performance Expectations

EastSide Charter School’s overall academic rating is Meets Standards. For each year going forward, our expectation is to achieve the overall rating of “Meets” or “Exceeds” standard as measured by the Academic Performance Framework. Each year, we will continue to grow or meet standards within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review. Mission Specific Goals: Our goal is to shrink and ultimately eliminate the achievement gap in Wilmington and the state at large. In order to do that, our students - who traditionally enter Kindergarten below grade level and lose ground every year, particularly during the summer - must outgain their counterparts each academic year.

a) Discuss the school’s academic performance based on its approved Performance Agreement (see above).

DOE Summary:

In SY 17/18, East Side Charter School earned an overall rating of “Well Below Expectations.”

School Comments 2017-2018

EastSide has shown an increase in academic achievement and academic growth from 2016-17 to 2017-2018. EastSide had an average growth increase of 9% points in Language Arts and an increase of 6% points in Mathematics. In addition, EastSide was ranked 2nd among all Delaware schools with respect to the percentage of students who met their annual growth targets. The mission specific goal is to shrink and ultimately eliminate the achievement gap in Wilmington and in the state. EastSide has “chipped” away at the achievement gap, but must continue to consistently see gains in ELA and Math to succeed in closing the gap.

2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency ELA (Grades 3-8)	19.90%	75.00	15.00
Proficiency Math (Grades 3-8)	21.07%	75.00	16.00

DOE Summary:
 In SY 17/18, the school earned a rating of “Well Below Expectations” for Academic Achievement. ELA proficiency was at 19.90%, which was 34.62% less than the State average proficiency (54.52%). Math proficiency was at 21.07%, which was 21.82% below the State average proficiency (42.89%).

a) Based on the school’s Academic Achievement ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

School Comments 2017-2018	School Comments
	The Academic Achievement data for EastSide Chart School is provided below.

ESCS ELA	16-17 Scores	17-18 Scores	Increase/decrease baseline
Grade 3	13%	8%	
Grades 4-8			
4	13%	35%	Increase 22pts
5	15%	12%	decrease 3pts
6	12%	18%	Increase 6pts
7	13%	23%	Increase 10pts
8	17%	28%	Increase 11pts
Total	14% Avg	23.2% avg	Increase avg 9pts

ESCS Math	16-17 Scores	17-18 Scores	Increase/decrease baseline
Grade 3	34%	20%	
Grades 4-8			
4	34%	68%	Increase 34pts
5	15%	2%	decrease 13pts
6	12%	10%	decrease 2pts
7	3%	10%	Increase 7pts
8	8%	10%	Increase 2pts
Total	14.4% Avg	20% avg	Increase avg 6pts

Based on student performance, it is evident there must be a focus on certain grades and subjects. Each year we look to see the progress of students at each grade level following them throughout their years at EastSide. There are some positive trends we are noticing. Teachers who are rated effective/highly effective are producing higher academic results when compared to developing and unsatisfactory teachers. Unfortunately, teacher turnover has contributed to decreases in scores in grades 3 and 5. A second factor was teacher performance. Teachers who struggle with classroom management and who are not able to teach an academic year’s worth of material prior to the state exam are not showing an increase in academic performance. EastSide acknowledged these issues and has worked diligently to provide more effective teacher training and coaching in addition to restructuring the leadership team. Pacing charts in mathematics were modified to increase the amount of content taught prior to the state exam. EastSide is also concentrating more on student writing skills, specifically narrative writing. Data shows writing is a contributing factor to students decreased scores in ELA. However, there were some grades that did see significant increases in proficiency levels in both ELA and Math. Grade 4 math closed the achievement gap compared to the state average and several grade levels had double digit increases as reflected in the chart above.

b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

School Comments 2017-2018	EastSide Charter School has taken several steps to increase proficient scores overall moving forward. There is an increased focus on teacher recruitment and retention. EastSide has modified instruction and curriculum as well. A
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writing program has been implemented to address student Language Arts deficiencies. In addition, EastSide has increased its efforts to increase more of a blended learning approach for students. Blended learning will increase the amount of individualized instruction students receive. Furthermore, EastSide has increased efforts to support teachers through more targeted professional development. A second Assistant Principal of instruction has also been added to the leadership team in order to support teachers.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

**School Comments
2017-2018** EastSide will measure progress by tracking teacher evaluations and tracking student performance on assessments and classroom assignments. Interim Assessments and module assessments will provide prediction data and student progress in regards to grade level work. MAP will progress monitor student individual learning during the year. Student work samples, baselines and performance tasks will help monitor skill development in writing.

2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA (grades 4-8)	69.34%	75.00	52.00
Growth - Math (grades 4-8)	57.97%	75.00	43.00
Growth of Highest Quartile - ELA(grades 4-8)	67.00%	12.50	8.00
Growth of Highest Quartile - Math(grades 4-8)	59.29%	12.50	7.00
Growth of Lowest Quartile - ELA(grades 4-8)	74.33%	12.50	9.00
Growth of Lowest Quartile - Math(grades 4-8)	55.91%	12.50	7.00

DOE Summary:

In SY 17/18, East Side Charter School earned a rating of “Meets Expectations” for Academic Progress.

English Language Arts - SY17/18

- 69.34% of East Side Charter School students met growth targets in English Language Arts, which exceeded the State average (62.24%) by 7.1%.
- 67% of students in the highest quartile met growth targets in English Language Arts, which exceeded the State average (61.80%) by 5.2%.
- 74.33% of students in the lowest quartile met growth targets in English Language Arts, which exceeded the State average (64.92%) by 9.41%.

Math - SY17/18

- 57.97% of East Side Charter School students met growth targets in math, which slightly higher than the State average (57.23%).
- 59.29% of students in the highest quartile met growth targets in math, which was slightly higher than the State average (59.14%).
- 55.91% of students in the lowest quartile met growth targets in math, which was 2.94%

lower than the State average (58.85%).

a) Based on the school’s Academic Progress for all students over the course of the school year, discuss the school’s current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

School Comments 2017-2018	It is evident from the data that EastSide needs to do a better job with instructing the highest and the lowest quartile of students. So many times schools teach to the “middle quartile” students. This year EastSide is utilizing blended learning to assist in meeting some of the academic needs of the both the lower and upper quartile of students. In addition, EastSide has increased student supports for tier three students as well as incorporated an honors program to support our tier one students. During the 17-18 school year EastSide achieved a ranking of 2nd in both ELA and Math as compared to the entire state of Delaware with respect to the percentage of students who met their annual growth targets. Attached are also the results of MAP testing. The data attached compares the student results from 2016 spring to 2017 spring. Growth in ELA/Math is evident across all grade levels. Students are ending the following year at higher skill levels. With that said, there is more work to be done. All students are not on grade level. Some students still have skill deficiencies that need to be addressed. Coupled with student deficiencies, we face teacher turnover. “New” teachers are low in skill and require extended coaching and training to be developed. EastSide has increased efforts to coach inexperienced teachers, training “highly effective” teachers to become coaches and promoting existing staff to leadership positions to help coach. We also acquired a second instructional leader to support teachers. A third focus is for EastSide to adjust curriculum to ensure all or most of the content taught for the entire year is completed prior to May 1st in addition to increasing instruction and integrating a writing curriculum.
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b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

School Comments 2017-2018	EastSide Charter School expects to have continued academic growth in Math and ELA. EastSide will take the following steps to ensure growth occurs. Leaders and teachers will progress monitor student assessments, performance task and student work in order to make informed data driven instructional decisions. Follow pacing charts with fidelity. Increase the level of coaching support by training “highly effective” teachers to support other staff and adding an additional instructional leader. Also there will be additional time scheduled daily to support blended learning to address student individual needs. Furthermore, curriculum modification will be made to address deficient writing skills and prioritize content to be taught prior to May 1st.
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c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

School Comments 2017-2018	EastSide will measure progress by tracking teacher evaluations and by tracking student performance on assessments and classroom assignments. Interim Assessments and module assessments will provide prediction data and student progress in regards to grade level work. MAP will progress monitor student individual learning during the year. Student work samples, baselines and performance tasks will help monitor skill development in writing.
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2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
Chronic Absenteeism	75.33%	50.00	38.00
Proficiency - Science(grades 5 and 8)	n/a	n/a	n/a
Proficiency - Social Studies(grades 4 and 7)	n/a	n/a	n/a

DOE Summary:

In SY 17/18, East Side Charter School earned a rating of “Meets Expectations” for School Quality/Student Success. 75.33% of students demonstrated on-track attendance, which was 11.12% lower than the State average (86.45%). The State assessments for social studies and science were not administered in SY 17/18.

a) Based on the school’s School Quality/ Student Success ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results.

School Comments 2017-2018	We have made a sincere effort to accurately track student attendance this year. We have seen that student attendance is linked to conditions in the home, attitude towards school, access to consistent transportation (even when getting to the school bus stops) and resources in the home. Through a staff of caring teachers, counselors and behavior support we reach out to all families on a proactive basis. Our staff go above and beyond to reach out to chronically absent children and we provide multiple opportunities for families to meet with staff throughout the school year to discuss attendance and problem solve being present. We have done this in the past and will continue to work to ensure that all of our children are present and accounted for in school.
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b) Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

School Comments 2017-2018	We expect to improve the score we received for School Quality/ Student Success. We will continue to have all staff work with students to ensure that they have what they need to be in school. We have also hired a Director of College Then Career to assist our alumni so that they can graduate from college and receive support in their careers. We have made a public commitment to our children and know that by making their future a reality
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	we will be able to better focus our current students. While our LEA is not responsible for these outcomes we are committed to strong outcomes for our scholars. In addition we will continue to use the practices that we employed this year to build a strong culture of regular school attendance.
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c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

School Comments 2017-2018	Each advisor spends time with students to build relationships with the student and their family. Staff work with families to identify areas of need. In addition our office teams keep good track of attendance and our entire team works with the counseling staff to follow up with families that are not meeting expectations. The approach is largely supportive through parent meetings, offering resources to families and continuing to engage in dialogue for the betterment of the scholar. Leaders also follow up on attendance and help problem solve issues so as to keep strong attendance.
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2.5 Progress toward English language proficiency (ELP) * new

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric	Value	Points	Points Earned
Progress Toward English Language Proficiency	n/a	n/a	n/a

DOE Summary:
 EastSide Charter School did not have 15 or more students in this subgroup to generate an accountability calculation for this indicator.

a) Based on your Progress toward English language proficiency (ELP) ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

School Comments 2017-2018	Not applicable
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b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

School Comments 2017-2018	Not applicable
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c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

School Comments 2017-2018	Not applicable
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III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Essential Question Indicator 1a. The mission of EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child's unique gifts and talents.

Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Students will successfully complete a Vision Plan that focuses on their future goals and needs to meet that goal.	<p>Meets Standard:</p> <p>90% or more of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.</p> <p>Approaching Standard:</p> <p>51 – 90% of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.</p> <p>Far Below Standard:</p> <p>50% or less of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.</p>	Family attendance at Vision Plan Meetings	PDF Upload and entry into system by DOE.	1a1

DOE Summary:

East Side Charter School met the criteria for a “Meets Standard” rating for its mission specific goal.

a) mission specific goal(s).

School Comments 2017-2018	In the 17-18 school year we engaged with parents and conducted Vision Plan Conferences where we learned about students’ goals and also focused on their progress during the school year. 100% of students completed a Vision Plan or Vision Meeting with staff. Over 80% of our families came to discuss their child’s future goals and current grades. These meetings were instrumental in building
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relationships with parents. We were successful in accomplishing our academic growth goals on SBAC with significant growth in Math and ELA. We are continuing to make improvements in the school to have a better impact on student performance.

Note: This data element was added in the SY 16/17. The school was not required to provide a response to this information.

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

HISTORICAL DATA (SY 14/15- SY 15/16)

Year	Education Program		Financial Management	Governance and Reporting			Students and Employees				School Environment		Additional Obligations	OVERALL RATING
	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	
	Charter Terms	Students with Disabilities	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations	
2014-2015	M	M	*	M	M	M	M	M	D	N/R	M	M	M	Meets Standard
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

* Data for this measure is now included in the Financial Performance Framework

SUMMARY AND OVERALL RATING

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2016-2017	M	M	M	M	F	M	M	M	M	M	Approaching Standard
2017-2018	M	M	M	M	F	M	M	M	M	M	Approaching Standard

DOE Summary:

East Side Charter School earned an overall rating of “Approaching” in SY 16/17 and an overall rating of “Approaching” in SY 17/18. In SY 16/17 and SY 17/18, the school was rated “Far Below Standard” for measure 2a. (governance and public stewardship).

a) School's organizational performance over the current charter term

School Comments 2017-2018	EastSide Charter School has met standard in every category except Governance and Public Stewardship. This one area resulted in the overall score being Approaching Standard. This was caused by the failure of some board members to obtain some of the required trainings even though the vast majority of our large board had in fact obtained the required trainings. We have taken steps to rectify that situation and in FY 19 every board member will have successfully completed the appropriate training.
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b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes

School Comments 2017-2018	See comment above
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c) Indicator measure where school did not meet standard or is approaching standard

School Comments 2017-2018	
2. GOVERNANCE AND REPORTING	
Measure 2a.	
Is the school fulfilling essential governance and public stewardship responsibilities?	
DOE Rating Information:	
2a3: Board training not completed 12/17,11/17,10/17; 2a4: CBOC training not completed 10/17	
School Response To Rating:	
EastSide Charter School has met standard in every category except Governance and Public Stewardship. This one area resulted in the overall score being Approaching Standard. This was caused by the failure of some board members to obtain some of the required trainings even though the vast majority of our large board had in fact obtained the required trainings. We have taken steps to rectify that situation and in FY 19 every board member will have successfully completed the appropriate training.	

School Comments 2016-2017	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654
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School Comments 2015-2016	School comments for SY 14/15 can be found at: https://www.doe.k12.de.us/Page/2654
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Performance Agreement

Organizational Performance Expectations

EastSide Charter School’s overall organizational rating is Meets Standard. For each year going forward, our expectation is to continue achieving the overall rating of “Meets,” as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

DOE Summary:

In SY 17/18, EastSide Charter School earned an overall rating of “Approaching Standard.”

School Comments 2017-2018

The LEA has proven successful in all categories except for one this past year. We are expecting to be Meets Standards in all categories moving forward.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

3.3 Board Financial and Governance Members and Training

a) In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Governance Training Date
Aaron	Bass	7/30/2016		Ex-officio - CEO	7/25/2017	
James P.	Dalle Pазze			Chair, Legal	7/1/2009	9/1/2014
Cecil	Gordon	10/31/2017			10/17/2017	2/1/2015
Michael	Hare	10/31/2016		Chair, Facility Committee	9/29/2014	9/1/2014
Paul	Harrell				11/19/2014	
Thomas C.	Humphrey	10/31/2016		Board Chair	11/21/2013	2/1/2015
Andrea	Jackson			Teacher Representative	7/25/2017	
Charles	McDowell			Board Member	7/1/2007	9/1/2014
Shaquona	Meyers	9/30/2017			1/3/2018	
Donna	Mitchell	10/31/2016			11/19/2014	9/1/2014
H.M. (Chip)	Sawyer	10/31/2015			1/25/2012	9/1/2014
Alexis	Simms	10/31/2017		Parent Representative	9/15/2015	
Jocelyn	Stewart	10/31/2017		Vice Chair	2/16/2011	9/1/2014
Charles	Tolliver	10/31/2016		Secretary	11/19/2014	9/1/2014
Jeania	Watson				9/29/2014	9/1/2014

DOE Summary:

As of April 30, 2019, the following EastSide Charter School board members were out of compliance with Governance Training requirements: James Dalle Pазze, Cecil Gordon, Michael Hare, Paul Harrell, Thomas Humphrey, Charles McDowell, Donna Mitchell, H.M. (Chip) Sawyer, Jocelyn Stewart, Charles Tolliver, and Jeania Watson.

School Comments 2017-2018

Michelle Reardon, John Riley and James Bonds were removed from the board during FY18. We are appreciative of their service and all new members being brought on the board are receiving their training with the entire board to ensure that we meet standard in this area.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

b) Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Aaron	Bass	7/26/2016		CEO	7/25/2017
Peter	Kennedy	7/26/2016		Community Member	3/30/2017
Nick	Medaglio			Managing Director of Finance and Operations	11/21/2013
Ed	Reznick	7/27/2015		Community Member	2/15/2011
Richard	Riggs	8/9/2015		DOE Representative	11/30/2015
Alexis	Simms	10/24/2017		Parent Representative	9/15/2015
Ashley	Wynn	4/24/2018		Educator	3/23/2018
Jim	Dalle Pазze	4/24/2018		Community Member	7/1/2009

DOE Summary:
 EastSide Charter School’s Citizen Budget Oversight Committee is currently in compliance with membership and financial training requirements.

School Comments 2017-2018 Mr. Medaglio is not a voting member of the committee, rather he presents the financial data to the committee for their review.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

3.4 Teacher Retention

2016-2017			2017-2018		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
62.2	23	37	52	36	68

DOE Summary:

From SY 16/17 to SY 17/18, EastSide Charter School’s teacher retention rate decreased from 62.2% to 52%.

a) School’s plans to monitor and minimize teacher attrition rates

School Comments 2017-2018	At EastSide we work to ensure that we recruit and retain the best people for our children. To that end we monitor staff attrition monthly and discuss each departure within the leadership team. We also perform exit interviews with each departing staff member to make sure that we are able to inform the school’s actions. There are also times where we as a school decide that a staff person should not continue employment at our school. This can be due to a lack of professionalism, in the interest of child safety or due to unsatisfactory performance. Before we get to that point we give feedback through our evaluation systems as well as in our weekly meetings. In addition we are working to maintain consistent leadership in the building. Frequent leadership changes have an impact on teacher attrition thereby impacting student success.
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Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

b) School’s professional development plans support teachers and leadership.

School Comments 2017-2018	We have received repeated approval for the Leadership Excellence Framework in addition to our Teaching Excellence Framework. These evaluation tools allow us to focus on areas of development for each person. We have also created a PD Schedule that is responsive to the needs of staff based on observations and planning meetings. Each PD is accompanied by a survey to rate the effectiveness of the PD as well as solicit suggestions for future PD’s. In addition we collaborate with other schools to ensure that we are using the best practices for our staff. Finally each teacher has a planning meeting and a data meeting to help guide their development. The planning meeting allows the teacher and their manager to focus on how to effectively plan for each class. At the data meetings the manager and each teacher do progress monitoring of each class. These meetings allow us to give each teacher individualized attention in their instruction while simultaneously allowing leadership to assess trends in the building.
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Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2015-2016	M	M	M	M	M	M	M	N/R	D	Meets Standard
2016-2017	M	M	M	M	M	M	M	N/R	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	N/R	M	Meets Standard

DOE Summary:

EasSide Charter School has maintained overall ratings of “Meets Standard” for the past three years. In SY 15/16, the school was rated “Does Not Meet Standard” for measure 3. (Financial Management and Oversight).

a) School's financial performance over the current charter term

School Comments 2017-2018	
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b) Financial practices that the school has implemented to improve the school's financial outcomes

School Comments 2017-2018	
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c) Indicator measure where school did not meet standard or is approaching standard

School Comments
2017-2018

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2017-2018

M

This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

DOE Rating Information:

The FY18 independent auditor's report expressed an adverse opinion on the reporting entity; however, the auditor's report also expressed an unmodified opinion on the governmental activities and major fund.

School Response To Rating:

School Comments
2016-2017 School comments for SY 15/16 can be found at:
<https://www.doe.k12.de.us/Page/2654>

School Comments
2015-2016 School comments for SY 14/15 can be found at:
<https://www.doe.k12.de.us/Page/2654>

Performance Agreement

Financial Performance Expectations

EastSide Charter School's overall financial rating is Meets Standard. For each year going forward, our expectation is to continue achieving the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

DOE Summary:

EastSide Charter School has maintained overall ratings of "Meets Standard" for the past three years.

School Comments 2017-2018

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

How the school developed and implemented a corrective action plan in response to audit findings (if applicable)

DOE Summary:

The FY18 independent auditor's report expressed an adverse opinion on the reporting entity; however, the auditor's report also expressed an unmodified opinion on the governmental activities and major fund.

School Comments 2017-2018

School Comments 2016-2017

School Comments 2015-2016

V. INNOVATION

School's innovative practice(s) that could be replicated at other schools in Delaware

School Comments 2017-2018	EastSide has started a Mindfulness in collaboration with Delaware State University. Psychology students come on a weekly basis to assist students in Kindergarten through 2nd grade with social-emotional skills, well-being and better cognitive performance. We are gathering data this year and expecting to see improved performance in behavior, grades and test scores for students who have participated.
School Comments 2016-2017	The school has been approved to use the Leadership Effectiveness Framework for the evaluation of administrators. This alternative evaluation is an effective use of many different top leaders in evaluation frameworks. It also gives a well-rounded perspective to leaders about their effectiveness and impact on students learning. There is no data to share at this point as this is our first year for the new evaluation system.
School Comments 2015-2016	School comments for SY 14/15 can be found at: https://www.doe.k12.de.us/Page/2654

References:

¹A full copy of 14 *Del. C.* Chapter 5 can be found at: <http://delcode.delaware.gov/title14/c005/>

²Based on September 30th Unit Count

³ Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

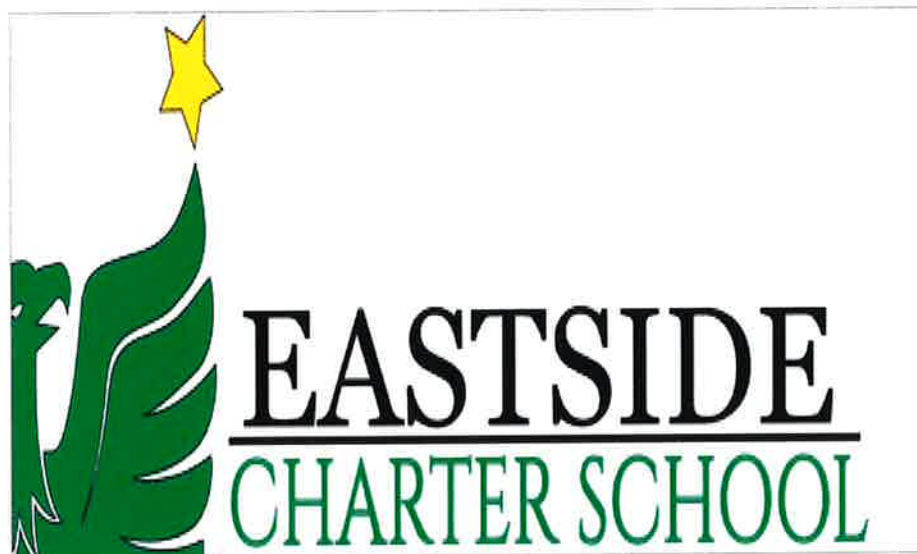
⁴ US DOE Flexibility Letter can be found at

http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA_Flex_Renewal_Letter_7-9-15.pdf.

⁵Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

Renewal Application 2019-20

**DELAWARE CHARTER SCHOOL
RENEWAL APPLICATION
September 30, 2019**



EASTSIDE CHARTER SCHOOL

**3000 N Claymont St,
Wilmington, DE 19802**

Phone:(302) 762-5834

<http://www.eastsidecharterschool.org/>

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CHARTER SCHOOL RENEWAL APPLICATION QUESTIONS

Please indicate below if the school is applying for a 5-year or 10-year charter:

- 5-year charter
 10-year charter

I. OVERVIEW

1.1 Basic Information: Please review the following table for accuracy. Please fill in “Current Enrollment” at time of application submission.

BASIC INFORMATION	
Name of School	EastSide Charter School
Year School Opened	1997
Current Enrollment	426
Approved Enrollment	426
School Address	3000 N Claymont St, Wilmington, DE 19802
District(s) of Residence	Colonial School District
Website Address	http://www.eastsidecharterschool.org/
Name of School Leader	Aaron Bass
School Leader Email and Phone Number	aaron.bass@escs.k12.de.us (302) 762-5834
Name of Board President	Jocelyn Stewart
Board President Email	jocelynstewart1@gmail.com
Mission Statement: The mission of EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child’s unique gifts and talents.	

1.2 Enrollment and Demographics: Please review the following table and complete the last column (SY 2019-20)

	2015-2016 ¹	2016-2017 ¹	2017-2018 ¹	2018-2019 ¹	2019-2020 ¹ *
Total Enrollment	443	446	415	422	426
Gender					
% Male	49.89%	51.12%	51.57%	53.79%	52%
% Female	50.11%	48.88%	48.43%	46.21%	48%
Ethnicity/Race					
% African American	88.49%	91.26%	94.46%	94.08%	92%
% American Indian					
% Asian					
% Hispanic/Latino	11.29%	8.52%	5.30%	5.69%	5%
% White					2%
% Multiracial	0.23%	0.22%	0.24%	0.24%	1%
Special Populations					
% Special Education ³	12.87%	12.78%	14.46%	15.17%	15.22
% English Language Learners	3.39%	1.57%	0.24%	0.47%	.07
% Low-Income	80.14%	83.41%	79.76%	79.38%	84.3%

* To be completed by the school

School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response a response to this information
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2.

1.3 Approved Minor and Major Modifications: The table lists any approved minor and/or major modifications over the course of the school’s current charter term.

Date	Modification Requested	Outcome

School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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Schools are invited but not required to comment on any aspect of the modification data above in table 1.3.

1.4 Enrollment Trends: Please review the following table with the school’s enrollment trends during the current term of the charter and complete the last column (“Current Waitlist for 2019-20”).

School Enrollment Trends									
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>									
	2015-2016		2016-2017		2017-2018		2018-2019		
	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Current Wait list for 2019-2020 *
K	63	65	63	64	63	63	63	59	13
Grade 1	54	60	58	58	58	58	58	54	15
Grade 2	50	53	50	64	52	49	52	54	13
Grade 3	50	52	50	51	50	62	50	54	15
Grade 4	56	58	50	43	48	38	50	52	9
Grade 5	40	38	52	53	48	44	46	46	13
Grade 6	34	39	35	33	47	40	46	35	21
Grade 7	48	43	32	37	33	31	44	41	14
Grade 8	33	35	45	43	30	30	31	27	5
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Total	426	443	426	446	426	415	426	422	118

* To be completed by the school

DOE Summary:
 EastSide Charter School has had consistent enrollment over the past four years. The school’s actual enrollment has exceeded 100% of its authorized enrollment since SY 15/16.

School Comments 2017-2018 This data element was added in the SY 16/17. The school was not required to provide a response to this information

School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.4.

1.5 Reenrollment Trends: Please review the following table with the school’s reenrollment trends during the current term of the charter.

School Reenrollment Trends								
	2015-2016		2016-2017		2017-2018		2018-2019	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	30-Sep Enrollment Count	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
Total/Avg	318	82.38%	321	78.68%	284	70.47%	291	75.58%

DOE Summary:

In SY 15/16, East Side Charter School reenrolled 82.38% of the students eligible for reenrollment. In SY 16/17, East Side Charter School reenrolled 78.68% of the students eligible for reenrollment. In SY 17/18 the school reenrolled 70.47% of the students eligible for reenrollment. In SY 18/19, East Side Charter School reenrolled 75.58% of the students eligible for reenrollment.

School Comments 2017-2018	We have partnered with parents, offered a robust regular school and after school programming and maintained a strong community. Data on why students leave varies from families moving, issues with transportation and other variables. We are speaking with families and engaging them more. We also follow up with families that express they are interested in leaving our school so that we can target their issue and try to resolve it. Families that choose to leave without sharing information with us are allowed to leave due to the fact that we believe in choice and do not want to impede their leaving.
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School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

EastSide drastically improved its reenrollment rate in 2017-2018 after two years of decline, improving the reenrollment rate to 75.58%. In 2019-2020, the re-enrollment rate was 82%. We believe this is due to our strong partnership with families and consistent delivery of quality learning experiences for students during the day and robust offerings of after school programs that are focused on developing the whole child. Moving forward, we will be increasingly vigilant in connecting with students and families to understand their perspective on what is working in the school - so that we can continue to drive and accelerate those practices and what is not working in the school and why – so that we can be strategic in redesigning systems and structures to best meet the needs of our students. We also want to enhance our understanding of the barriers that block family and parent engagement, voice,

and participation, so that we can identify solutions that overcome and/or eradicate such barriers so that we fully maximize the gifts of our parents in improving our educational delivery model. By doing so, we feel strongly that enrollment, re-enrollment, and overall satisfaction will improve.

II. Academic Performance

Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

HISTORICAL DATA (SY 15/16-16/17)

2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)	
	2015-2016	2016-2017
Academic Achievement	1 Star (26/150pts) Far Below	1 Star (21/150pts) Far Below
Growth	1 Star (47/200pts) Far Below	2 Stars (50/200pts) Needs Improvement
On Track to Graduation	5 Stars (47/50pts) Exceeds	5 Stars (47/50pts) Exceeds
College and Career Preparation	1 Star (13/100pts) Far Below	1 Star (7/100pts) Far Below

**School Comments
2016-2017**

In the beginning of the 2016-17 school year we were challenged with having a new leadership team, a 2/3 staff turn-over rate, and children who were in dire need of a well deserved education. In the attached documents you will see the performance of our students as well as some of our accomplishments. In the subsequent questions we will discuss each portion of the DSSF as well as how we are responding to the need of our students in this current year.

Note: School comments for SY 15/16 : <https://www.doe.k12.de.us/Page/2654>

Performance Agreement

Academic Performance Expectations

EastSide Charter School's overall academic rating is Meets Standards. For each year going forward, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will continue to grow or meet standards within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review. Mission Specific Goals: Our goal is to shrink and ultimately eliminate the achievement gap in Wilmington and the state at large. In order to do that, our students - who traditionally enter Kindergarten below grade level and lose ground every year, particularly during the summer - must outgain their counterparts each academic year.

School Comments 2016-2017

School Comments

EastSide Chart School's overall academic rating of "Meets" or "Exceeds" was only achieved in the area of "On Track for Graduation". In this area EastSide was scored a rating of "Exceeds". There were many challenges that the school faced which hindered learning, but also there were academic successes that promoted academic growth. Challenges during the 2016-2017 school year included high teacher turnover from the previous year, lower teacher supports, student skill deficiencies and behavior supports. Kindergarten through grade two are the most crucial of academic leaning years. During this time students are taught the foundations of mathematics and Language Arts. In addition, studies show that a student not reading at grade level by the time he or she is entering grade three are at a considerable disadvantage. Our students showed the most growth in these pivotal years, which in turn will provide a stronger academic background resulting in increasing student performance over time. Attached is the MAP data chart which supports this claim. The addition of the "Guided Reading" curriculum significantly impacted student reading growth. Entering the 2016 school year there were only 1% of students reading on level moving into kindergarten. With the support of this new curriculum we now have 50% of students moving into grade 1 reading on grade level. In addition, 85% of all students grew 1 or more independent reading levels in grades k-4. MAP data showed that our special education students on average make 1.5 years growth in ELA and 1.21 years growth in Math.

Special Education ELA MAP Average (MAP)				
	Fall RIT Av.	Spring RIT Av.	Av. Growth	Spring Grade Level RIT Avg
K	127	144	0.8	
1	149	168	1.3	
2	159	191	2.3	
3	160	198	2.8	
4	164	177	0.8	
5	179	194	1.3	
6	198	207	1.3	
7	185	198	1.5	
8	197	208	1.4	
	Average		1.50	

Special Education Math MAP Average (MAP)				
	Fall RIT Av.	Spring RIT Av.	Av. Growth	Spring Grade Level RIT Avg
K	120	131	0.5	
1	154	167	0.8	
2	160	191	2.1	
3	161	186	1.6	
4	169	181	1	
5	181	193	1.2	
6	189	202	1.2	
7	190	201	1	
8	195	211	1.5	
	Average		1.21	

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	1 Stars (26/150pts) Far Below		1 Stars (21/150pts) Far Below	
	School	State	School	State
ELA	23.68 %	54.91%	16.55 %	56.63%
Math	18.27%	42.87%	13.59%	45.13%
Science	9.03%	60.41%	7.89%	47.45%
Social Studies	13.48%	76.82%	n/a	n/a

a) Academic Achievement ratings over the course of the charter term

School Comments 2016-2017	<p>EastSide's academic achievement for grades 3 through 8 is disappointing. Despite our hard work and dedication, during the 2016-2017 school year there were many factors that contributed to a decrease in academic performance, although there were areas of academic growth. In grades three through eight last year teacher turnover was a factor. 19 teachers resigned or were terminated during the year. In addition a large number of our staff consisted of teachers with 0-2 years of experience who struggled with classroom management and differentiated instruction. New leadership and a lack of accountability also contributed to poor instruction. Basic skill deficiencies also prevented our students from achieving increased proficiency levels. MAP data supports that over 50% of our students are in the tier 3 category which is at or below the 20th percentile. Attached is a MAP report that specifically breaks each grade level down into subjects and the 2016-2017 academic percentile. In addition, ESCS has a significant number of students not reading on grade level in grades k-4. Attached is the breakdown of students reading on grade level at the end of the 2017-2018 school year compared to the beginning of the 2016-2017 academic year. We attempted to deal with our students' academic deficiencies by placing 100% in RTI during the 2016-2017 school year. Unfortunately the curriculum choices were not sufficient in remediating and furthering ELA and Math skill development. Tier 1 students used test preparation books to enhance learning in RTI. The course focused on Language Arts and therefore did not adequately support learning deficiencies in the area of mathematics. Furthermore, we made the choice to have our middle</p>
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school content teachers be self-contained in RTI which meant that they were supporting in areas outside of their expertise. We have since corrected this and now RTI is all done by the content teacher to better support the learning.

b) Expected outcomes for Academic Achievement

School Comments 2016-2017	<p>This year we are expecting an increase in Academic Achievement. Grade level achievement expectations are attached for each grade level. EastSide has made modifications to curriculum, instructional supports and also leadership changes to promote academic success. During the 2017-2018 school year CEO Aaron Bass has stepped in as building principal to ensure there is schoolwide instructional and behavioral accountability among students and staff. In addition, Grades kindergarten through grade eight will receive writing instruction (Step Up to Writing/Handwriting Without Tears) that has been adopted into the daily schedule. Lesson plan feedback will be replaced with weekly planning meetings (Guided Reading/Math/ELA/Sci/Soc Stud). This is a more proactive approach to effective instruction. Teachers meet together as a grade team in grades K-2 and by subject in grades 3-8. These planning meetings are used to specifically target misconceptions and best instructional practices for upcoming lessons. We found that students are deficient in basic computation skills. To help remediate these skills a separate fluency block has been implemented into the daily schedule for 30 minutes each day 3-4 times a week. Students attaining strong computation skills make less calculation mistakes and are less frustrated with rigorous work. A problem of the day is also implemented 1-2 times a week. The specific focus is for students to tackle rigorous word problems using modeling techniques/manipulatives in all grades. RTI will be self-contained for grades k-8 with the exception of Tier 3 students. Tier 3 students will continue to receive small group instruction. Students in content based grades will remain in their classes. It is our job to differentiate. Content teachers now cycle through their classes and teach additional lessons differentiated for each class. This tactic eliminates content struggles for non-subject based teachers. In addition, daily Math/ELA classes include small group differentiation to ensure that each student is gaining skills that he or she requires for success. Common core aligned curricula is used for RTI. The curricula used for the 2017-18 school year includes but is not limited to Go Math, Fountas and Pinnell Literacy, Edmentum- Exact Path, Engage NY, Reading A-Z and Moby Max.</p>
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c) Progress measures to track expected Academic Achievement outcomes

School Comments 2016-2017	<p>EastSide receives weekly monitoring of curriculum/instruction and data analysis. The CAO and the API/Principal complete a walk thru together each week. Google Trackers created for observations and lesson plan submission are checked weekly. In addition, classroom academic weekly trackers are filled out daily to demonstrate progress of skill mastery during each week. Norming of observation is also completed on a weekly basis to hold the “academic bar”. Three times each year students will complete progress monitoring assessments such as MAP, SBAC</p>
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Interim Assessments and the Fountas and Pinnell Benchmark Assessment System. These tests provide independent reading level and academic growth throughout the year. Biweekly Data Analysis meetings will be completed for core subject teachers and k-2 grade groups. Data from the areas of classwork, a, school culture and teacher observations/performance will be intensely focused on to determine next steps. Quality School Checks (QSC) will occur each trimester. Each QSC will target instruction, school climate and student progress towards goals. Each QSC will include the Principal, Assistant Principal of Instruction and the Chief Academic Officer.

Note: School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	1 Stars (38/200pts) Far Below		2 Stars (50/200pts) Needs Improvement	
	School	State	School	State
ELA	37.83 %	50.00 %	30.33 %	50.00 %
Math	-0.17 %	50.00 %	19.83 %	50.00 %

a) School's Growth ratings for all students over the course of the charter term

School Comments 2016-2017

School Comments

EastSide Charter School’s 2016-2017 school growth rating is “Needs Improvement”. Our focus last year was to achieve academic growth not only in grades 3-8, but also k-2. As our score indicates we must increase our growth even more to ensure students are meeting proficiency levels. We had 19 staff members resign or were terminated during the school year. Many of these losses were in critical areas. In addition a large percentage of our staff consisted of teachers with 0-2 years of experience who struggled with classroom management and differentiated instruction. New leadership and a lack of accountability also contributed to poor instruction. Leadership and the central office did offer supports, to both teachers and leaders, but due to the amount of unsustainable demands, the transformation of skills were not enough to significantly improve the school climate and instruction resulting in a lack of student performance. Lastly, the lack of student behavioral supports contributed to behavior management issues in the class which prevented significant student academic growth. After analyzing student data there are areas of growth that should be noted. The attached data in table 1 suggest that students in grades 3-8 that have remained at EastSide for three years have increased the number of students that have met their target goal by almost double in ELA. The issue EastSide is facing is that academic growth, even significant growth is not enough to translate into improved proficiency scores because our students are starting out so far behind grade level. In grades k-4 EastSide implemented a responsive literacy program which has made an impact on students reading on grade level in the first year. The table below displays independent reading

deficits and the literacy growth made in grades k-4. In addition, MAP data is attached which documents the student academic achievement percentiles in the subject areas math and literacy. A growth report from MAP is attached as well. The chart includes projected growth targets in Math and ELA and documents EastSide’s end of year progress towards reaching these goals. Please take notice that East Side achieved the growth target in 6 out of 8 grades in both ELA and Math.

Students reading on level Entering 2016-2017 School Year	Students reading on level Ending 2016-2017 School Year
Kindergarten: 0% and 0%	Kindergarten 51% reading on Level and 84% grew 1 or more levels.
Grade 1: 7% Reading on Level	Grade 1: 21% Reading on Level. 87%. Grew 1 or more levels.
Grade 2: 14% Reading on Level	Grade 2: 24% Reading on Level. 100% grew 1 or more levels.
Grade 3: 14% Reading on Level	Grade 3: 28% Reading on Level. 87% grew 1 or more levels.
Grade 4: 1% Reading on Level	Grade 4: 23% Reading on Level. 87% grew 1 or more levels.

b) Expected outcomes for Growth for all students

School Comments 2016-2017	EastSide’s expectations are for students in k-8 to achieve at minimum one year of academic growth for the 2017-18 school year. A minimum of 50% of students must meet their MAP and SBAC target growth goals set in accordance with the
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state rubric. A minimum of 50% of students in k-4 must meet their target Independent reading goal by the end of the year. Attached are the growth goals for each grade level. During the 2016-2017 EastSide had significant growth in K-2.

c) Progress measures to track Growth for all students

**School Comments
2016-2017**

To ensure goals are met, each campus receives a weekly curriculum/instruction and data analysis meeting. The CAO and the API/Principal complete a walk thru together each week. Google Trackers created for observations and lesson plan submission are checked weekly. In addition, classroom academic weekly trackers are filled out daily to demonstrate progress of skill mastery during each week. Norming of what we are looking for during observations is also completed on a weekly basis to hold the "academic bar". Every 9-12 weeks students will complete progress monitoring assessments such as MAP, SBAC Interim Assessments and the Fountas and Pinnell Benchmark Assessment System. These tests provide independent reading level and academic growth throughout the year. Biweekly Data Analysis meetings are completed for core subject teachers and k-2 grade groups. Data from the areas of classwork, assessments and school climate are used for progress monitoring and determine academic next steps. Quality School Checks (QSC) will occur each trimester. Each QSC targets quality instruction, school climate and student progress towards goals. Each QSC includes the Principal, Assistant Principal and Chief Academic Officer.

Note: School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	5 Stars (47/50 pts) Exceeds		5 Stars (47/50 pts) Exceeds	
	School	State	School	State
Attendance	94.94 %	94.40 %	94.91 %	94.75 %
On-Track in the 9th grade	**	84.80 %	**	89.45 %
4-year Cohort Graduation Rate ⁵	**	84.35 %	**	84.66 %
5-year Cohort Graduation Rate	**	85.84 %	**	85.60 %
6-year Cohort Graduation Rate	**	Not calculated at the state level	**	Not calculated at the state level

** The school did not service students in the grade levels assessed by this metric.

a) On Track to Graduation ratings over the course of the charter term

School Comments 2016-2017	We were pleased with the student attendance for the year. We have also made changes to our office staff to ensure that we are able to provide accurate data for the 2017-2018 school year.
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b) Expected outcomes for On Track to Graduation

School Comments 2016-2017	We have hired a Director of College Then Career to assist our alumni so that they can graduate from college and receive support in their careers. We have made a public commitment to our children and know that by making their future a reality
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we will be able to better focus our current students. While our LEA is not responsible for these outcomes for the state we are committed to strong outcomes for our scholars.

c) Progress measures to monitor On Track to Graduation outcomes

**School Comments
2016-2017**

We are measuring the effectiveness of placing our current students into high performing high schools. Our next metric will be performance on SAT/ ACT. Finally we will be measuring college matriculation and graduation rates as well as career placement upon graduation.

Note: School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools:** *College and Career Preparation* is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	1 Stars (13/100 pts) Far Below		1 Stars (7/100 pts) Far Below	
	School	State	School	State
Growth to Proficiency ELA	21.61 %	57.10 %	12.50 %	59.19 %
Growth to Proficiency Math	3.48 %	34.42 %	1.55 %	35.41 %
College & Career Preparation	n/a	46.41 %	n/a	49.64 %

a) College and Career Preparation ratings over the course of the charter term

School Comments 2016-2017	
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School Comments

As stated earlier the overall growth and proficiency of our scholars in the 2016-2017 school year was not up to standard. While we did see some growth it was not enough to make a true impact on the achievement gap. We did see higher growth within our younger grades as shown on the chart below. You can also see in the attached data in table 1 that students in grades 3-8 that have remained at EastSide for three years have increased the number of students that have met their target growth goal by almost double in ELA.

Students reading on level Entering 2016-2017 School Year	Students reading on level Ending 2016-2017 School Year
Kindergarten: 0% and 0%	Kindergarten 51% reading on Level and 84% grew 1 or more levels.
Grade 1: 7% Reading on Level	Grade 1: 21% Reading on Level. 87% Grew 1 or more levels.
Grade 2: 14% Reading on Level	Grade 2: 24% Reading on Level. 100% grew 1 or more levels.
Grade 3: 14% Reading on Level	Grade 3: 28% Reading on Level. 87% grew 1 or more levels.
Grade 4: 1% Reading on Level	Grade 4: 23% Reading on Level. 87% grew 1 or more levels.

b) Expected outcomes for College and Career Preparation

School Comments 2016-2017	Our goal is for students in K-8 to achieve at minimum one year of academic growth for the 2017-18 school year. A minimum of 50% of students must meet their MAP and SBAC target growth goals set in accordance with the state rubric. A minimum of 50% of students in k-4 must meet their target Independent reading goal by the end of the year. Attached are the growth goals for each grade level. During the 2016-2017 EastSide had significant growth in K-2.
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c) Progress measures to track College and Career Preparation outcomes

School Comments 2016-2017	To ensure goals are met, each campus receives a weekly curriculum/instruction and data analysis meeting. The CAO and the API/Principal complete a walk thru together each week. Google Trackers created for observations and lesson plan submission are checked weekly. In addition, classroom academic weekly trackers are filled out daily to demonstrate progress of skill mastery during each week. Observation norming is also completed on a weekly basis to hold the "academic bar". Every 9-12 weeks students will complete progress monitoring assessments such as MAP, SBAC Interim Assessments and the Fountas and Pinnell Benchmark Assessment System. These tests will provide independent reading level and academic growth throughout the year. Biweekly Data Analysis meetings will be completed for core subject teachers and k-2 grade groups. Data from the areas of classwork, assessments and school climate is used for progress monitoring and to determine academic next steps. Quality School Checks (QSC) occur each trimester. Each QSC targets quality instruction, school climate and student
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progress towards goals. Each QSC evaluates the Principal, Assistant Principal and Chief Academic Officer.

Note: School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

SY 2017-18 & SY 2018-19

2.1 Delaware School Success Framework

Overall Academic Ratings

Elementary (grades K-5)/Middle School (grades 6-8)

Indicator	2017-2018			2018-2019		
	Points	Points Earned	Percent Point	Points	Points Earned	Percent Point
Academic Achievement	150.00	31.00	21% Well Below Expectations	150.00	27	18% Well Below Expectations
Academic Progress	200.00	126.00	63% Meets Expectations	200.00	101	51% Well Below Expectations
School Quality/Student Success	50.00	38.00	76% Meets Expectations	50.00	32	64% Approaching Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable	n/a	n/a	Not Applicable
Overall	400.00	195.00	49% Well Below Expectations	400.00	160	40% Well Below Expectations

DOE Summary:

In SY 16/17, prior to the implementation of ESSA, EastSide Charter School received ratings of “Meets” or “Exceeds” in 1 out of 4 DSSF metrics. From SY 15/16 to SY 16/17, the school’s points earned for Academic Achievement decreased 5 points from 26/150 points (“Far Below”) to 21/150 points (“Far Below”). From SY 15/16 to SY 16/17 the school’s points earned for Growth increased slightly from 47/200 points (“Far Below”) to 50/200 points (“Needs Improvement”). From SY 15/16 to SY 16/17, the school’s points earned for On Track to Graduation remained consistently high at 47/50 points (Exceeds). From SY 15/16 to SY 16/17, the school’s points earned for College and Career Preparation regressed from 13/100 points (“Far Below”) to 7/100 points (“Far Below”).

In SY 17/18, with the implementation of ESSA, each school received an overall rating on the DSSF in addition to ratings for each indicator. In SY 17/18, East Side Charter School’s overall rating was “Well Below Expectations.” At the indicator level, the school was rated “Well Below Expectations” for the Academic Achievement indicator. The school was rated “Meets Expectations” for both the Academic Progress and School Quality/Student Success indicators.

School Comments 2017-2018

Overall there were areas for academic celebrations in grades four to eight. Overall from 2016-2018, EastSide Charter School achieved an average increase of

9% points in Language Arts and an average increase of 6% points in Mathematics compared to the State of Delaware which had a 0% point increase in Language Arts and a decrease of 3.6% points in Mathematics. In addition, EastSide had five teachers achieve increases at or above 10% points. Lastly, EastSide was ranked 2nd in both ELA and Math among all schools in Delaware with respect to the percentage of students who met their annual growth targets. This data is determined by the state mandated component V metrics for which schools and teachers are held accountable. Major challenges still are retaining quality teachers and addressing student individual academic and behavior needs.

a. Based on the table above discuss the school's overall academic achievement results, major challenges and accomplishments over the course of the charter term. Evidence should reflect performance during the course of the charter term.

Academic achievement results

The 2017-18 student growth scores on the SBAC were stronger than all but one district in the state for both ELA and for Math.

Major challenges

EastSide has struggled with teacher retention and recruitment of experienced high-quality teachers. The entire nation has experienced a shrinking pool of teachers as fewer and college students are majoring in education and increasing numbers of teachers are leaving the workforce. These trends hold true in Delaware public schools as well, and EastSide has been a victim of this movement. Inconsistent leadership and several changes in the principalship over the course of the charter term has contributed to this dilemma. In addition, school funding in Delaware has not allowed EastSide to compensate teachers at the level of some of our neighboring school districts (e.g. Brandywine and Red Clay) or neighboring municipalities (Philadelphia, Chester County, or New Jersey). On average, EastSide has turned over between 10 and 20 teachers every year.

Some of the teacher attrition data is due to termination of ineffective teachers. We are very sensitive to teacher quality and teacher loss and remain very committed to improving school culture, teacher support, and leadership consistency as well as strong recruitment and selection as a means of ensuring that teacher quality and teacher retention are high, and the conditions are in place for student achievement to improve.

Elaborating on a point made above, EastSide has struggled with consistent high-quality leadership. From 2011-2015, the school had the same principal in place providing a constant vision, aligned practices, and a consistent approach to student and teacher development and support. However, from 2015-2019, seven different people served as principals. While this has been incredibly disruptive and detrimental to the academic program, we are very confident in the school's future success as the formal partnership between EastSide and The Charter School of New Castle was dissolved in 2019 allowing Aaron Bass to serve in the singular role of the leader of EastSide instead of doubling as the chief executive of all three campuses. Aaron Bass has signed a contract for the next 3 years as Principal and CEO of EastSide Charter School. His full time role is focused on the success of our stand alone charter. In addition we have seen our staff respond to this challenge by cutting our staff attrition in half from 60% to 30% moving into FY20.

Major accomplishments

We have consistently seen drastic beginning-to-end-of-year increases in literacy gains for our elementary students. The 2016-17 school year is indicative on the gains we've seen across our charter term where the number of students reading on grade level grew from 0% at the beginning of the year in Kindergarten to 51% at the end of the year, from 7% in first grade to 21%, from 14% in second grade and third grade to 24% and 28%, respectively, and from 1% in 4th grade to 23%. Perhaps even more impressive is that more than 87% of students in grades K through 4 grew one or more reading levels in one year.

The culture of the school is one that teachers and staff highly value and respect. For the 2019-20 school year, children of four staff members are enrolled in the school. That is a data point we are very proud of, one that reflects the family-focused community we have created here at EastSide.

Reflection on Charter Term

In reviewing the inconsistent results over the last 4 years, it is instructive to reflect on some governance history. At the beginning of this current charter term (2015) the EastSide Board and School management were asked to take over Family Foundations Academy which was in danger of losing its charter because of Board and school leadership malfeasance. The EastSide Board and school management agreed and established a common management for the two schools. From EastSide's point of view there was a call to assist another charter school and, in addition, an opportunity to increase total student enrollment to assist in affording top quality management and programs that neither school on its own could afford.

During the last 4 years, EastSide has done a good job of reforming FFA's operations, particularly its governance and financial practices. Also the common management arrangement has been financially beneficial to both schools. However, over time, with the disappointing performance at EastSide, we realized that EastSide needed the full time attention of its school leaders. Also, by the spring of 2019, the Board of FFA (now Charter School of New Castle) had determined that it was ready to go on its own, so the two schools discontinued their common management arrangement in favor of more limited employee sharing – HR and a school psychologist. See response to 3.5b.

Also during the last 4 years the EastSide Board has begun to take steps to address family and neighborhood housing, health and social welfare conditions which are so critical to the academic and social success of our students. That has led to EastSide taking a major role in the the REACH Riverside holistic approach to neighborhood revitalization, particularly its education component. This project has made great progress in the last two years. See below under Community Leadership.

Community Leadership

EastSide is an exciting partner of the REACH Riverside project which is aimed at improving Wilmington's Riverside and East Lake communities. EastSide expects to play a major role in establishing the "cradle to college education pipeline" to serve the revitalized neighborhood. Charles McDowell, EastSide's former Board Chair and current CEO of its affiliated Foundation, is the Board Chair of REACH Riverside and Jocelyn Stewart, the current Board Chair of EastSide, is the Co-Chair of REACH's Education Committee.

The REACH Riverside Development Corporation (REACH) was formed in conjunction with the Wilmington Housing Authority, Kingswood Community Center and EastSide with a vision of transforming the Riverside neighborhood which is anchored by a 300 unit public housing community next door to EastSide. See www.reachriverside.org. Riverside is a community of color historically plagued by welfare dependence, dilapidated housing, unemployment, crime and lack of hope, not uncommon in most racially-segregated urban communities across the nation. REACH will redevelop

Riverside into a robust, healthy and vibrant neighborhood consisting of high-quality mixed income housing, employed and productive residents, safe streets and recreational areas, high quality child care and educational facilities supported by suitable health, wellness and commercial services to serve the vibrant neighborhood.

Through a comprehensive community revitalization process, REACH will create pathways out of poverty with, not for, the community. The collective efforts will provide affordable, mixed income housing to the Riverside community coupled with a fully integrated cradle through college educational and career pipeline, all bolstered by comprehensive health and wellness offerings serving the neighborhood.

REACH is based on the Purpose Built Communities Model, a holistic effort first successfully employed to revitalize the East Lake community in Georgia, one of Atlanta's most distressed and crime-ridden neighborhoods. See www.purposebuiltcommunities.org. Through the work of Purpose Built, East Lake was transformed into a safe community anchored by quality housing, high-performing schools, early childhood education programs and supportive family-oriented health and wellness programs. The REACH acronym reflects the planned three pillar Purpose Built Communities approach to community revitalization – Redevelopment, Education And Community Health.

In November 2018, REACH was formally invited to become the 19th Purpose Built Community nationally. As a Network Affiliate, REACH will continue to benefit from the pro-bono services provided by Purpose Built for a minimum of 10 years. Of equal benefit, will be REACH's ability to learn best practices from the other Purpose Built Communities throughout the nation.

Comprehensive community revitalization is planned for the redevelopment of the entire 45 acre site that includes the contiguous properties of the Riverside public housing project (25 acres), the Kingswood Community Center (12 acres), and the adjoining EastSide Charter School (8 acres). This initiative will include:

- A large-scale, **high-quality mixed-income community** of up to 600 units to replace the existing 293 dilapidated public housing units that currently serve simply to concentrate poverty and prevent new investment in the community. Construction of the first 74 units of new housing will commence in the spring of 2020, one block from EastSide.
- A **cradle-to-college educational and career pipeline** that will provide a seamless continuum of education services from birth through high school with an aspiration of 100% high school graduation and college attendance and/or career readiness.
- **Comprehensive community health, wellness and safety** goes beyond accessing quality medical care but assuring that the social and environmental factors that promote health and well-being are being addressed.
- A **newly constructed and rejuvenated Kingswood Community Center** will play a central role as the home of several other project components including early learning, senior services, health and wellness services and other amenities needed to support a robust neighborhood and as the heart of the neighborhood it has served for more than 70 years.
- **The Teen Warehouse**, an innovative partnership with more than 100 teen-serving organizations, will provide school-day and after-school recreation, education, arts, health and career exploration programs and services for Wilmington youth ages 13 to 19. The Teen Warehouse is located in the former Prestige Academy Building, which was donated by Capital One. One of the major occupants of the Teen Warehouse is Kingswood Academy, the alternative school managed by Kingswood Community Center.

The revitalization initiatives provide a community-specific mixture of facilities, programs and services that honor local history, reflect the priorities of residents, promote healthy lifestyles, create jobs and reduce crime. The positive impact of this community revitalization will also be reflected in increased property values, economic development and tax revenue in Riverside and the adjoining areas of Northeast Wilmington.

REACH will serve as the “community quarterback” (in the language of Purpose Built), leading the revitalization by engaging community members, building partnerships, securing funding, and ensuring implementation of the housing, education, and wellness components of the model as part of the community’s vision.

The entire project contemplates the investment of about \$150MM over 10+ years, of which at least \$30MM will need to be raised from government grants and charitable contributions. During its first two years of operation, REACH has raised more than \$10MM.

Press

We are proud of the efforts we’ve maintained to be a positive force in the community as we strive to have significant impact far beyond academic results. A sampling of the positive press EastSide has received in the media is included below.

- [EastSide's Commitment to Its Students Reaches through College](#)
 - [Role Models Greet EastSide Students](#)
 - [Suit Up/Show Up at EastSide Charter](#)
 - [Images from Suit Up/Show Up](#)
 - [Eastside Commits to College Then Career](#)
 - [EastSide Charter Provides Families with Computer Training](#)
 - [Families receive computers and internet access through EastSide Program](#)
 - [EastSide students treated to "Black Panther" by City Council and area business](#)
 - [How Does Delaware Hold Schools Accountable](#)
 - [State Tracks Student Performance Annually but Tests Worth It](#)
 - [Teachers Get Little Help Stocking Classrooms](#)
 - [Teacher Proposal](#)
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Current Progress

With the combination of the doubling down on mental health services, reconcentrating on cultural and social emotional issues, the APEX Honors program and the incredible transformational promise of the REACH Riverside initiative, we are very optimistic about the future for EastSide and its scholars.

Up to date data shows that EastSide has made extremely positive progress with its improvement efforts this school year. Regarding school climate, discipline referrals have decreased by 33 through the first four weeks of the school year while teachers have made 72 fewer disciplinary calls to a dean.

Average daily attendance is at 89%, with an improvement from 76% at the beginning of the year to 92% over the last two weeks.

The DOE-supported PBS program has shown success through the school’s Fly Friday program in which students are recognized for consistently positive behavior. Through three weeks, an average of 75% of students have earned Fly Friday recognition and participation.

Performance Agreement

Academic Performance Expectations

EastSide Charter School's overall academic rating is Meets Standards. For each year going forward, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will continue to grow or meet standards within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review. Mission Specific Goals: Our goal is to shrink and ultimately eliminate the achievement gap in Wilmington and the state at large. In order to do that, our students - who traditionally enter Kindergarten below grade level and lose ground every year, particularly during the summer - must outgain their counterparts each academic year.

DOE Summary:

In SY 17/18, East Side Charter School earned an overall rating of "Well Below Expectations."

School Comments 2017-2018

EastSide has shown an increase in academic achievement and academic growth from 2016-17 to 2017-2018. EastSide had an average growth increase of 9% points in Language Arts and an increase of 6% points in Mathematics. In addition, EastSide was ranked 2nd among all Delaware schools with respect to the percentage of students who met their annual growth targets. The mission specific goal is to shrink and ultimately eliminate the achievement gap in Wilmington and in the state. EastSide has "chipped" away at the achievement gap, but must continue to consistently see gains in ELA and Math to succeed in closing the gap.

b. Discuss the school's academic performance based on its approved Performance Agreement (see above).

EastSide has not consistently met expectations as stated in the academic performance agreement. The expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Since the agreement was made in 2014, the state changed its state assessment and revised the standards necessary to reach state expectations. EastSide has embraced this new reality and continues to work hard to ensure that all aspects of the school model lead to student achievement results that meet the state's higher standards. While achievement may not quite meet expectations, we are proud of the fact that our students are making incredible gains. The most recent publicly available state assessment data shows that EastSide is outperforming the State with regard to the percentage of students meeting their growth targets. In 2017-18:

- 69.34% of East Side Charter School students met growth targets in English Language Arts, which exceeded the State average (62.24%) by 7.1%.
- 67% of students in the highest quartile met growth targets in English Language Arts, which exceeded the State average (61.80%) by 5.2%.
- 74.33% of students in the lowest quartile met growth targets in English Language Arts, which exceeded the State average (64.92%) by 9.41%.
- 57.97% of East Side Charter School students met growth targets in math, which was slightly higher

than the State average (57.23%).

- 59.29% of students in the highest quartile met growth targets in math, which was slightly higher than the State average (59.14%).
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2.2 Academic Achievement

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Proficiency ELA (Grades 3-8)	19.90%	75.00	15.00	18.23%	75.00	14.00
Proficiency Math (Grades 3-8)	21.07%	75.00	16.00	17.31%	75.00	13.00

DOE Summary:

In SY 17/18, the school earned a rating of “Well Below Expectations” for Academic Achievement. ELA proficiency was at 19.90%, which was 34.62% less than the State average proficiency (54.52%). Math proficiency was at 21.07%, which was 21.82% below the State average proficiency (42.89%).

a) Academic Achievement ratings over the course of the charter term

School Comments 2017-2018	School Comments The Academic Achievement data for EastSide Charter School is provided below.			
	ESCS ELA	16-17 Scores	17-18 Scores	Increase/decrease baseline
	Grades 4-5	33%	48%	
	4	15%	35%	Increase 22pts
	5	15%	32%	decrease 3pts
	6	12%	38%	Increase 6pts
	7	13%	25%	Increase 10pts
	8	17%	28%	Increase 11pts
	Total	14% Avg	25.2% avg	Increase avg 9pts
	ESCS Math	16-17 Scores	17-18 Scores	baseline
	Grades 4-5	34%	20%	
	4	34%	65%	Increase 34pts
	5	15%	2%	decrease 13pts
	6	12%	50%	decrease 2pts
	7	5%	50%	Increase 7pts
	8	8%	50%	Increase 2pts
	Total	14.4% Avg	30% avg	Increase avg 9pts
	<p>Based on student performance, it is evident there must be a focus on certain grades and subjects. Each year we look to see the progress of students at each grade level following them throughout their years at EastSide. There are some positive trends we are noticing. Teachers who are rated effective/highly effective are producing higher academic results when compared to developing and unsatisfactory teachers. Unfortunately, teacher turnover has contributed to decreases in scores in grades 3 and 5. A second factor was teacher performance. Teachers who struggle with classroom management and who are not able to teach an academic year's worth of material prior to the state exam are not showing an increase in academic performance. EastSide acknowledged these issues and has worked diligently to provide more effective teacher training and coaching in addition to restructuring the leadership team. Pacing charts in mathematics were modified to increase the amount of content taught prior to the state exam. EastSide is also concentrating more on student writing skills, specifically narrative writing. Data shows writing is a contributing factor to students decreased scores in ELA. However, there were some grades that did see significant increases in proficiency levels in both ELA and Math. Grade 4 math closed the achievement gap compared to the state average and several grade levels had double digit increases as reflected in the chart above.</p>			

b) Expected outcomes for Academic Achievement

School Comments 2017-2018	EastSide Charter School has taken several steps to increase proficient scores overall moving forward. There is an increased focus on teacher recruitment and retention. EastSide has modified instruction and curriculum as well. A writing program has been implemented to address student Language Arts deficiencies. In addition, EastSide has increased its efforts to increase more of a blended learning approach for students. Blended learning will increase the amount of individualized instruction students receive. Furthermore, EastSide has increased
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efforts to support teachers through more targeted professional development. A second Assistant Principal of instruction has also been added to the leadership team in order to support teachers.

c) Progress measures to track expected Academic Achievement outcomes

**School Comments
2017-2018**

EastSide will measure progress by tracking teacher evaluations and tracking student performance on assessments and classroom assignments. Interim Assessments and module assessments will provide prediction data and student progress in regards to grade level work. MAP will progress monitor student individual learning during the year. Student work samples, baselines and performance tasks will help monitor skill development in writing.

The table above lists the school's available Academic Achievement ratings. Respond to the following questions.

a. Based on the school's Academic Achievement ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

EastSide has not consistently earned the Meet Standard designation for its overall academic rating. Students are improving as a fast rate, with many of our elementary students experiencing more than one year of academic growth in literacy each year. The persistent challenge we face is the proliferation of students who enter EastSide several years below grade level. We continue to work hard to meet their needs and accelerate their progress but sometimes student growth – even strong student growth – has not led students to meet proficiency targets in time for the annual state test. We believe that over time, students will continue to grow toward and eventually meet proficiency.

b. Looking ahead, what are the school's expected outcomes for Academic Achievement and what steps will the school take to achieve them?

EastSide expects to increase student achievement with regard to growth scores and proficiency data. By doing so, we expect to meet all academic achievement expectations.

We have and will continue to take many steps to ensure an adequate increase in proficiency. We have increased our focus and energy on teacher recruitment and retention. We have broadened the reach of our advertising for school-level positions, improved the interview and selection process, and heightened our standards for what denotes a day 1 ready teacher for EastSide. For example, we have strengthened the weight we place on cultural competency, understanding of effective literacy instructional practices, and teaching experience in urban schools. We are confident that this will result in a stronger and more stable teacher force.

We have also modified our approach to curricular and instructional design, and instructional delivery. One example of this is a new writing program that we've implemented to address Language Arts deficiencies. In addition, the school has increased its efforts to increase more of a blended learning approach for students. Blended learning continues to increase the amount of individualized instruction students receive.

Furthermore, EastSide has increased efforts to support teachers through more targeted professional development via a dedicated assistant principal of instruction and a principal dedicated to just EastSide exclusively.

Student Culture

We believe that a stronger focus on student culture will support our effort to achieve improved outcomes. Moving forward, EastSide will have clear and consistent routines for every part of the lesson, hallways, entrance to school and departure. In addition, staff will be consistent in the execution of student consequences as well as PBS system. Lastly, students will be taught SEL through Second Step as a way to teach character development and skill building in conflict resolution.

Goals:

- 80% of students in each class to be actively engaged in the lesson

- 80% staff retention
- 80% of students attending monthly incentives
- 5% increase on SBAC (state assessment)
- 80% of students reaching their growth goal on SBAC

Tracking:

- Organizational Health/Staff Satisfaction Survey (HSR)
- LT informal survey
- Classroom Walkthrough rubrics to assess classroom environment/Teacher’s progress on vision for the classroom environment.
- Bi-monthly “pulse surveys”
- IA data
- MAP data
- F&P data

EastSide will implement three major strategies to accomplish this: Focus on Social-Emotional Learning, Improve PBS system, and track data on Engaged Students throughout the building. Each one is described below.

Social-Emotional Learning

We intend to support our students by implementing an evidence-based social-emotional learning curriculum (Second Step) focused on the development of key skills that aid students in becoming better equipped to manage their own emotions, solve problems, and deal with peer pressure in order to become more successful in school—ultimately setting them up to be thoughtful and productive citizens later in life.

Key Actions:

1. Provide 2nd Step Scope & Sequence and Lessons with on-going guidance and support;
2. Ensure master schedule allows for a 25-35 minute SEL block (minimally once per week) and daily 10-15 minute follow up mini-lessons;
3. Train all staff on Second Step Curriculum during Summer PD and follow up through-out the year;
4. Mental Health Team (MHT) trains/collaborates with Culture Team to ensure that discipline policies and procedures are aligned with SEL best practices;
5. Ensure parent engagement through weekly parent take home lessons that are provided by 2nd Step;
6. Leaders, MHT, and Culture Team will examine culture trends on a bi-weekly basis and create next steps on how to adjust behavior systems as needed including Professional Development for Staff;
7. MHT will provide on-going PD (i.e. after school, team meetings, PLC, and PD days) on implementation of Second Step lessons and trauma informed instruction;
8. Collaborative coaching approach by Leadership and/or MHT on SEL implementation and practices;
9. MHT will review implementation (i.e. with use of walk-through tools and rubrics) of 2nd throughout school and determine next steps as needed; and
10. Provide Summer reading focused on SEL and Trauma Informed Care (Relationship. Responsibility and Regulation; Trauma Invested Strategies for Teachers –by Pete Hall Kristin Van Marter Souers).

Improve our PBS System

Create clear and consistent behavior ladders across the school. Create an incentive-based program that will lead to student success and is used consistently throughout the year.

Key Actions

1. Deans work with Leadership to create consequence ladder that clearly explains to staff, students, and parents (free of academic consequences);
2. Create grade appropriate systems and routines;
3. Create consistent signage for each classroom of consequence ladder;
4. Create trackers for teachers that can be used for classroom consequences;
5. Continue to use Dojo to track student incentives in class;
6. Create criteria for earning all age appropriate weekly, monthly and year-long incentives;
7. Create trimester incentive calendar for age appropriate weekly incentives as well as monthly field trips for students that show positive behavior throughout the month;
8. Create major end of year reward for students who earn all monthly trips;
9. Share with staff for feedback at June PD
10. Share incentives with parents on social media and weekly bulletins

Tracking Data on Engaged Students.

Ensure that all staff are clear about systems and what they look like in action and that there is appropriate follow up throughout the year of systems and plans for improvement as needed.

Key Actions

1. Create and norm what bar of engagement in class looks like in a playbook format (above 80% on each indicator).
2. Create tool for inspecting systems and routines as well as weekly schedule of inspections;
3. Share with staff for feedback at June PD
4. Train and norm with teachers the systems as well as how Leaders use the inspection tool;
5. Share data on weekly basis about school performance on engagement in classes as well as strong implementation of systems and routines in classes;
6. Staff and leadership will use weekly data to make improvements to increase proficiency in all classes;
7. Leaders and culture team will examine trends on a biweekly basis and create next steps on how to adjust behavior systems as needed including Professional Development for Staff.
8. Leaders will review trackers with teachers weekly in comparison with Culture reports to adapt systems in the classroom (communication with parents, changing systems in the classroom, work with Mental Health and Spec Ed team, and other next steps as needed.)
9. Leaders and culture team will examine trends on a biweekly basis and create next steps on how to adjust behavior systems as needed including Professional Development for Staff.

All Action Steps have been worked on in conjunction with Department of Education through the MTSS partnership as well as with Achievement First which runs high performing schools on the East Coast.

c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected Academic Achievement outcomes.

EastSide will measure progress by tracking teacher evaluations and tracking student performance on assessments and classroom assignments. Interim Assessments and module assessments will provide prediction data and student progress with regard to grade level work. Data from the MAP assessment

will allow us to adequately progress monitor student individual learning during the year. Student work samples, baselines and performance tasks will help monitor skill development in writing. We will analyze all data and use this analysis to inform adjustments in design and delivery of whole group instruction, small group instruction, and individualized student supports.

2.3 Academic Progress

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Growth - ELA (grades 4-8)	69.34%	75.00	52.00	50.24%	75.00	38.00
Growth - Math (grades 4-8)	57.97%	75.00	43.00	49.76%	75.00	37.00
Growth of Highest Quartile - ELA(grades 4-8)	67.00%	12.50	8.00	54.44%	12.50	7.00
Growth of Highest Quartile - Math(grades 4-8)	59.29%	12.50	7.00	51.13%	12.50	6.00
Growth of Lowest Quartile - ELA(grades 4-8)	74.33%	12.50	9.00	48.04%	12.50	6.00
Growth of Lowest Quartile - Math(grades 4-8)	55.91%	12.50	7.00	54.66	12.50	7.00

DOE Summary:

In SY 17/18, East Side Charter School earned a rating of “Meets Expectations” for Academic Progress.

English Language Arts - SY17/18

- 69.34% of East Side Charter School students met growth targets in English Language Arts, which exceeded the State average (62.24%) by 7.1%.
- 67% of students in the highest quartile met growth targets in English Language Arts, which exceeded the State average (61.80%) by 5.2%.
- 74.33% of students in the lowest quartile met growth targets in English Language Arts, which exceeded the State average (64.92%) by 9.41%.

Math - SY17/18

- 57.97% of East Side Charter School students met growth targets in math, which slightly higher than the State average (57.23%).
- 59.29% of students in the highest quartile met growth targets in math, which was slightly higher than the State average (59.14%).
- 55.91% of students in the lowest quartile met growth targets in math, which was 2.94% lower than

the State average (58.85%).

a) School's Academic Progress ratings for all students over the course of the charter term

School Comments 2017-2018	It is evident from the data that EastSide needs to do a better job with instructing the highest and the lowest quartile of students. So many times schools teach to the "middle quartile" students. This year EastSide is utilizing blended learning to assist in meeting some of the academic needs of the both the lower and upper quartile of students. In addition, EastSide has increased student supports for tier three students as well as incorporated an honors program to support our tier one students. During the 17-18 school year EastSide achieved a ranking of 2nd in both ELA and Math as compared to the entire state of Delaware with respect to the percentage of students who met their annual growth targets. Attached are also the results of MAP testing. The data attached compares the student results from 2016 spring to 2017 spring. Growth in ELA/Math is evident across all grade levels. Students are ending the following year at higher skill levels. With that said, there is more work to be done. All students are not on grade level. Some students still have skill deficiencies that need to be addressed. Coupled with student deficiencies, we face teacher turnover. "New" teachers are low in skill and require extended coaching and training to be developed. EastSide has increased efforts to coach inexperienced teachers, training "highly effective" teachers to become coaches and promoting existing staff to leadership positions to help coach. We also acquired a second instructional leader to support teachers. A third focus is for EastSide to adjust curriculum to ensure all or most of the content taught for the entire year is completed prior to May 1st in addition to increasing instruction and integrating a writing curriculum.
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b) Expected outcomes for Academic Progress for all students

School Comments 2017-2018	EastSide Charter School expects to have continued academic growth in Math and ELA. EastSide will take the following steps to ensure growth occurs. Leaders and teachers will progress monitor student assessments, performance task and student work in order to make informed data driven instructional decisions. Follow pacing charts with fidelity. Increase the level of coaching support by training "highly effective" teachers to support other staff and adding an additional instructional leader. Also there will be additional time scheduled daily to support blended learning to address student individual needs. Furthermore, curriculum modification will be made to address deficient writing skills and prioritize content to be taught prior to May 1st.
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c) Progress measures to track Academic Progress for all students

School Comments 2017-2018	EastSide will measure progress by tracking teacher evaluations and by tracking student performance on assessments and classroom assignments. Interim Assessments and module assessments will provide prediction data and student progress in regards to grade level work. MAP will progress monitor student individual learning during the year. Student work samples, baselines and performance tasks will help monitor skill development in writing.
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The table above lists the school's available Academic Progress ratings. Respond to the following questions.

a. Based on the school's Academic Progress ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

The percentage of students who met their growth goals dropped from 69% (ELA) and 58% (Math) in 2017-18 to 50% (ELA) and 50% (Math) in 2018-19.

In 2017-18, EastSide earned a Meets Expectations rating for academic progress as EastSide outperformed the State of Delaware with regard to the percentage of students meeting their individual growth target, ranking better than all but one school district in the state in both Math and ELA.

Explanation/Root Causes

1. Many high performing students left the school prior to September 30 due to parent choice.
 2. Staff attrition due to ineffective leadership at the principal position during the school year.
 3. Strong data tracking throughout the school led to better outcomes.
 4. Consistency in school culture.
-

b. Looking ahead, what are the school's expected outcomes for Academic Progress for all students and what steps will the school take to achieve them?

EastSide Charter School expects to have continued academic growth in Math and ELA. EastSide has taken and will continue to take the following steps to ensure adequate growth of our student:

- Leaders and teachers will progress monitor student assessments, performance task and student work in order to make informed data driven instructional decisions.
- Leaders will ensure that curricular pacing charts are well designed and followed with fidelity, with appropriate adjustments made if alterations occur to pace or depth.
- The school will increase the level of coaching support offered to all teacher, particularly for inexperienced teachers. We will do this by training "highly effective" teachers to support and mentor other staff and adding an additional instructional leader to ensure a quality program
- Revise the daily schedule to include additional time that is dedicated to enhancing our blended learning model to ensure that all individual needs of students are met.
- Modify our curriculum to address deficient writing skills and prioritize content to be taught prior to the start of state testing season.
- Strengthen our social studies and arts curriculum to support the academic deficits of our students.
- Expand and improve our approach to teacher recruitment and selection.
- Improve our instructional coaching model in quality and consistency.

Student Culture

We believe that a stronger focus on student culture will support of work in achieving expected outcomes. Moving forward, EastSide will have clear and consistent routines for every part of the lesson, hallways, entrance to school and departure. In addition, staff will be consistent in execution of student consequences as well as PBS system. Lastly, students will be taught SEL through Second Step as a way to teach character development and skill building in conflict resolution.

Goals:

- 80% of students in each class to be actively engaged in the lesson
- 80% staff retention
- 80% of students attending monthly incentives
- 5% increase on SBAC (state assessment)
- 80% of students reaching their growth goal on SBAC

Tracking:

- Org Health/Staff Satisfaction Survey (HSR)
- LT informal survey
- Classroom Walkthrough rubrics to assess classroom environment/Teacher's progress on vision for the classroom environment.
- Bi-monthly "pulse surveys"
- IA data
- MAP data
- F&P data

EastSide will implement three major strategies to accomplish this: Focus on Social-Emotional Learning, Improves PBS system, and track data on Engaged Students throughout the building. Each one is described below.

Social-Emotional Learning

We intend to support our students by implementing an evidence-based social-emotional learning curriculum (Second Step) focused on the development of key skills that aid students in becoming better equipped to manage their own emotions, solve problems, and deal with peer pressure in order to become more successful in school—ultimately setting them up to be thoughtful and productive citizens later in life.

Key Actions:

1. Provide 2nd Step Scope & Sequence and Lessons with on-going guidance and support;
 2. Ensure master schedule allows for a 25-35 minute SEL block (minimally once per week) and daily 10-15 minute follow up mini-lessons;
 3. Train all staff on Second Step Curriculum during Summer PD and follow up through-out the year;
 4. MHT train/collaborate with Culture Team to ensure that discipline policies and procedures are aligned with SEL best practices;
 5. Ensure parent engagement through weekly parent take home lessons that are provided by 2nd Step;
 6. Leaders, MHT, and Culture Team will examine culture trends on a bi-weekly basis and create next steps on how to adjust behavior systems as needed including Professional Development for Staff;
 7. MHT will provide on-going PD (i.e. after school, team meetings, PLC, and PD days) on implementation of Second Step lessons and trauma informed instruction;
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8. Collaborative coaching approach by Leadership and/or MHT on SEL implementation and practices;
 9. MHT will review implementation (i.e. with use of walk-through tools and rubrics) of 2nd throughout school and determine next steps as needed; and
 10. Provide Summer reading focused on SEL and Trauma Informed Care (Relationship. Responsibility and Regulation; Trauma Invested Strategies for Teachers –by Pete Hall Kristin Van Marter Souers).

Improve our PBS System

Create clear and consistent behavior ladders across the school. Create an incentive-based program that will lead to student success and is used consistently throughout the year.

Key Actions

1. Deans work with Leadership to create consequence ladder that clearly explains to staff, students, and parents (free of academic consequences);
2. Create grade appropriate systems and routines;
3. Create consistent signage for each classroom of consequence ladder;
4. Create trackers for teachers that can be used for classroom consequences;
5. Continue to use Dojo to track student incentives in class;
6. Create criteria for earning all age appropriate weekly, monthly and year-long incentives;
7. Create trimester incentive calendar for age appropriate weekly incentives as well as monthly field trips for students that show positive behavior throughout the month;
8. Create major end of year reward for students who earn all monthly trips;
9. Share with staff for feedback at June PD
10. Share incentives with parents on social media and weekly bulletins

Tracking Data on Engaged Students.

Ensure that all staff are clear about systems and what they look like in action and that there is appropriate follow up throughout the year of systems and plans for improvement as needed.

Key Actions

1. Create and norm what bar of engagement in class looks like in a playbook format.
2. Create tool for inspecting systems and routines as well as weekly schedule of inspections;
3. Share with staff for feedback at June PD
4. Train and norm with teachers the systems as well as how Leaders use the inspection tool;
5. Share data on weekly basis about school performance on engagement in classes as well as strong implementation of systems and routines in classes;
6. Staff and leadership will use weekly data to make improvements to increase proficiency in all classes;
7. Leaders and culture team will examine trends on a biweekly basis and create next steps on how to adjust behavior systems as needed including Professional Development for Staff.
8. Leaders will review trackers with teachers weekly in comparison with Culture reports to adapt systems in the classroom (communication with parents, changing systems in the classroom, work with Mental Health and Spec Ed team, and other next steps as needed.)
9. Leaders and culture team will examine trends on a biweekly basis and create next steps on how to adjust behavior systems as needed including Professional Development for staff.

All Action Steps have been worked on in conjunction with Department of Education through the MTSS partnership as well as with Achievement First which runs high performing schools on the East Coast.

c. Describe how the school will measure progress to determine whether the school is on track to meet expected Academic Progress outcomes for all students.

EastSide will measure progress by tracking teacher evaluations and tracking student performance on assessments and classroom assignments. Interim Assessments and module assessments will provide prediction data and student progress with regard to grade level work. Data from the MAP assessment will allow us to adequately progress monitor student individual learning during the year. Student work samples, baselines and performance tasks will help monitor skill development in writing. We will analyze all data and use this analysis to inform adjustments in design and delivery of whole group instruction, small group instruction, and individualized student supports.

2.4 School Quality/ Student Success

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Chronic Absenteeism	75.33%	50.00	38.00	63.66%	50.00	32.00
Proficiency - Science(grades 5 and 8)	n/a	n/a	n/a	n/a	n/a	n/a
Proficiency - Social Studies(grades 4 and 7)	n/a	n/a	n/a	n/a	n/a	n/a

DOE Summary:

In SY 17/18, East Side Charter School earned a rating of “Meets Expectations” for School Quality/Student Success. 75.33% of students demonstrated on-track attendance, which was 11.12% lower than the State average (86.45%). The State assessments for social studies and science were not administered in SY 17/18.

a) School’s School Quality/ Student Success ratings over the course of charter term

School Comments 2017-2018	We have made a sincere effort to accurately track student attendance this year. We have seen that student attendance is linked to conditions in the home, attitude towards school, access to consistent transportation (even when getting to the school bus stops) and resources in the home. Through a staff of caring teachers, counselors and behavior support we reach out to all families on a proactive basis. Our staff go above and beyond to reach out to chronically absent children and we provide multiple opportunities for families to meet with staff throughout the school year to discuss attendance and problem solve being present. We have done this in the past and will continue to work to ensure that all of our children are present and accounted for in school.
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b) Expected outcomes for School Quality/ Student Success

School Comments 2017-2018	We expect to improve the score we received for School Quality/ Student Success. We will continue to have all staff work with students to ensure that they have what they need to be in school. We have also hired a Director of College Then Career to assist our alumni so that they can graduate from college and receive support in their careers. We have made a public commitment to our children and know that by making their future a reality we will be able to better focus our current students. While our LEA is not responsible for these outcomes we are committed to strong outcomes for our scholars. In addition we will continue to
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use the practices that we employed this year to build a strong culture of regular school attendance.

c) Progress measures to track School Quality/ Student Success

**School Comments
2017-2018**

Each advisor spends time with students to build relationships with the student and their family. Staff work with families to identify areas of need. In addition our office teams keep good track of attendance and our entire team works with the counseling staff to follow up with families that are not meeting expectations. The approach is largely supportive through parent meetings, offering resources to families and continuing to engage in dialogue for the betterment of the scholar. Leaders also follow up on attendance and help problem solve issues so as to keep strong attendance.

The table above lists the school's available School Quality/ Student Success ratings. Respond to the following questions.

a. Based on the school's School Quality/ Student Success ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

In 2017-18, EastSide earned a rating of "Meets Expectations" for School Quality/Student Success.

Explanation/Root Causes:

1. One of the things the school struggles with is on track attendance. In 2017-18, only 75.33% of students demonstrated on-track attendance, which was 11.12% lower than the State average (86.45%). This number dropped to 63.33% in 2018-19. This is an area of concern that we have as students who experience trauma often have barriers that limit the attendance. For FY 20 EastSide has targeted attendance and as of the submission of this report we have seen attendance consistently reach above 90% on a daily basis since September 9.
2. Inconsistent school leadership has led to a less than ideal school culture and academic program which has been addressed through securing Aaron Bass for the next three years as well as opportunity for many more.
3. Need to build systems of support for students' emotional learning which has been addressed through partnership with DOE for MTSS as well as in providing Second Step curriculum.

b. Looking ahead, what are the school's expected outcomes for School Quality/ Student Success for all students and what steps will the school take to achieve them?

We expect to meet the standard for the School Quality/Student Success rating.

We will take the following steps:

- Improve our Social Studies and our Visual Arts curricula
- Enhance our focus on school climate
- Increase attendance by improving our outreach to families, providing greater opportunities for parents and families to be present and involved in the school to support their children and in understanding the importance of regular attendance.
- We will continue to have all staff work with students to ensure that they have what they need to be in school.
- Improve the work of our Director of College Then Career to assist our alumni so that they can graduate from college and receive support in their careers. We have made a public commitment to our children and know that by making their future a reality we will be able to better focus our current students. While our LEA is not responsible for these outcomes we are committed to strong outcomes for our scholars.
- We will continue to use the practices that we employed this year to build a strong culture of regular school attendance.

In addition, in collaboration with DOE, we are receiving MTSS support and have created an MTSS Action Plan to support our students. Below is a list of some of the actions associated with this.

MTSS Tier 1 – School-wide PBS Benchmarks

- Leadership team with active administration established & trained to support implementation of School-wide PBS for all students
- The team is representative of school community, includes administrator, and meets at least monthly to develop & evaluate SWPBS system:
- Current discipline data, at minimum Office Discipline Referrals (ODR), reviewed monthly and shared with staff; ODR & additional data sources used to plan and monitor program change
- Team provides annual staff overview of DE-PBS system including school specifics & data, and implementation fidelity is monitored
- SWPBS System focuses on prevention through implementation of school-wide and classroom PBS strategies:
 - Focus on relationship development
 - SWPBS expectations established, actively taught, and acknowledged to ensure working knowledge by all staff and students
- SWPBS System has established procedures to support correcting problem behavior with emphasis on developing problem-solving skills:
 - Behavior response system includes: defined behaviors delineated as major vs. minor with school-wide response procedures determined
 - Response to major and minor behavior includes systematic incorporation of problem-solving and skill building
- SWPBS System focuses on developing self-discipline through social-emotional learning:
 - School-wide integration of social-emotional learning curriculum
 - Self-discipline emphasized through school-wide activities intended to enhance SEL curriculum, promote relationship building, and student leadership

Recognition emphasizes SEL concepts of self-management, social awareness, empathy, relationship skills, responsible decision making, and positive sense of self

c. Describe how the school will measure progress to determine whether the school is on track to meet expected School Quality/ Student Success outcomes for all students.

Each advisor spends time with students to build relationships with the student and their family. Staff work with families to identify areas of need. In addition, our office teams keep good track of attendance and our entire team works with the counseling staff to follow up with families that are not meeting expectations. The approach is largely supportive through parent meetings, offering resources to families and continuing to engage in dialogue for the betterment of the scholar. Leaders also follow up on attendance and help problem solve issues in order to keep strong attendance.

To ensure stronger attendance, we will monitor teacher and staff outreach to families, garner insight on barriers that inhibit attendance, and evaluate the effectiveness of our increased focus on attendance to inform adjustments to our approach.

EastSide has created a 6-week playbook to ensure that we are implementing and monitoring the right actions to drive our progress towards goals that will lead us to success

Purpose: Our 6 Week Playbook will ensure that we get off to a very strong start as a school. Through strong implementation and follow-up, we will ensure that strong habits and systems are built to last for the entire school year. Within the first 6 weeks we will work towards establishing strong student culture and relationships as the foundation for when we make a shift to academics living in the foreground.

Student investment will be driven all year by the consistency with taxonomies, strategies and habits built through the first six weeks, in addition to the positive rapport that should be established through relationship building and focus on Positivity Ratio.

Goals:

		GOAL	MEASURING PROGRESS
OUPUTS	ACTIVE ENGAGEMENT	95%+ of students are participating in on-task behaviors throughout class	This metric will be determined by computing the average time-on-task across all observations. As a teacher gives a direction or students are participating in a learning activity, the raw amount of students who are participating with appropriate behaviors are considered "on".
	SCHOLAR HABITS	80% Proficiency measure on all habit metrics	This metric will be captured by identifying the number of students that are considered "off-vision" during an observation.
	100% (ACCOUNTABILTY MOMENTS)	80%+ of direct expectations are met within 5-8 seconds by ALL scholars (or off-vision scholars earn consequence)	This metric will be captured by tallying each time a teacher sets a direct expectation (denominator) during an observation, and tallying whether 100% was attained (numerator). We'll then compute a percentage of the time that the teacher achieved 100% on direct expectations.
INPUTS	TEACHER TAXONOMY SKILLS	85%+ of teachers' earn a "proficient" ranking (3 or 4) on TEF lines 2A and 2B by end of week 6	To be considered proficient, a teacher should receive a 3 (Effective) or 4 (Highly Effective) in each of the following Taxonomy Skills: 2a: Student Engagement, 2b: Student Behavior as outlined by the TEF.
	POSITIVITY RATIO	2:1 Two positive or affirming interactions for every critical interaction	To meet the requirements for creating a positive classroom climate, a teacher should have two positive or affirming interactions for every critical interaction. Part of the metric for this is determined by associated

2.5 Progress toward English language proficiency (ELP) * new

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Progress Toward English Language Proficiency	n/a	n/a	n/a	n/a	n/a	n/a

DOE Summary:

EastSide Charter School did not have 15 or more students in this subgroup to generate an accountability calculation for this indicator.

a) English language proficiency (ELP) ratings over the course charter term

School Comments 2017-2018	Not applicable
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b) Expected outcomes for Progress toward English language proficiency (ELP)

School Comments 2017-2018	Not applicable
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c) Progress measures to track English language proficiency (ELP) outcomes

School Comments 2017-2018	Not applicable
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The table above lists the school’s available English language proficiency (ELP) ratings. Respond to the following questions.

a. Based on the school’s English language proficiency (ELP) ratings for all students over the course of the charter term, discuss the school’s current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

Not applicable as ELP ratings are not available.

b. Looking ahead, what are the school’s expected outcomes for English language proficiency (ELP) for all students and what steps will the school take to achieve them?

Not applicable due to insufficient number of students.

c. Describe how the school will measure progress to determine whether the school is on track to meet expected English language proficiency (ELP) outcomes for all students.

Not applicable due to insufficient number of students.

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Essential Question indicator 1a. The mission of EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child's unique gifts and talents.

Staff Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Students will successfully complete a Vision Plan that focuses on their future goals and needs to meet that goal.	<p>Meets Standard:</p> <p>90% or more of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.</p> <p>Approaching Standard:</p> <p>51 – 90% of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.</p> <p>Far Below Standard:</p> <p>50% or less of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.</p>	Family attendance at Vision Plan Meetings	PDF Upload and entry into system by DOE.	1a1

DOE Summary:

East Side Charter School met the criteria for a “Meets Standard” rating for its mission specific goal.

a) mission specific goal(s).

School Comments 2017-2018	In the 17-18 school year we engaged with parents and conducted Vision Plan Conferences where we learned about students’ goals and also focused on their progress during the school year. 100% of students completed a Vision Plan or Vision Meeting with staff. Over 80% of our families came to discuss their child’s future goals and current grades. These meetings were instrumental in building relationships with parents. We were successful in accomplishing our academic growth goals on SBAC with significant growth in Math and ELA. We are continuing to make improvements in the school to have a better impact on student performance.
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School Comments 2016-2017	In the 16-17 school year we engaged with parents and conducted Vision Plan Conferences where we learned about students' goals and also focused on their progress during this school year. 86% of our families came to discuss their child's future goals and current grades. These meetings were instrumental in building relationships with parents. We were not successful in accomplishing our academic goals on SBAC. We have since made many corrections in the school which have included a leadership overhaul and a change in staffing at the school level.
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Note: This data element was added in the SY 16/17. The school was not required to provide a response to this information.

a. Rate the school's performance according to the criteria established by the school for its mission specific goal(s).

EastSide met the expectation for its mission specific goal.

b. Provide as Appendix 1 the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

Year	Education Program		Financial Management	Governance and Reporting			Students and Employees				School Environment		Additional Obligations	OVERALL RATING
	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	
	Charter Terms	Students with Disabilities	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation	Health and Safety Requirements	Additional Obligations	
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

* Data for this measure is now included in the Financial Performance Framework

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2016-2017	M	M	M	M	F	M	M	M	M	M	Approaching Standard
2017-2018	M	M	M	M	F	M	M	M	M	M	Approaching Standard
2018-2019	M	M	M	M	M	M	M	M	M	TBD	Meets Standard

DOE Summary:

East Side Charter School earned an overall rating of “Approaching” in SY 16/17 and an overall rating of “Approaching” in SY 17/18. In SY 16/17 and SY 17/18, the school was rated “Far Below Standard” for measure 2a. (governance and public stewardship).

a) School's organizational performance over the current charter term

School Comments 2017-2018	EastSide Charter School has met standard in every category except Governance and Public Stewardship. This one area resulted in the overall score being Approaching Standard. This was caused by the failure of some board members to obtain some of the required trainings even though the vast majority of our large board had in fact obtained the required trainings. We have taken steps to rectify that situation and in FY 19 every board member will have successfully completed the appropriate training.
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School Comments 2016-2017	The school has met the standard the previous 4 years and feels confident that we will return to that rating in '17 – '18. The school fell short of one standard this year due to current Board members not meeting the financial training requirements. The new online training has already resolved some scheduling issues and all of our Board members will be compliant.
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b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes

School Comments 2017-2018	See comment above
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School Comments 2016-2017	School did not provide a response
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c) Indicator measure where school did not meet standard or is approaching standard

School Comments
2017-2018

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

DOE Rating Information:

2a3: Board training not completed 12/17,11/17,10/17; 2a4: CBOC training not completed 10/17

School Response To Rating:

EastSide Charter School has met standard in every category except Governance and Public Stewardship. This one area resulted in the overall score being Approaching Standard. This was caused by the failure of some board members to obtain some of the required trainings even though the vast majority of our large board had in fact obtained the required trainings. We have taken steps to rectify that situation and in FY 19 every board member will have successfully completed the appropriate training.

School Comments 2016-2017	School comments for SY 16/17 can be found at: https://www.doe.k12.de.us/Page/2654
School Comments 2015-2016	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

a. Describe the school’s organizational performance over the current charter term. (This section is for the school to address any **overall rating** where the school has not met standards. The school will be able to address individual metrics in the sections below.)

EastSide earned a Meets Standards rating for 2018-19 which is an improvement of the prior two years in which it earned an Approaching Standard rating.

b. Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.

The school has a new board president, Jocelyn Stewart, as of spring 2019. Ms. Stewart continues the high level of credibility that the EastSide Board has enjoyed and she has redoubled emphasis on board governance training.

c. Address any measure where school did not meet standard or is approaching standard.

EastSide Charter School has met standard in every category.

Performance Agreement

Organizational Performance Expectations

EastSide Charter School's overall organizational rating is Meets Standard. For each year going forward, our expectation is to continue achieving the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

DOE Summary:

In SY 17/18, EastSide Charter School earned an overall rating of "Approaching Standard."

School Comments 2017-2018

The LEA has proven successful in all categories except for one this past year. We are expecting to be Meets Standards in all categories moving forward.

School Comments 2016-2017

For the 2016-17 School year we were deemed meets standard in all Education Program sections of the Org Framework report. With regards to our own goals of moving students on the SBAC we fell well short of our goal. We have made changes throughout the entire school staff and leadership to address the shortfall. We have also worked to ensure that our students and parents are much more engaged with the academics this year. This has been done through working with families on school success as well as building families with regards to computer classes and computer donations as well as book bag drives and job fairs. We believe that being able to serve the entire family will have a positive impact on student success.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

d. Discuss the school's organizational performance based on its approved Performance Agreement.

The EastSide Performance Agreement states that it will meet the standard for organizational performance which it accomplished in 2018-19.

3.3 Educational Program

a. Describe any changes to the education program or curricula the Board plans to make prior to the renewal.

Literacy: To support of youngest learners, EastSide will supplement the DOE-approved Expeditionary Learning curriculum supplemented by the [Bookworms curriculum](#) by Dr. Sharon Walpole for K-4 students (Appendix 2A).

Social Studies: EastSide has joined the DOE-sponsored Social Studies Coalition (Appendix 2B-1). The school will use the [TCI curriculum](#). (Appendix 2B-2)

Visual/Performing Arts: EastSide has adopted a new [K-8 full year Art Curriculum](#) (Appendix 2C) and a new [Theatre curriculum](#) (Appendix 2D).

b. As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:

Appendix 2 Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual / Performing Arts) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas. If the school plans to join the Science Coalition, then a signed MOU would replace the scope and sequence requirement for Science. If the school plans to join the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.

Evidence to establish adherence to the state's expectations regarding **ELA instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org. or curricular documents that meet the criteria of the appropriate IMET from achievethecore.org.
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Math instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality, standards aligned instructional resources as defined by EdReports.org. or curricular documents that meet the criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red)
- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state’s expectations regarding **Science instruction** through the grade bands should include the following:

- A signed MOA from the Delaware Science Coalition *and* evidence of the adoption of a high-quality instructional resource by Ed Reports.org or curricular documents that meet the criteria of the EQulP rubric from nextgenscience.org.
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students are doing in that unit, and include a lesson from K-2, 3-5, 6-8, 9-12 depending on the structure of the school.
- Questions:
 - 1) What is the LEAs professional plan to roll out three-dimensional learning along with your instructional resources?
 - 2) Can you describe how you ensure accessibility for all students in science?
 - 3) How are your administrators monitoring science instruction to ensure the shifts in science are occurring?

Evidence to establish adherence to the state’s expectations regarding **Social Studies instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade

Evidence to establish adherence to the state’s expectations regarding **Visual /Performing Arts instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB

3.4 At-risk students, Students with Disabilities, and English Language Learners

Year	Education Program
	1b
	Students with Disabilities
2015-2016	M

Year	Education Program		
	Applicable State & Federal Requirements	Students with Disabilities	English learners
	1b	1c	1d
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M

*Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

Note: Each item below must be addressed separately.

- a. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.

EastSide has agreed to participate in a partnership with DOE and the American Institute for Research (AIR) to foster a stronger and improved MTSS program. In collaboration with DOE, we are receiving MTSS support and have created an MTSS Action Plan to support our students. Below is a list of some of the actions associated with this plan.

MTSS Tier 1 – School-wide PBS Benchmarks

- Leadership team with active administration established & trained to support implementation of School-wide PBS for all students
- The team is representative of school community, includes administrator, and meets at least monthly to develop & evaluate SWPBS system:
- Current discipline data, at minimum Office Discipline Referrals (ODR), reviewed monthly and shared with staff; ODR & additional data sources used to plan and monitor program change
- Team provides annual staff overview of DE-PBS system including school specifics & data, and implementation fidelity is monitored
- SWPBS System focuses on prevention through implementation of school-wide and classroom PBS strategies:
- Focus on relationship development
- SWPBS expectations established, actively taught, and acknowledged to ensure working knowledge by all staff and students
- SWPBS System has established procedures to support correcting problem behavior with emphasis on developing problem-solving skills:

-
- Behavior response system includes: defined behaviors delineated as major vs. minor with school-wide response procedures determined
 - Response to major and minor behavior includes systematic incorporation of problem-solving and skill building
 - SWPBS System focuses on developing self-discipline through social-emotional learning:
 - School-wide integration of social-emotional learning curriculum
 - Self-discipline emphasized through school-wide activities intended to enhance SEL curriculum, promote relationship building, and student leadership

Recognition emphasizes SEL concepts of self-management, social awareness, empathy, relationship skills, responsible decision making, and positive sense of self.

b. Describe any changes or enhancements to the process by which at-risk students are identified and the evidence that the school was able to provide the right resources and services for these students.

EastSide has established an MOU with DOE and is utilizing the MTSS fidelity implementation worksheet to track our progress.

EastSide has created a stronger child study team that includes culture team, school leaders, grade level teachers, school psychologist, special education team, and parents.

We have scheduled dedicated time to focus our energy on proper identification of at-risk students and on analysis of effectiveness of support strategies.

We have increased data tracking of mastery of standards that promote more urgent and more individualized remediation for students in need.

c. Describe any changes or enhancements to the process by which English Language Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

No changes have been made; EastSide continues to follow state and federal regulations for identifying and serving English Language Learners and the following EastSide protocol:

EastSide Charter follows state regulations, outlined in Title 14 Section 900: Special Populations, Subsection 920: Educational Programs for English Language Learners (ELLs), when identifying and servicing students whose speak and/or are regularly exposed a language other than English. The first step in our process is to ensure parents are completing a home language survey as part of our registration process. This survey shall elicit from the student's parent, guardian or Relative Caregiver the student's first acquired language and the language(s) spoken in the student's home or by the student. Any student for whom a language other than English is reported on the home language survey as the student's first acquired language or as a language used in the student's home shall be administered an English language proficiency assessment.

The admissions director will notify our Director of Support Services if an application indicates a second language. The Director of Support Services will then schedule an English language proficiency assessment (ELPA) to be administered. The ELAP will be based on English Language Proficiency Standards for English Language Learners K to 12 and shall assess listening, speaking, reading and

writing. The assessment shall be validated for this purpose and approved by the Department of Education for use statewide.

The assessment shall be conducted as soon as practicable, but not later than twenty five (25) school days after enrollment and shall be conducted by qualified personnel trained in the administration of the assessment instrument. Any student who achieves a score on the English language proficiency assessment that is lower than the state mandated eligibility cut off score in listening, speaking, reading and writing established by the Department of Education shall be identified as an ELL and shall be entitled to a program of instruction for ELLs.

ESL programs are then provided to students according to DE state guidelines in regards to frequency and ratio of services. Instruction will be delivered by individuals who meet Department of Education licensure and certification requirements and who are trained in the delivery of instruction to ELLs. Programs vary in approach, including both push-in or pull-out supports and individual or group sessions in order to include instruction in academic subjects which is equivalent in scope to the instruction that is provided to students who are not limited in English proficiency.

The student will remain in this program for the duration of one academic year. Each spring an annual English language proficiency assessment will be administered as established by the Department of Education. All information and assessment results will be entered into the state systems Coordinator of Support Services.

Any student who achieves a score on the annual English language proficiency assessment that is higher than the eligibility cut off score in listening, speaking, reading and writing established by the Department of Education shall be transitioned as fully English proficient. EastSide will continue to monitor the exited student's progress for at least two school years following the identification of the student as fully English Proficient. Students who experience academic difficulty in the regular classroom during the transition period shall, based on further assessment re-enter the ESL program or shall be provided with additional instructional services as necessary and appropriate.

The student's parent, guardian or Relative Caregiver has a right to refuse placement of their child in the ESL program and also has the right to withdraw an identified student from the program. Parents, guardians or Relative Caregivers of eligible students who refuse placement of their student in either program or withdraw students from either program must do so in writing.

The Coordinator of Support Services will ensure that communication with parents, guardians and Relative Caregivers, including notices of eligibility for programs for ELLs, notices about the student's educational performance and progress in such programs. After each assessment result is reported to EastSide (both the ELPA and ACCESS), the Coordinator of Support Services will send home the scores, as well as notice on any program changes that need to occur as a result. ESL tutors will compile quarterly reports on all ELL's progress which are shared with parents with each report card marking period.

d. Describe any changes or enhancements to the process by which students with disabilities are identified and the evidence that the school was able to provide the right resources and services for these students.

EastSide has established an MOU with DOE and is utilizing the MTSS fidelity implementation worksheet to track our progress.

EastSide has created a stronger child study team that includes culture team, school leaders, grade level teachers, school psychologist, special education team, and parents.

We have scheduled dedicated time to focus our energy on proper identification of students with disabilities and on analysis of effectiveness of support strategies.

We have increased data tracking of mastery of standards that promote more urgent and more individualized remediation for students in need.

As a general practice, the school continues to follow the EastSide protocol:

EastSide Charter adheres to *Title 14 DE Administrative Code Section 900: Special Populations, Subsection 922.1.0 through 929.3.0* when identifying, evaluating, servicing, and monitoring a student suspected of have a disability. A “Child with a Disability” means a child evaluated in accordance with 14 DE Admin. Code 925.4.0 through 925.12.0 as having intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in these regulations as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, an Other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

EastSide Charter students are all administered universal screenings and class-wide normed assessments in the beginning of each school year and then a minimum of four additional times throughout the year. Student data is then analyzed and used to create groupings in order to provide a tiered system of supports, interventions, and instructional goals for students on different levels. Teachers meet monthly to report on students’ performance levels and rates of improvement according to on-going progress monitoring. Following Delaware’s Response to Intervention (RTI) protocols, students not making adequate progress during cyclic data meetings are provided additional supports and a team convenes to identify the academic problem, its cause, and develops a strategic plan to implement and evaluate. A wide variety of interventions are presented based on student’s unique needs and performance data.

Our leader of Special Education will be notified by the grade team leader and/or the special education case manager in a particular grade if any student is not able to make adequate progress after a specific plan and targeted interventions have been applied for a 4-6 week period of time. Parents will also be included throughout the process as much as possible. Their input in decision-making should support team efforts and facilitate the student’s engagement throughout the intervention process.

If a student has not made adequate progress, as determined by valid progress monitoring data, and has been receiving strategic, targeted inventions and instruction for a period of time ranging from 18-24 weeks according to response to intervention protocols, the Instructional Support team will officially refer the child for special education services. At this point, all data and evidence will be compiled by our Dean of Special Education who will then proceed by providing the parent of guardian notice consistent with 14 DE Admin. Code 926.3.0 and 926.4.0, in order to request for “Permission to Evaluate.”

Additionally, consistent with 1.0 through 5.0, a parent of a child may initiate a request for an initial evaluation at any time, including during the Response to Intervention process. EastSide reserves the right to grant or decline the request. If EastSide declines to conduct the initial evaluation, it must

provide written notice consistent with 14 DE Admin. Code 926.3.0. If EastSide agrees to conduct an initial evaluation, the evaluation shall be completed, and an eligibility determination made, within the timeframe established in 2.3.

After receiving written consent, EastSide will then contract with a licensed school psychologist to conduct a full and individual initial evaluation in accordance with 5.0 and 6.0 before the initial provision of special education and related services to a child with a disability under these regulations. The initial evaluation shall be completed within forty-five (45) school days or ninety (90) calendar days, whichever is less, of receiving written parental consent, and the child's eligibility for special education and related services must be determined at a meeting convened for that purpose.

Our evaluation process is consistent with 14 DE Admin. Code 925.4.0, in that the school psychologist and instructional support team must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining whether the child is a child with a disability as defined under 14 DE Admin. Code 922.3.0, and the content of the child's IEP.

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent of the child shall determine whether the child is a child with a disability, as defined in 14 DE Admin. Code 922.3.0, in accordance with 6.2 and the educational needs of the child. EastSide will provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. The evaluation report shall document the IEP team's discussion of the eligibility determination and classification.

Once a student is identified as qualifying for special education, a case manager will be assigned. This team member will be responsible for facilitating the creation and implementation of the Individualized Education Plan (IEP), as well as providing the daily instructional support needed for the student to experience success in the same manner as the general education population. As defined by DE Regulations, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 20.0 through 24.0. It will include a statement of the child's present levels of academic achievement and functional performance, a statement of measurable annual goals, including academic and functional goals, and a description of how the child's progress toward meeting the annual goals described in 20.1.2 will be measured.

Consistent with 14 DE Admin, Code 20.1.6 a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments, as well as the daily accommodations and/or modifications anticipated frequency, location, and duration of those services and modifications will be outlined in the IEP. All team members, or staff working with an identified student, will be included in the creation and implementation this IEP, as well as responsible to implementing it with fidelity.

Following the development of a child's IEP, the team shall determine the child's educational placement in the least restrictive environment based on the child's individual needs and the services identified in the IEP. At EastSide more than 95% of our special education students are serviced within the general education classroom for more than 80% of their school day. Special Education teachers co-teach and work with students using an inclusion model in all core content areas. Students IEP's will specify the amount of time required for small group and individualized instruction in addition to the inclusive support.

The EastSide Charter special education department ensures a reevaluation of each child with a disability is conducted in accordance with 14 DE Admin. Code 925.4.0 through 925.12.0 if the team has determined that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or if the child's parent or teacher requests a reevaluation. A reevaluation may occur not more than once a year, unless the parent and the public agency agree otherwise and shall occur at least once every three years, unless the parent and the public agency agree that a reevaluation is unnecessary.

A child's eligibility for special education and related services shall terminate when the IEP team determines the child is no longer a child with a disability in need of special education and related services. In making such determination, the team shall consider: eligibility criteria, data based and documented measures of educational progress, and all other relevant information.

3.5 Financial Management and Oversight, Governance and Reporting Requirements

Year	Financial Management	Governance and Reporting		
	2*	3a	3b	3c
	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements
2015-2016	*	M	M	M

Year	Governance & Reporting		
	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements
	2a	2b	2c
2016-2017	F	M	M
2017-2018	F	M	M
2018-2019	M	M	M

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

* Measure 2: Financial Management and Oversight was moved to the Financial Performance Framework beginning in school year 2016-17.

a. Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).

Section IVB of the Board’s Policy Manual provides as follows:

“School Leader Goals, Evaluation and Reports. The Board and School Leader shall annually agree on School and individual leader goals. Goals shall deal with such subjects as student academic performance, School financial performance, recruiting and training of teachers/staff, succession planning, parent and staff satisfaction, recruiting of students, advancing the School’s reputation in the community and individual professional improvement. The School Leader shall periodically report to the Board on progress toward those goals, including using appropriate dashboard formats approved by the Board. The Board Chair shall annually lead a process of evaluating the performance of the School Leader which shall include the Leader’s self-evaluation as well as consultation with the full Board and a written evaluation for the Leader’s personnel file.”

b. Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.

Section III E of the Board’s Policy Manual provides as follows:

“E. Director and Board Performance Evaluation. To ensure that Directors are meeting their responsibilities to the Board, each Director is expected to complete a self-evaluation of his or her contribution to the Board every other year for the Chair to review with the Director. This review shall include attendance at Board and Committee meetings, preparation for and participation in such meetings, and other factors reflecting the Director’s commitment to the School. A Director who is not able to meet his or her minimum responsibilities should resign and make room for another person who is more able to contribute to the work of the Board.”

During the winter and spring of 2019, the Board reviewed its common management arrangement with Charter School of New Castle. While the shared employees aspect of the arrangement had been financially beneficial to ESCS, the Board, after consultation with the CEO, determined that the arrangement overall was not as beneficial to the School as going alone because ESCS needed more concentration by its management on ESCS. The CSNC Board had similar concerns. Thus, the two Boards decided not to continue the overall common management but rather to proceed with more limited shared services to continue some cost savings. The services that will be shared in 2019-2020 will be those of an HR specialist and a psychologist. The Board also determined that there would no longer be any persons serving on the Boards of both schools.

c. Identify the school’s plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.

Sections III C and D of the Board’s Policy Manual provide as follows:

“C. Procedures for identifying and recruiting Directors. In order to ensure the availability of well qualified candidates for election or appointment as Directors, the Executive Committee is given the major responsibility for identifying and recruiting prospective Directors. However, each Director should also be on the lookout for good candidates and bring them to the attention of the Executive Committee. The Executive Committee shall maintain a data base identifying the skills of the incumbent Directors to facilitate the identification of skills most desirable in new Directors. Because of the importance of a collaborative working environment, Directors are encouraged to meet with prospective Board members before a candidate is nominated for election.

“As a vehicle for recruiting and grooming prospective Directors, non-Directors may be appointed to serve as non-Director members of Board committees (except for the Executive Committee). Any action taken by any committee must be approved by Directors who constitute at least a majority of the Director members of that committee.

“D. Director Training and Orientation. Training for Directors starts with an orientation led by the Board Chair and School Leader. This orientation includes a visit to the School and a discussion of Director expectations along with a sharing of school history, mission and vision. Directors are also required by state law to attend certain training sessions. Each Director shall receive a Board Notebook containing relevant documents, including ESCS bylaws, these policies, links to relevant state and federal laws applicable to ESCS and current financial information.”

d. Describe the school’s process for succession planning including identification, development and retention of school leaders.

With respect to School administration leadership succession, the annual evaluation of the School Leader includes a review of performance in the area of succession planning. The School Leader is expected to identify rising talent and promote professional development to enhance their career development.

e. Share how the Board supports the school. Speak to the Board’s involvement in events, operations, and fundraising activities.

In addition to dedicated, uncompensated, service through Board management, Directors are regularly invited to School activities such as graduation, special holidays and the like. The parent and teacher representatives on the Board are the leaders in these activities. Directors are also encouraged to provide financial support for School activities. The Directors of ESCS are also the Directors of the School’s related EastSide Community Learning Center Foundation which has raised more than \$10 Million over the last 13 years to support primarily the capital needs of the School as well as about \$330,000 per year to provide supplemental educational services for EastSide students.

f. Appendix 3: Current Organizational Chart

g. Please complete the Board Financial and Governance table below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years;

h. Please complete the Citizen Budget Oversight Committee Membership and Training table below.

i. Please include:

Appendix 4 Board Governance Training Certificates and/or Documentation.

Appendix 5 Board member and school leader succession plans.

Appendix 6 Current board bylaws

Board Financial and Governance Members and Training

In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Aaron	Bass	7/30/2016	n/a	Ex-officio - CEO	7/25/2017	2/27/2019
Jocelyn	Stewart	11/14/2017	11/13/2020	Board Chair	2/16/2011	2/27/2019
Cecil	Gordon	1/15/2017	1/14/2020	Board vice Chair	10/17/2017	2/27/2019
Donna	Mitchell	11/13/2016	11/12/2019	Board Treasurer	11/19/2014	2/27/2019
Charles	Tolliver	9/14/2016	9/13/2019	Board Secretary	11/19/2014	5/14/2019
Kristyn	Dilenno	12/12/2018	12/11/2021	HR Chair	1/22/2019	2/27/2019
Kim	Fortunato	9/26/2018	9/25/2021	Board member	7/1/2019	2/27/2019
Michael	Hare	11/11/2016	11/10/2019	Board member	9/29/2014	9/4/2019
Thomas C.	Humphrey	10/13/2016	10/12/2019	Board member	11/21/2013	2/27/2019
H.M. (Chip)	Sawyer	10/11/2018	10/10/2021	Audit Chair	1/25/2012	2/27/2019
Alexis	Simms	7/15/2017	7/14/2020	Parent Rep	9/15/2015	2/27/2019
Aki	Veal	12/17/2018	12/16/2021	Board member	3/19/2018	2/27/2019
Michael	Williams	9/18/2018	n/a	Teacher Rep	2/23/2019	2/27/2019

*Please list only the most recent training date.

DOE Summary:

All members are in compliance with DOE Governance training

School Comments 2017-2018

Michelle Reardon, John Riley and James Bonds were removed from the board during FY18. We are appreciative of their service and all new members being brought on the board are receiving their training with the entire board to ensure that we meet standard in this area.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

Citizen Budget Oversight Committee Membership & Trainings

Pursuant to [14 Del. Admin. Code 736.6.1](#) Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Aaron	Bass	7/26/2016		CEO	7/25/2017
Peter	Kennedy	7/26/2016		Community Member	3/30/2017
Ed	Reznick	7/27/2015		Community Member	2/15/2011
Richard	Riggs	8/9/2015		DOE Representative	11/30/2015
Alexis	Simms	10/24/2017		Parent Representative	9/15/2015
Ashley	Wynn	4/24/2018		Educator	3/23/2018
Jim	Dalle Pазze	4/24/2018		Community Member	7/1/2009

DOE Summary:
 EastSide Charter School’s Citizen Budget Oversight Committee is currently in compliance with membership and financial training requirements.

School Comments 2017-2018 Mr. Medaglio is not a voting member of the committee, rather he presents the financial data to the committee for their review.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

3.6 Students, Employees and School Environment

Year	Students and Employees				School Environment		Additional Obligations
	4a	4b	4c	4d	5a	5b	6
	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations
2015-2016	M	M	M	N/R	M	M	M

Year	Students & Staff		Facilities, Transportation, Health & Safety
	Students Rights	Req. on Teacher Certification & Hiring Staff	
	3a	3b	4a
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	TBD

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

a. Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.

EastSide met standards in all categories.

b. Provide information about the best practices the school uses to meet standards in the above noted areas.

EastSide employs a full time Director of Operations who has worked at the school for nearly a decade, and is excellent at ensuring that the school is compliant in all areas.

c. Include the following documents as appendices:

Appendix 7 Up-to-date Certificate of Occupancy
Appendix 8 Up-to-date Fire Inspection Certificate
Appendix 9 Up-to date Insurance Certificate(s)
Appendix 10 ERIP Reporting SY17/18 and SY18/19

3.7 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2016-2017			2017-2018			2018-2019*		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
62.2	23	37	52	36	68	67.6	48	71

*** To be completed by the school**

Note: Teacher retention is defined as the number of teachers who remained employed from the previous year divided by the total number of teachers employed in that year. For example, if a school employed 100 teachers in SY 16/17 and 90 teachers remained employed in SY 17/18, the school's teacher retention rate would be 90%.

DOE Summary:

From SY 16/17 to SY 17/18, EastSide Charter School's teacher retention rate decreased from 62.2% to 52%.

a) School's plans to monitor and minimize teacher attrition rates

School Comments 2017-2018	At EastSide we work to ensure that we recruit and retain the best people for our children. To that end we monitor staff attrition monthly and discuss each departure within the leadership team. We also perform exit interviews with each departing staff member to make sure that we are able to inform the school's actions. There are also times where we as a school decide that a staff person should not continue employment at our school. This can be due to a lack of professionalism, in the interest of child safety or due to unsatisfactory performance. Before we get to that point we give feedback through our evaluation systems as well as in our weekly meetings. In addition we are working to maintain consistent leadership in the building. Frequent leadership changes have an impact on teacher attrition thereby impacting student success.
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Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

b) School's professional development plans support teachers and leadership.

School Comments 2017-2018	We have received repeated approval for the Leadership Excellence Framework in addition to our Teaching Excellence Framework. These evaluation tools allow us to focus on areas of development for each person. We have also created a PD Schedule that is responsive to the needs of staff based on observations and planning meetings. Each PD is accompanied by a survey to rate the effectiveness of the PD as well as solicit suggestions for future PD's. In addition we collaborate with other schools to ensure that we are using the best practices for our staff. Finally each teacher has a planning meeting and a data meeting to help guide
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their development. The planning meeting allows the teacher and their manager to focus on how to effectively plan for each class. At the data meetings the manager and each teacher do progress monitoring of each class. These meetings allow us to give each teacher individualized attention in their instruction while simultaneously allowing leadership to assess trends in the building.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report.

a. Review the table above with the school's teacher retention trends.

Nearly 68% of teachers were retained for the 2019-20 school year. This represents the highest retention rate in four years – proving the point that the move from a CEO overseeing three campuses to a principal overseeing one campus will have a positive impact on school performance. Six staff members who chose not to return cited lack of stability as a reason for their departure, while three sought career growth, and three others relocated.

School leadership identified stability, growth, student behaviors, and hiring quality staff as the key areas to work on in 2019-20.

b. Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

EastSide has struggled with teacher retention and recruitment of experienced high-quality teachers. Inconsistent leadership and several changes in the principalship over the course of the charter term has contributed to this dilemma. In addition, school funding in Delaware has not allowed EastSide to compensate teachers at the level of some of our neighboring school district (e.g. Brandywine and Red Clay) or neighboring municipalities (Philadelphia, Chester County, or New Jersey). On average, EastSide has turned over 10-20 teachers every year. Some of the teacher attrition data is due to termination of ineffective teachers. We are very sensitive to teacher quality and teacher loss and remain very committed to improving school culture, teacher support, and leadership consistency as well as strong recruitment and selection as a means of ensuring that teacher quality and teacher retention are high, and the conditions are in place for student achievement to improve.

Elaborating on a point made above, EastSide has struggled with consistent high-quality leadership. From 2011-2015, the school had the same principal in place providing a constant vision, aligned practices, and a consistent approach to student and teacher development and support. However, from 2015-2019, seven different people served as principals.

We are very confident in the school's future success as the formal partnership between EastSide and The Charter School of New Castle was dissolved in 2019 allowing Aaron Bass to serve in the singular role of the leader of EastSide instead of doubling as the chief executive of all three campuses. We will minimize teacher attrition by strengthening our teacher recruitment and selection model, providing greater teacher supports through a mentoring program and regular teacher coaching, and strong professional development.

The data for teacher retention is already trending upward as teacher retention increased from 52% in 2017-18 to 60% in 2018-19 to 68% in 2019-20. Staff attribute the increase in staff retention to the leadership of Aaron Bass who has agreed to commit to a multi-year contract.

c. Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.

All staff members participate in professional development weekly during after school training sessions that occur one day a week. The professional development program is aligned to the schools' new mission and vision to drive actions that promote stronger student achievement. In 2019, the professional development program will include a trauma-informed component to ensure that all staff members are trained to think and act from a trauma-informed perspective.

To ensure quality control, every staff member is asked to participate in a feedback survey to share their perspective about each professional development session. For the 2018-19 school year, EastSide professional development sessions averaged about 80% satisfaction from the staff. Feedback from the surveys are used to inform the selection and design of future sessions to ensure alignment with staff needs, to promote staff ownership, and to drive improvement in teacher practice.

In addition, the school has partnered with the Delaware Department of Education to focus on MTSS and literacy.

The school is also a member of the Accelerator Program through Achievement First – a large network of charter schools that has been successful operating schools with a large minority and low-income population. This partnership includes school visits and training and coaching support that impacts EastSide staff members.

3.8 Closure Requirements

- a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:
- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2016-17 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
 - If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
 - Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).

The school will follow the state provided [closure protocol](#) for all charter schools. Please refer to Appendix 16. In addition to the state-provided protocol, the school implements added measures to ensure we can fulfill all our financial responsibilities. We include as a regular part of our periodic reports to the Finance/Citizens Budget Oversight Committee a cash flow projection that must show that on June 30 there will be sufficient funds to pay for all employee and other obligations incurred during the school year just ending. In addition, we have considerable flexibility to reduce our budgeted costs at any time because all of our employees, except the CEO, are employed on an at-will basis and can be terminated at any time, without cause, with two weeks' notice. Finally, our affiliated foundation typically has on hand a reserve of more than \$500,000 that could be made available to meet any unexpected financial need. Please refer to Appendix 17 for the foundation's 2017-18 Annual Report.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2015-2016	M	M	M	M	M	M	M	N/R	D	Meets Standard
2016-2017	M	M	M	M	M	M	M	N/R	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	N/R	M	Meets Standard
2018-2019	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available

DOE Summary:

EasSide Charter School has maintained overall ratings of "Meets Standard" for the past three years. In SY 15/16, the school was rated "Does Not Meet Standard" for measure 3. (Financial Management and Oversight).

a) School's financial performance over the current charter term

School Comments 2017-2018	
School Comments 2016-2017	School did not provide a response

b) Financial practices that the school has implemented to improve the school's financial outcomes

School Comments 2017-2018	
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School Comments
2016-2017

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c) Indicator measure where school did not meet standard or is approaching standard

School Comments
2017-2018

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2017-2018

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This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

DOE Rating Information:

The FY18 independent auditor's report expressed an adverse opinion on the reporting entity; however, the auditor's report also expressed an unmodified opinion on the governmental activities and major fund.

School Response To Rating:

School Comments
2016-2017

School comments for SY 16/17 can be found at: <https://www.doe.k12.de.us/Page/2654>

School Comments
2015-2016

School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

a. Describe the school's Financial performance over the current charter term (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

EastSide has earned a Met Standard designation for every year of the current charter term.

b. Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

EastSide has historically had strong financial outcomes. We continue to focus heavily on strong stewardship of public funds and wise budget management. The finance committee of the Board meets monthly to review budget projection vs. actual and works in concert with the principal to ensure financial health of the school while providing sound guidance as necessary.

c. Address any measure where school did not meet standard or is approaching standard

EastSide failed to meet standard in just one measure over the course of the current charter term. In 2015-16, the standard for the Financial Management and Oversight measure was missed. However, we have since rectified that gap by pledging to take the following actions:

Action Taken: Management will draft and retain written Board approved policies and procedures for determining the allowability of costs in accordance with Subpart E –Cost Principles and the terms and conditions of the Federal Award.

Action Taken: Management will draft and retain written Board approved policies and procedures regarding general procurement standards covering conflict of interest.

EastSide has earned a Met Standard designation each year.

Performance Agreement

Financial Performance Expectations

EastSide Charter School's overall financial rating is Meets Standard. For each year going forward, our expectation is to continue achieving the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

DOE Summary:

EastSide Charter School has maintained overall ratings of "Meets Standard" for the past three years.

School Comments 2017-2018

**School Comments
2016-2017** Over the past year, the school has taken great strides to improve our payroll internal controls. FY17 was the first time in the past 4 years that the school received a "Strong Internal Controls" rating. The school continues to refine and expand our practices to ensure continued success.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

How the school developed and implemented a corrective action plan in response to audit findings (if applicable)

DOE Summary:

The FY18 independent auditor's report expressed an adverse opinion on the reporting entity; however, the auditor's report also expressed an unmodified opinion on the governmental activities and major fund.

School Comments 2017-2018

School Comments 2016-2017

School Comments 2015-2016

d. Discuss the school's financial performance based on its approved Performance Agreement.

EastSide has met all expectations with regard to financial performance on its Performance Agreement by earning a Meets Standard designation each year of the current charter term.

e. Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

Not Applicable.

f. As appendices, please provide the following documents:

Appendix 11 Summary of Findings from Independent Audits (if applicable)

Appendix 12 Final Fiscal Year 2018 Revenue & Expenditure Budget Report in the prescribed Department format

Appendix 13 Approved preliminary Fiscal Year 2019 Budget in the prescribed Department format

Appendix 14 Fiscal Year 2018 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)

Appendix 15 Five-year budget projections sheets and budget narrative based on both 100% projected enrollment 80% projected enrollment. (Note: If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.)

V. INNOVATION

School's innovative practice(s) that could be replicated at other schools in Delaware

School Comments 2017-2018	EastSide has started a Mindfulness in collaboration with Delaware State University. Psychology students come on a weekly basis to assist students in Kindergarten through 2nd grade with social-emotional skills, well-being and better cognitive performance. We are gathering data this year and expecting to see improved performance in behavior, grades and test scores for students who have participated.
School Comments 2016-2017	The school has been approved to use the Leadership Effectiveness Framework for the evaluation of administrators. This alternative evaluation is an effective use of many different top leaders in evaluation frameworks. It also gives a well-rounded perspective to leaders about their effectiveness and impact on students learning. There is no data to share at this point as this is our first year for the new evaluation system.
School Comments 2015-2016	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

a. Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

In addition to the two points above regarding the Mindfulness program and the Leadership Effectiveness Framework, we have adopted a two pronged approach to significantly improve the academic performance of our students. To deal with the significant amount of trauma that affects a large portion of our student body, we are doubling down on mental health, social emotional and cultural programs. See responses to Section 2.2b. And to provide a better academic program for our higher performing students we have initiated the APEX Honors Program, a comprehensive enrichment program for 6th to 8th graders. Even though our school's overall academic performance is very low, the average reading level for our initial 6th grade APEX scholars is 10th grade on MAP and the average reading level for 8th grade APEX scholars is 11th grade. It is also interesting to note that the top scores are not from new students to the school but from returning EastSide students in every grade of the Honors program. We know that high performing students are often overlooked. Students who have the capacity to go beyond the state assessment and compete on a higher level should be given every tool necessary to succeed. The purpose of this program is to prepare top performing students for success in highly competitive independent and public high schools and colleges. The APEX Program will be housed in a separate building with a separate dedicated faculty and will pursue an advanced curriculum. Through a partnership with some of the best independent schools in the state - Tower Hill, Wilmington Friends, Sanford and Tatnall – and with the highly acclaimed LYTE and FAME programs, our APEX scholars will have regular after school, weekend and summer tutoring and mentoring in addition to once a month attendance with a paired peer mentor at these independent schools. These regular visits over the middle school years should equip these students to have a better chance to succeed in a high performing high school, both academically and, equally importantly, socially. Our affiliated foundation has established a \$1 million endowment to assist our graduating 8th graders with the costs of attending a high performing independent school.

Finally the APEX program has the added benefit of establishing a goal for our elementary scholars to shoot for. We already have students in 1st through 5th grades saying “I want to be in APEX next year.” .

The mission of the LYTE [Leading Youth Through Empowerment] program is to grow the knowledge and leadership skills of our students (specifically students of color), thereby increasing their access to top performing high schools. Moving on to secondary schools, our students will attend the best schools in Delaware, whether they are private schools, independent schools, parochial schools, or public and charter honors programs. These programs together can have a significant role in this process. Students enrolled in the LYTE program have received major scholarships and financial aid to some of the area's most elite independent and parochial schools; and have excelled in those secondary school programs. Many also attend and have performed incredibly well in honors programs in district and charter schools. If accepted into the program, students will receive support through their academic career until they graduate high school, and beyond. The LYTE element of the honors program will run in two components. The first is during the summer where scholars meet four times per week to become accustomed to the rigors of higher, more challenging education. The second component takes place in the fall and winter as an after-school program as scholars continue to prepare academically for high school and for potential entrance exams that they will take.

VI. Five-Year Planning

6.1 Projected Enrollment

- a. Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

Note: This will become the school's authorized enrollment for the new charter term.

Projected Enrollment						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K		60	60	60	60	60
Grade 1		60	60	60	60	60
Grade 2		54	54	54	54	54
Grade 3		52	52	52	52	52
Grade 4		50	50	50	50	50
Grade 5		45	45	45	45	45
Grade 6		35	35	35	35	35
Grade 7		35	35	35	35	35
Grade 8		35	35	35	35	35
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total		426	426	426	426	426

Note: An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b)(2); 14 Del. Admin. C. § 275.9.8.1.3. As such, **if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a [Charter Modification Application](#) including budget sheets, and budget narrative reflecting the new enrollment figures.**

6.2 The school's plans for the next five years of the charter.

(Note: The school's responses to this 1.a, b, and c of this section will be used to populate the Academic Performance section of the school's new Performance Agreement.)

1. Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

The school sets growth and proficiency goals for MAP interim assessments and the Smarter Balanced Assessment, as well as targets for attendance, enrollment, discipline rate (suspensions), staff attrition, and engaged employees. This data is collected and analyzed regularly throughout the school year to drive adjustments in the design and delivery of instructional action plans, individualized and small group tutoring, and whole group instruction. The data and the ensuing plans are presented to the Board as an accountability measure.

- a. Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school's student performance goals and the DSSF.

To best meet the growing and sometimes changing needs of our student population, the school sets performance targets each year using a variety of metrics. The performance of the school and the principal is based on the extent to which the school meets, exceeds, or does not meet expectations. The targets for 2019-20 are below. Similar targets, adjusted based on prior year's performance and the following year's expectations, will be determined each August/September.

Goal	Measures	Targets			
		Does not Meet Expectations	Inconsistent	Meets Expectations	Exceeds Expectations
Achieve Academic Excellence	MAP Growth – Math	Less than 39%	40% to 49%	50% to 59%	60% or higher
	MAP Growth – ELA	Less than 39%	40% to 49%	50% to 59%	60% or higher
	SBAC Proficiency – Math	Increase of less than 3%	Increase of 3%	Increase of 4%	Increase of 5% or more
	SBAC Proficiency – ELA	Increase of less than 3%	Increase of 3%	Increase of 4%	Increase of 5% or more
	SBAC Growth – Math	Less than 39%	40% to 49%	50% to 59%	60% or higher
	SBAC Growth – ELA	Less than 39%	40% to 49%	50% to 59%	60% or higher
Maintain a Culture of Engagement	Attendance	Less than 80%	80% to 84%	85% to 89%	90% or higher
	Enrollment	Less than 430	439-440	440-445	446 or higher
	Suspension Rates	More than 135	125-134	101-124	100 or fewer
	Staff Attrition	More than 38%	36% to 38%	30% to 35%	Less than 30%
	Engaged Employees	3.1 or below	3.2 to 3.4	3.5 to 3.6	3.7 or above

The long-term goal (between 5 and 10 years) is to exceed the state's proficiency average.

- b. Describe the student performance standards for the school as a whole.

The school's goal is to meet expectations on each metric of the Academic Performance Framework. More in depth goals are created annually as demonstrated in question 1.a. of section 6.2.

c. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

EastSide uses the following assessments each year to gauge academic progress and to inform strategic adjustments to our academic program: NWEA MAP assessment, Interim Comprehensive Assessments (ICA), and Interim Assessment Blocks (IAB). The IAB is conducted two times each year, the ICA is administered once a year, and the MAP assessment occurs twice annually.

Each assessment (as explained in detail below with language copied from the [DOE website](#)), is aligned to the Smarter Balanced Assessment which is aligned to the Common Core State Standards and thus the school's curriculum.

Interim Comprehensive Assessments (ICAs) mimic the administration of the end-of-year summative Smarter assessments in ELA/Literacy and Math. They include the same item types and test format, including performance tasks. Their use allows schools to predict how far along students are in achieving the level needed for the summative.

Interim Assessment Blocks (IABs) are shorter in length than the Interim Comprehensive Assessments. They include the same item types and test format, including performance tasks, as the Interim Comprehensive Assessments and end-of-year summative Smarter assessments in ELA/Literacy and Math. They focus on smaller sets of targets and are more flexible to support instruction.

2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

EastSide conducts several rounds of assessments to collect student achievement data. Interim assessments are conducted quarterly. After each round of assessments, teachers implement a data driven instruction protocol to identify trends, uncover student gaps in comprehension, and to determine strengths and weaknesses in the curriculum or their instruction. This information is then used to inform design changes to upcoming instructional delivery, informing comprehensive action plans that teachers use to target individual and small groups of students for specific skills that the data shows was lacking.

- The Dean of Instruction and Assistant Principal are responsible for producing data reports from each assessment
 - All teachers are responsible for analyzing their own test data to identify gaps, trends, and design next steps on their subsequent action plan.
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- Instructional coaches are responsible for evaluating each classroom’s data and planning and delivering an individualized coaching session for each teacher, ensuring that the teacher has made the appropriate and most logical conclusions from the data and ensuring that the teacher has designed the most ideal action plan to meet student need over the following weeks.
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3. Describe the corrective actions the school will take, pursuant to 14 *Del. C. § 512(5)*, if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

In the event the school falls short of academic achievement at the school-wide level, the performance and impact of the school leadership team will be reviewed, potentially leading to any of the following corrective actions: increased leadership and/or executive coaching, mandatory school leader training, performance plan, and/or termination. In addition, the quality of the teaching staff will be assessed, with potential changes considered in the recruitment process, hiring process, and coaching protocol.

In the event the school falls short of academic achievement at the classroom level, the performance and impact of the teacher will be reviewed, potentially leading to any of the following corrective actions: increased frequency and depth of instructional coaching, teacher self-video study, mandatory training on curriculum, instruction, assessment, data analysis, classroom climate, and/or awareness and bias training. Additionally, the teacher may be placed on a performance plan, and could be considered for termination.

In addition, the school will continue to proactively engage in a plethora of supports to improve instructional and leadership capacity at all levels. Currently the school staff is engaging with a collaboration between the Delaware Department of Education, AIR, and the University of Delaware for MTSS support; Achievement First’s Accelerator Program for charter school leadership development, and DOE on a literacy improvement initiative. Also, EastSide has been named on the Targeted Support and Improvement program for Special Education.

4. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

School staff reviews data from the following systems: EastSide’s School Dashboard, EastSide’s Annual Report, DOE’s Identity Management System, and DOE’s School Performance Framework to determine trends, challenges, and bright spots that informs school leadership decisions in the areas of academic performance, organizational management, and financial viability. This analysis informs the school’s approach to making real-time adjustments, investing in additional professional development, and/or hiring consultants to support our work.

In addition, as a regular practice, the EastSide staff participates in two weeks of mandatory professional development prior to the start of each school year. During the school year, the staff participates in weekly meetings on Mondays after school to review achievement data.

The table below describes the different types of capacity building PD’s that occur at EastSide

Data	Data meetings are an opportunity for teachers, leaders, and staff to review student work. Using student work, stakeholders review the content and determine how to best support student misconceptions.
Department	Academic department meetings are an opportunity for vertical teams in content areas to collaborate in looking at student work across the division, as well as an opportunity to receive content-focused professional development.
Intervention	Intervention meetings are an opportunity for instructional and non-instructional staff to collaborate and review student(s)/class(es)/grade(s) progress in specific areas as it relates to our SEL & PBS initiatives. Using LiveSchool, 2 nd Step & individual student plan/tracker data, stakeholders will evaluate the effectiveness of current interventions, as well as problem-solve and plan new methods for improving student(s)/class(es)/grade(s) success.
Division Days	Leadership team will meet with staff to review data and discuss next steps for LS or MS.

Finally, as evidence of our commitment to continual growth, many staff members (16% of staff) are engaged in graduate level work outside of school to gain and deepen skills to improve their craft.

5. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.

The school sets annual goals to earn a Meets Standard rating on DOE’s Organizational Framework Report. Progress towards these goals are reviewed at every finance, CBOC, and board meeting. During each meeting, the school leader is prompted to explain the school’s position, context for why, and an identification of action steps specific timeline for implementation and follow up as necessary.

The school’s goal is to meet stand with regard to financial health and viability and regarding maintaining compliance with state compliance-related expectations.

6. Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

The school has engaged in the exploration of a facility improvement plan and has received a bid from a potential contractor. While the overall cost has been estimated, there is not yet a timeline for this work and thus the annual financial considerations have yet to be determined. A comprehensive capital campaign and long-term financial planning process must commence prior to the start of this project Please see the [bid](#) for more information and understand the preliminary and conditional nature of this work.

7. Provide detailed information on the board’s plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

To ensure that Directors are meeting their responsibilities to the Board, each Director is expected to complete a self-evaluation of his or her contribution to the Board every other year for the Chair to review with the Director. This review shall include attendance at Board and Committee meetings, preparation for and participation in such meetings, and other factors reflecting the Director's commitment to the School. A Director who is not able to meet his or her minimum responsibilities should resign and make room for another person who is more able to contribute to the work of the Board.

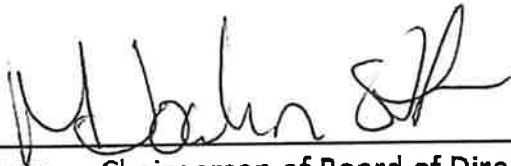
VII. Compliance certification statement

The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school.

September 30, 2019
Date of Signature

EastSide Charter Schol
Name of the Charter School

We have reviewed the Delaware Charter Law (14 *Del. C.* Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents.



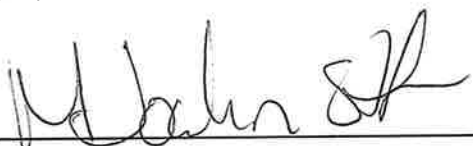
Signature: Chairperson of Board of Directors (or designated signatory authority)

Print/Type Name:	Jocelyn Stewart
Title (if designated):	Chairwoman

VIII. RENEWAL APPLICATION CERTIFICATION STATEMENT

Name of School:	EastSide Charter School
Location:	3000 Claymont St. Wilmington, Delaware 19802

I hereby certify that the information submitted in this application for renewal of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.


 _____ Date 9/30/19
 Signature: Chairperson of Board of Directors (or designated signatory authority)

Print/Type Name:	Jocelyn Stewart
Title (if designated):	Chairwoman
Date of approval by board of directors:	9/24/19

IX. PERFORMANCE Agreement Template

To be completed by the school in conjunction with the Department of Education should the school be renewed by the Secretary with the assent of the State Board of Education.

DELAWARE DEPARTMENT OF EDUCATION CHARTER SCHOOL PERFORMANCE AGREEMENT – Renewing Charter School {*EastSide Charter School*}

This Performance Agreement (“Agreement” is entered into this 30 day of September, 2019 by and between the Delaware Department of Education (hereinafter referred to as “DDOE”) and EastSide Charter School, a public charter school of the State of Delaware (hereinafter referred to as “School”), authorized by the Department of Education with the assent of the Delaware State Board of Education (hereinafter referred to as “DSBE”).

1. **Effective Date.** Notwithstanding the date set forth above this Agreement shall become effective on the date upon which the DSBE shall assent to the terms and conditions of this Agreement.

2. **Term of the Agreement.** This agreement shall continue in full force and effect during the term of the school’s charter and any subsequent renewal term thereof; provided, nevertheless, that in the sole discretion of the DDOE, with the assent of the DSBE, this agreement may be amended at such time as the school’s charter may be renewed under the provisions of 14 *Del. C.* §514A or subjected to review under 14 *Del. C.* §515 (b). This agreement may also be amended to comply with subsequent changes in state or federal law and/or regulations relating to charter schools or the Performance Framework (“Framework”) as deemed necessary by the DDOE, with the assent of the DSBE. This Agreement may also be modified:

(a) At anytime by mutual consent of the DDOE and the School, provided, nevertheless that the DSBE shall assent to such modification; or

(b) If the DDOE shall determine, with the assent of the DSBE, that it is necessary or appropriate to modify this Agreement to reflect subsequent changes in the Performance Framework.

3. **Obligations of School.** While this agreement remains in effect, the School shall:

(a) Comply with all state and federal laws and regulations imposed on Delaware public charter schools, and otherwise comply with the terms of the School’s charter, including any conditions now or subsequently imposed upon its charter by the DDOE with the assent of the DSBE; and

(b) Make satisfactory annual progress toward the indicators and performance targets in the Academic, Financial and Organizational Expectations set forth in this Agreement as measured by the Framework. An annual performance review will be conducted by the Department of Education Charter School Office using the Framework to evaluate such progress. The Framework is incorporated into and made a part of this agreement. If the DDOE finds that the school is not making satisfactory progress toward its performance targets, the DDOE may place the school’s charter on formal review pursuant to 14 *Del. C.* §515 (b).

Background Information (Characteristics of school, current location, summary of student population and grades served by the school, etc.)

- EastSide Charter School opened its doors in 1997 in a small, former community center leased from the Wilmington Housing Authority. In 2005, the City of Wilmington awarded EastSide the recently-vacated Martin Luther King Elementary School built in 1962. Relocation to the MLK site occurred prior to the 2005 school year.
- EastSide was the first charter school in the country to be founded in cooperation with a public housing authority, and located within its property; it was also the first elementary charter in Delaware.
- EastSide is located adjacent to the low income neighborhoods of East Lake and Riverside of northeast Wilmington. Approximately 87% of EastSide's students qualify for federally-funded free or reduced cost meals.
- Since its opening in 1997, EastSide's Board of Directors has had the vision of creating a full service community school – a community learning center whose programming would influence the lives not only of the students who attend the School but also all others living in the greatly underserved neighboring areas of East Lake and Riverside.
- The extensive facilities of the former MLK School, such as the gymnasium, auditorium/theatre, cafeteria and playing fields, can enable EastSide to become a foundation of enrichment within the community. The Board has named the entire facility “EastSide Learning Center,” an important change that more accurately reflects the founders’ original concept for the School. At the same time we established an affiliated 501(c)(3) foundation, East Side Community Learning Center Foundation, to own our land and buildings, to manage our extra-curricular community activities and to conduct supporting fund raising.
- A central goal of the School is to educate children in a safe, nurturing environment that enables every student to excel both academically and socially. To ensure success, EastSide is focusing on structure, consistency, and academically rigorous programming toward developing students’ determination, a passion for learning, and an appreciation of personal skills and effort.
- EastSide initially served grades K-4, but in the ensuing years of growth expanded to serve Pre-K-8, educating over 400 students per year.

Mission Statement

The mission of EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child's unique gifts and talents.

Vision Statement

The vision of EastSide Charter School is to develop and sustain an academic community in which every direct stakeholder - teachers and staff, students and their parents - consistently model lifelong learning, selflessness, and self-respect. Each of these stakeholders take full advantage of every learning opportunity and through this continual learning process, our teachers and students will learn more about themselves, improving upon and maximizing their knowledge, skills, and overall productivity and effect on the school community and our broader society.

By learning to work in collaboration with their teachers and peers, our students will develop a strong sense of self respect, self-reflection, sense of independence, and sense of right and wrong. Upon leaving the EastSide community our students will have the character, knowledge, skills and self- and societal awareness to determine their own personal and professional destiny.

Academic Performance Expectations

EastSide Charter School's DSSF ratings are:

Indicator	2017-2018			2018-2019		
	Points	Points Earned	Percent Point	Points	Points Earned	Percent Point
Academic Achievement	150.00	31.00	21% Well Below Expectations	150.00	27	18% Well Below Expectations
Academic Progress	200.00	126.00	63% Meets Expectations	200.00	101	51% Well Below Expectations
School Quality/Student Success	50.00	38.00	76% Meets Expectations	50.00	32	64% Approaching Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable	n/a	n/a	Not Applicable
Overall	400.00	195.00	49% Well Below Expectations	400.00	160	40% Well Below Expectations

By September 2024, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Mission Specific Goal(s):

{Insert your responses to section 6.2.1 a, b, and c here}

Financial Performance Expectations

EastSide Charter School's overall financial rating is TBD. By September 2024, our expectation is to achieve the overall rating of “Meets” standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

Organizational Performance Expectations

EastSide Charter School's overall organizational rating is Meets. By September 2024, our expectation is to achieve the overall rating of “Meets,” as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

IN WITNESS WHEREOF, the parties have hereunto set their Hand and Seals the day and year first above-written.

EASTSIDE CHARTER SCHOOL

DELAWARE DEPARTMENT OF EDUCATION

BY: 
Chairwoman

BY: _____
Secretary of Education

Assented to by resolution of the Delaware State Board of Education on the ____ day of _____, 20__.

References:

¹Based on September 30th Unit Count

²Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

Renewal Application Supplement

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2015-2016	M	M	M	M	M	M	M	N/R	D	Meets Standard
2016-2017	M	M	M	M	M	M	M	N/R	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	N/R	M	Meets Standard
2018-2019	M	M	M	M	AS	M	AS	N/R	M	Meets Standard

DOE Summary:

EasSide Charter School has maintained overall ratings of “Meets Standard” for the past three years. In SY 15/16, the school was rated “Does Not Meet Standard” for measure 3. (Financial Management and Oversight).

a) School's financial performance over the current charter term

School Comments 2017-2018	
School Comments 2016-2017	School did not provide a response

b) Financial practices that the school has implemented to improve the school's financial outcomes

School Comments 2017-2018	
School Comments	

2016-2017	
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c) Indicator measure where school did not meet standard or is approaching standard

School Comments 2017-2018			
3. FINANCIAL MANAGEMENT AND OVERSIGHT			
<table border="1"><tr><td>2017-2018</td></tr><tr><td>M</td></tr></table>		2017-2018	M
2017-2018			
M			
<p>This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.</p>			
<p>DOE Rating Information:</p> <hr/>			
<p>The FY18 independent auditor's report expressed an adverse opinion on the reporting entity; however, the auditor's report also expressed an unmodified opinion on the governmental activities and major fund.</p> <hr/>			
<p>School Response To Rating:</p>			

School Comments 2016-2017	School comments for SY 16/17 can be found at: https://www.doe.k12.de.us/Page/2654
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School Comments 2015-2016	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654
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a. Describe the school's Financial performance over the current charter term (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

EastSide has earned a Met Standard designation for every year of the current charter term.

b. Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

EastSide has historically had strong financial outcomes. We continue to focus heavily on strong stewardship of public funds and wise budget management. The finance committee of the Board meets monthly to review budget projection vs. actual and works in concert with the principal to ensure financial health of the school while providing sound guidance as necessary.

c. Address any measure where school did not meet standard or is approaching standard

EastSide failed to meet standard in total margin and cash flow in 2018-19. Total Margin & Cash flow were impacted by the increase in salaries and OEC cost to support the expansion of instructional programs. The school is actively fundraising to support the expansion and sustainability. To cover the shortfall the school utilized prior year reserves to cover the shortfall. Management plans, going forward, to operate at surplus to increase year to year carryover each year to trend towards meeting the financial framework benchmarks.

Performance Agreement

Financial Performance Expectations

EastSide Charter School's overall financial rating is Meets Standard. For each year going forward, our expectation is to continue achieving the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

DOE Summary:

EastSide Charter School has maintained overall ratings of "Meets Standard" for the past three years.

School Comments 2017-2018

School Comments 2016-2017

Over the past year, the school has taken great strides to improve our payroll internal controls. FY17 was the first time in the past 4 years that the school received a "Strong Internal Controls" rating. The school continues to refine and expand our practices to ensure continued success.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

How the school developed and implemented a corrective action plan in response to audit findings (if applicable)

DOE Summary:

The FY18 independent auditor's report expressed an adverse opinion on the reporting entity; however, the auditor's report also expressed an unmodified opinion on the governmental activities and major fund.

School Comments 2017-2018

School Comments 2016-2017

School Comments 2015-2016

d. Discuss the school's financial performance based on its approved Performance Agreement.

EastSide failed to meet standard in total margin and cash flow in 2018-19. *Total Margin & Cash flow were impacted by the increase in salaries and OEC cost to support the expansion of instructional programs. The school is actively fundraising to support the expansion and sustainability. To cover the shortfall the school utilized prior year reserves to cover the shortfall. Management plans, going forward, to operate at surplus to increase year to year carryover each year to trend towards meeting the financial framework benchmarks. With the approaching standard designation EastSide has continued to Meet Standard annually throughout the last 4 years.*

e. Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

Not Applicable.

f. As appendices, please provide the following documents:

Appendix 11 Summary of Findings from Independent Audits (if applicable)

Appendix 12 Final Fiscal Year 2018 Revenue & Expenditure Budget Report in the prescribed Department format

Appendix 13 Approved preliminary Fiscal Year 2019 Budget in the prescribed Department format

Appendix 14 Fiscal Year 2018 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)

Appendix 15 Five-year budget projections sheets and budget narrative based on both 100% projected enrollment 80% projected enrollment. (Note: If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.)

Appendix 1 Mission Specific Goal Data Source

1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Essential Question indicator 1a. The mission of EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child's unique gifts and talents.

Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Students will successfully complete a Vision Plan that focuses on their future goals and needs to meet that goal.	<p>Meets Standard: 90.2%</p> <p>90% or more of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.</p> <p>Approaching Standard:</p> <p>51 – 90% of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.</p> <p>Far Below Standard:</p> <p>50% or less of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.</p>	Family attendance at Vision Plan Meetings	PDF attached below.	1a1

<p>Students will all receive RTI to focus on their individual needs.</p>	<p>Meets Standard: 100% 90% or more of the student body will participate in RTI in their schedule.</p> <p>Approaching Standard: 51 – 90% of the student body will participate in RTI in their schedule.</p> <p>Far Below Standard: 50% or less of the student body will participate in RTI in their schedule.</p>	<p>RTI included in every student schedule</p>	<p>PDF Upload and entry into system by DOE.</p>	<p>1a2</p>
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EastSide Charter School 2018-2019
Sample Evidence

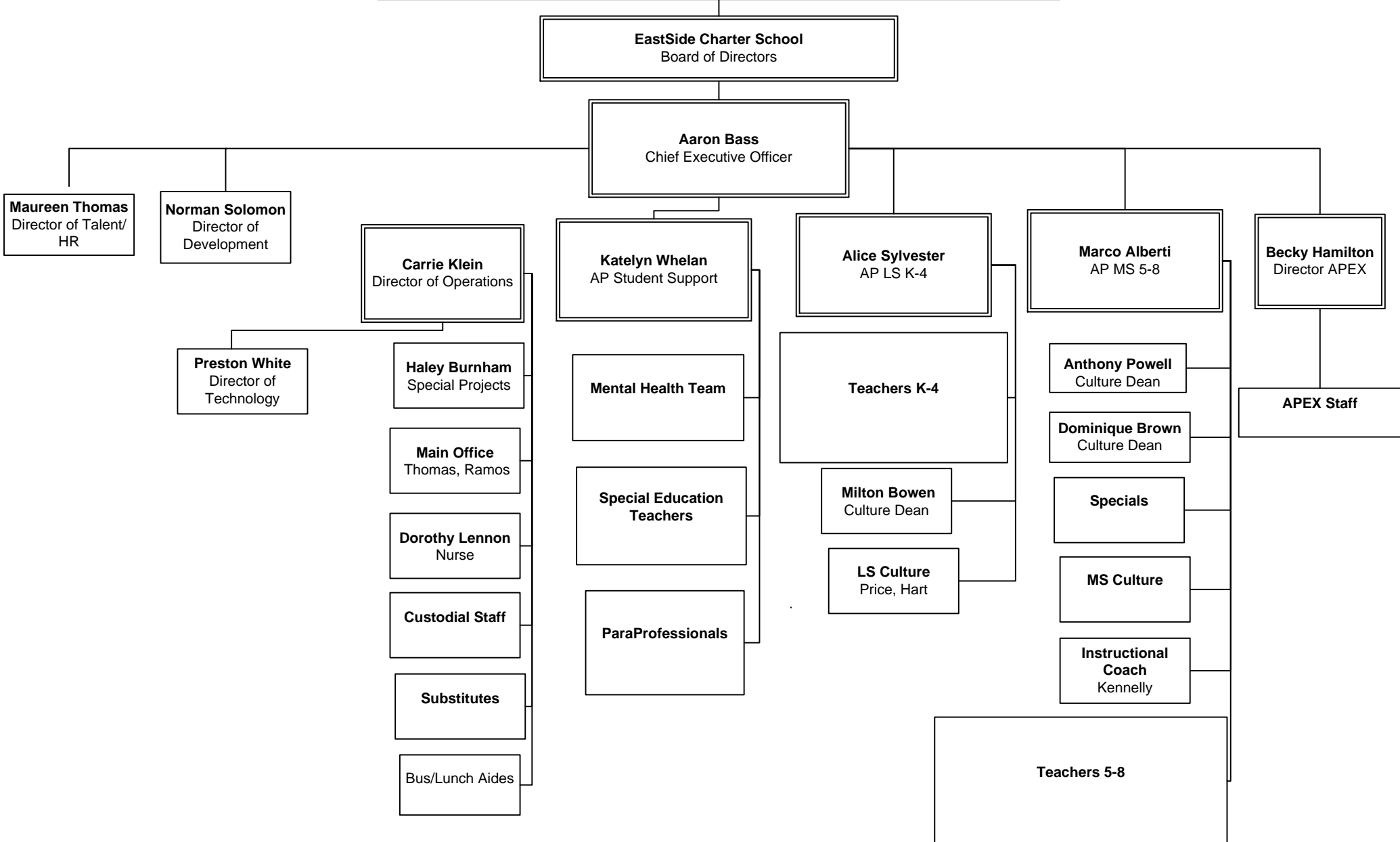
A	B	C	D
Student Name	Mtg Date Tri 1	Time	Complete (Y/N)
Annabelle Giardello	11/30	7:30 AM	Y
Chai Boyer	11/30	3:30 PM	Y
Falynn Darby	11/30	3:45 PM	Y
Jay'Lynne Brown	11/30	4:00 PM	Y
Natalia Pritchette	11/30	4:30 PM	Y
Semeyon Flowers	11/30	4:45 PM	N
Keyshawn Stewart	11/30	5:00 PM	Y
Nyla Foster	11/30	5:15 PM	Y
Kyrie Green	11/30	5:30 PM	Y
Angelina Cruz			
Mikera Williams	12/1	10:00 AM	Y
Samoni Hickman	12/1	10:15 AM	Y
Ka'Leek Brooks	12/1	10:30 AM	Y
Mirical Gibbs	12/1	11:30 AM	Y
Tiana Johnson	12/1	1:00 PM	Y
A'saunn Green	12/1	1:30 PM	N
Samoni Chandler	12/1	2:00 PM	N
Saffiah Smith	12/1	2:30 PM	Y
Siede Moore	12/5	10:15 AM	Y

Appendix 3 Current Organizational Chart

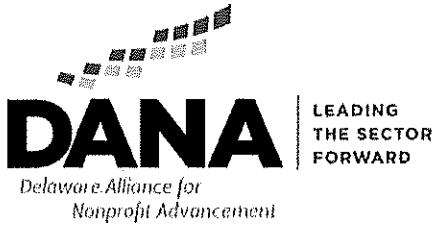


EastSide Organizational Chart 2019-2020

Families of EastSide Charter School



Appendix 4 Board Governance Training Certificates/Documents



100 W. 10th Street P 302 777 5500
Suite 1012 F 302 777 5388
Wilmington, DE 19801 www.delawarenonprofit.org

April 3, 2019

Eastside Charter School
3000 North Claymont Street
Wilmington, DE 19802

Attention: Norm Solomon

Dear Norm,

This letter is to certify that charter board excellence governance training was completed in February 2019 for the below listed board members of Eastside Charter School:

Aki Veal
Aaron Bass
Alexis Simms
Cecil Gordon
Thomas Preston
Kristyn Dilenno
Thomas Humphrey
Michel Williams
Kim Fortunato
Jocelyn Stewart
H. M. (Chip) Sawyer, III
Donna Mitchell

Board members will receive a certificate signed by the President and CEO and the Executive Vice President, Excellence Academy of DANA.

Please let me know if you need anything further from me.

Sincerely,

Paul Stock
Executive Vice President,
Excellence Academy



100 W. 10th Street P 302 777 5500
Suite 1012 F 302 777 5386
Wilmington, DE 19801 www.delawarenonprofit.org

May 14, 2019

Eastside Charter School
3000 North Claymont Street
Wilmington, DE 19802

Attention: Norm Solomon

Dear Norm,

This letter is to certify that charter board excellence governance training was completed in May 2019 for the below listed board member of Eastside Charter School:

Charles Tolliver

Enclosed is his certificate signed by the President and CEO and the Executive Vice President, Excellence Academy of DANA.

Please let me know if you need anything further from me.

Sincerely,

Paul Stock
Executive Vice President,
Excellence Academy

Carwell John | Norman Solomon; Michael Hare; Jocelyn Stewart ▾

RE: Governance training confirmation

 You replied to this message on 9/4/2019 4:08 PM.

This message is part of a tracked conversation. [Click here to find all related messages](#) or to [open the original flagged message](#).

Good afternoon, Norman,

It was a pleasure to participate in yesterday's event. Seeing the students was the highlight of my day.

Regarding the governance training, the training platform is still new to me, but I just learned that participants can access and print their own certificates of completion. I will forward the instructions when I have more information. My records show that Mr. Hare has completed the governance training.

Thank you,
John

John H. Carwell, Jr.
Education Associate, Charter School Office
Delaware Department of Education
401 Federal Street, Suite #2
Dover, DE 19901-3639
302.735.4020 (T) 302.739.7768 (F)
Email: john.carwell@doe.k12.de.us

DOE Mission: Every learner ready for success in college, career and life.

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 Please consider the environment before printing this e-mail

From: Norman Solomon <Norman.Solomon@ESCS.k12.de.us>

Appendix 5 Board member and school leader succession plans

I. Board Governance and Operations

PREAMBLE

The business and affairs of EastSide Charter School are governed by its Board of Directors. This is a large responsibility involving the stewardship of public funds and 67 faculty and staff providing K-8 education for 370+ students. To successfully accomplish this task the Directors must have many skills and must apply those skills with dedication, avoiding conflicts of interest, always maintaining fidelity to the School and with proper regard for the respective roles of the Directors and the School Administration. With that Preamble in mind, following are the policies that constitute the Board's governance and operations

A. Qualifications of Directors. The successful governance of a complex, public, educational institution requires many general skills, including executive leadership, education administration, strategic planning and financial management. Skills, knowledge and experience in certain more specialized areas are also useful: law, accounting, human resources, information technology and real estate management and development. In addition, Directors must be community minded, non-compensated, citizen volunteers who are dedicated to working collaboratively to advance the School's mission.

It cannot be expected that all Directors will have all of these important qualities, skills and experiences but, in general, each Director must be able to contribute in a significant way in several of these areas. Moreover, the minimum responsibilities of all Directors include regular attendance at Board and Committee meetings, adequate preparation for and active participation in these meetings, staying well informed about the School including regular attendance at events, advocating for the School in the community and assisting in obtaining supplemental financial support.

B. Succession Planning. Another important quality of successful Boards of Directors is ensuring that Directors do not serve so long as to get stale in the job; a regular injection of new ideas and energy is critical to maintaining the vitality of the Board. Therefore, the following rules with respect to term limits shall apply:

1. Our bylaws provide that a Director is limited to serving three consecutive three year terms plus any partial initial term of less than three years that the Director might serve.
2. A Board member may not serve as President of the Board for more than 5 consecutive years.

3. A Board member may not serve as Chair of a Board Committee for more than five consecutive years.
4. The above term limitations shall start again after a Board member has been off of the Board for a full year.
5. As a means of retaining the benefit of the expertise and experience of former Directors, former Directors may be appointed to serve as non-Director members of Board committees (except for the Executive Committee).

As a companion to the term limit rules, the Board must ensure the maintenance of institutional history in its leadership by having a regular plan for successor training. Accordingly, Directors, particularly those viewed as having the potential for Board leadership, should serve rotating terms on different Board Committees, and vice chairs of Committees should be designated with a view toward succeeding to chairmanship of Committees.

C. Procedures for identifying and recruiting Directors. In order to ensure the availability of well qualified candidates for election or appointment as Directors, the Executive Committee is given the major responsibility for identifying and recruiting prospective Directors. However, each Director should also be on the lookout for good candidates and bring them to the attention of the Executive Committee. The Executive Committee shall maintain a data base identifying the skills of the incumbent Directors to facilitate the identification of skills most desirable in new Directors. Because of the importance of a collaborative working environment, Directors are encouraged to meet with prospective Board members before a candidate is nominated for election.

As a vehicle for recruiting and grooming prospective Directors, non-Directors may be appointed to serve as non-Director members of Board committees (except for the Executive Committee). Any action taken by any committee must be approved by Directors who constitute at least a majority of the Director members of that committee.

D. Director Training and Orientation. Training for Directors starts with an orientation led by the Board Chair and School Leaders. This orientation includes a visit to the School and a discussion of Director expectations along with a sharing of school history, mission and vision. Directors are also required by state law to attend certain training sessions. See **Appendix A**. Each Director shall receive a Board Notebook containing relevant documents, including ESCS bylaws, these policies, links to relevant state and federal laws applicable to ESCS and current financial information.

E. Director and Board Performance Evaluation. To ensure that Directors are meeting their responsibilities to the Board, each Director is expected to complete a self-evaluation of his or her contribution to the Board every other year for the Chair to

review with the Director. This review shall include attendance at Board and Committee meetings, preparation for and participation in such meetings, and other factors reflecting the Director's commitment to the School. A Director who is not able to meet his or her minimum responsibilities should resign and make room for another person who is more able to contribute to the work of the Board.

F. Conflicts of Interest and Confidentiality. See Appendix B.

G. Board/Community Relations. The Board welcomes interest in the School and its operations from parents and other members of the public. See **Appendix C** Procedures for Public Comment at Board Meetings.

Appendix 6 Current Board Bylaws

EASTSIDE CHARTER SCHOOL

Board Policy Manual

Revised and Adopted: _____

Mission and Vision

School Mission

School Vision

Board Governance and Operations

Guidelines for Director Qualifications, Participation, Leadership, Evaluation and Succession

Qualifications

Succession Planning

Identifying and Recruiting Directors

Director Training and Orientation

Director and Board Performance Evaluation

Conflicts of Interest and Confidentiality

Board/Community Relations

Board/Administration Interaction Protocols

General

Organization Chart

Public Statements; Freedom of Information Requests

School Leader Reports

School Leader Performance Evaluations

Fiscal Management

Citizen's Budget Oversight Committee

Student Code of Conduct

Personnel Policies

Addenda

A. Delaware State Law Requirements for Charter School Board Members

B. Conflict of Interest and Confidentiality Policy

C. Procedures For Public Comment at Board Meetings

D. Freedom of Information Requests Policy

E. Citizen's Budget Oversight Committee

Mission

I. Mission

[Existing]

The mission of EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child's unique gifts and talents.

[Proposed]

We strive to inspire our students to realize their vision for the future and ensure that they are equipped with the resources to achieve it. EastSide Charter School will provide students with high expectations, critical thinking, responsive and engaging instruction and the character skills that are necessary to succeed in the world of tomorrow.

II. Vision

[EXISTING]

The vision of Charter School of New Castle is to be among the top performing K-8 schools in the State whose 8th grade graduates are well prepared to succeed in highly selective high schools and thereafter.

[Proposed]

Our students will become strong leaders in their communities, living choice filled lives.

III. Board Governance and Operations

PREAMBLE

The business and affairs of EastSide Charter School are governed by its Board of Directors. This is a large responsibility involving the stewardship of public funds and ___+ faculty and staff providing K-8 education for 370+ students. To successfully accomplish this task the Directors must have many skills and must apply those skills with dedication, avoiding conflicts of interest, always maintaining fidelity to the School and with proper regard for the respective roles of the Directors and the School Administration. With that Preamble in mind, following are the policies that constitute the Board's governance and operations

A. Qualifications of Directors. The successful governance of a complex, public, educational institution requires many general skills, including

executive leadership, education administration, strategic planning and financial management. Skills, knowledge and experience in certain more specialized areas are also useful: law, accounting, human resources, information technology and real estate management and development. In addition, Directors must be community minded, non-compensated, citizen volunteers who are dedicated to working collaboratively to advance the School's mission.

It cannot be expected that all Directors will have all of these important qualities, skills and experiences but, in general, each Director must be able to contribute in a significant way in several of these areas. Moreover, the minimum responsibilities of all Directors include regular attendance at Board and Committee meetings, adequate preparation for and active participation in these meetings, staying well informed about the School including regular attendance at events, advocating for the School in the community and assisting in obtaining supplemental financial support.

B. Succession Planning. Another important quality of successful Boards of Directors is ensuring that Directors do not serve so long as to get stale in the job; a regular injection of new ideas and energy is critical to maintaining the vitality of the Board. Therefore, the following rules with respect to term limits shall apply:

1. Our bylaws provide that a Director is limited to serving three consecutive three year terms plus any partial initial term of less than three years that the Director might serve.
2. A Board member may not serve as President of the Board for more than 5 consecutive years.
3. A Board member may not serve as Chair of a Board Committee for more than five consecutive years.
4. The above term limitations shall start again after a Board member has been off of the Board for a full year.
5. As a means of retaining the benefit of the expertise and experience of former Directors, former Directors may be appointed to serve as non-Director members of Board committees (except for the Executive Committee).

As a companion to the term limit rules, the Board must ensure the maintenance of institutional history in its leadership by having a regular plan for successor training. Accordingly, Directors, particularly those viewed as having the potential for Board leadership, should serve rotating terms on different Board Committees, and vice chairs of Committees should be designated with a view toward succeeding to chairmanship of Committees.

C. Procedures for identifying and recruiting Directors. In order to ensure the availability of well qualified candidates for election or appointment as Directors, the Executive Committee is given the major responsibility for identifying and recruiting prospective Directors. However, each Director should also be on the lookout for good candidates and bring them to the attention of the Executive Committee. The Executive Committee shall maintain a data base identifying the skills of the incumbent Directors to facilitate the identification of skills most desirable in new Directors. Because of the importance of a collaborative working environment, Directors are encouraged to meet with prospective Board members before a candidate is nominated for election.

As a vehicle for recruiting and grooming prospective Directors, non-Directors may be appointed to serve as non-Director members of Board committees (except for the Executive Committee). Any action taken by any committee must be approved by Directors who constitute at least a majority of the Director members of that committee.

D. Director Training and Orientation. Training for Directors starts with an orientation led by the Board Chair and School Leaders. This orientation includes a visit to the School and a discussion of Director expectations along with a sharing of school history, mission and vision. Directors are also required by state law to attend certain training sessions. See **Appendix A**. Each Director shall receive a Board Notebook containing relevant documents, including ESCS bylaws, these policies, links to relevant state and federal laws applicable to ESCS and current financial information.

E. Director and Board Performance Evaluation. To ensure that Directors are meeting their responsibilities to the Board, each Director is expected to complete a self-evaluation of his or her contribution to the Board every other year for the Chair to review with the Director. This review shall include attendance at Board and Committee meetings, preparation for and participation in such meetings, and other factors reflecting the Director's commitment to the School. A Director who is not able to meet his or her minimum responsibilities should resign and make room for another person who is more able to contribute to the work of the Board.

F. Conflicts of Interest and Confidentiality. See **Appendix B**.

G. Board/Community Relations. The Board welcomes interest in the School and its operations from parents and other members of the public. See **Appendix C** Procedures for Public Comment at Board Meetings.

IV. Board/Administration Operations

A. General. It is the Board's responsibility to provide oversight of the School, set the strategic direction for the School and work in collaboration with the Administration to develop policies and goals for the operation, and hold the Administration accountable for accomplishing those goals. It is the Administration's job to run the operations on a day-to-day basis fulfilling the School's mission. The Board shall hire the School Leader and the School Leader shall have hiring and firing authority with respect to all staff.

The Board carries out its oversight responsibility and governance through a system of committees with areas of jurisdiction. The Board Chair shall appoint committees and their chairs on an annual basis. The Chairs of Board committees work with assigned Administration liaisons who provide support. It is expected that Board members will respect the chain of command within the Administration in conducting any communications with Administration personnel. Board members should not entertain approaches from School personnel other than in accordance with these policies.

Committee Chairs will keep the Board Chair apprised of matters coming before the committee. Committee Chairs will keep the entire Board apprised of such matters with reports at regular or special Board meetings.

School Administrators should be available from time to time to consult with the Board Chair and with Board Committee Chairpersons who oversee the School Administration leader's area of responsibility. Any Board member who has an issue s/he would like to discuss with the Administration should first discuss the matter with the Chair of the appropriate committee and seek guidance as to proceeding. If the Board member is not satisfied with the committee chair's guidance, the Board member should discuss the matter with the Board Chair. In pursuing such consultation Board members will be mindful of the Administration's daily responsibilities so that the frequency, scope and duration of such consultations and the magnitude of any requests for information do not unreasonably interfere with the Administration's daily duties.

When visiting the School, Board members shall honor the protocols for visitors.

B. Organization Chart

Following are the Board Committees, the Chairs of which expect to consult with the Administration, and the applicable lead Administration contact persons:

Committee	Administration
Executive	Chief Executive Officer
Finance	Chief Executive Officer, Financial Consultant and Business Manager
Human Resources	Director of Talent

C. Public statements; Freedom of Information Requests. All public statements purporting to be made on behalf of the School shall be made by or authorized by the Board Chair or the Chief Executive Officer of the School. No other member of Administration or the Board shall make any public statement purporting to speak on behalf of the School without first consulting with the Board Chair or the Chief Executive Officer of the School.

See **Appendix D** for Policy regarding Freedom of Information Requests.

D. School Leader Goals, Evaluation and Reports. The Board and School Leader shall annually agree on School and individual leader goals. Goals shall deal with such subjects as student academic performance, School financial performance, recruiting and training of teachers/staff, succession planning, parent and staff satisfaction, recruiting of students, advancing the School’s reputation in the community and individual professional improvement. The School Leader shall periodically report to the Board on progress toward those goals, including using appropriate dashboard formats approved by the Board. The Board Chair shall annually lead a process of evaluating the performance of the School Leader which shall include the Leader’s self-evaluation as well as consultation with the full Board and a written evaluation for the Leader’s personnel file.

E. Student Code of Conduct. The School Leader shall propose and the Board shall adopt a Student Code of Conduct.

F. Personnel Policies. The School Leader shall propose and the Board shall adopt personnel policies.

V. Fiscal Management.

The Administration shall manage and the Board shall oversee the fiscal operations of the School. The operating guidelines shall include the following:

- Operating within the boundaries of available resources.
- Compliant with federal and state requirements. See **Appendix E** re Citizen's Budget Oversight Committee.
- Employing sound accounting practices.
- Consistent, regular and timely reports to the Board on the current and projected future financial position of the School.

**EASTSIDE CHARTER SCHOOL
BOARD OF DIRECTORS
SELF-EVALUATION
(Date)**

From your perspective, please answer the following questions. Group I Questions / Responses are designed to determine your assessment of your own individual contribution and performance as a Director. Group II Questions assess your evaluation of the Board's performance as a body. After we receive your responses, averages of your rated point values will be determined. Your responses to the Opinion Questions will be evaluated as well. After this part of the process is completed, the results will be discussed at a future Board meeting. The goal will be to look at items where success is perceived as well as improving those things that due to low scores (resulting in low averages) raise concerns.

Assign each statement with a point value based on the following legend:

	Point Values:
Outstanding	= 5*
Above Average	= 4
Satisfactory, but could improve	= 3
Definitely needs improvement	= 2
Failing	= 1
Enter N/A if appropriate for you	

e.g. N/A may apply to new board members.

*The point values assigned will be used to calculate an average score among all participants for each item in a Group.

SELF-EVALUATION FORMS ARE TO BE COMPLETED AND SUBMITTED BY (DATE).

**GROUP I
Individual Assessment**

1. _____ I understand my role as a Director.
2. _____ I understand and support the School's mission.
3. _____ During the past year, I have attended at least 3/4 of the meetings of the Board and of the Committees on which I serve.
4. _____ I am well prepared for the meetings.
5. _____ I contribute my knowledge, experience and insight if any, into the issues discussed.
6. _____ I understand the meaning of working as a team to address issues coming before the Board.
7. _____ I respect the opinions of others including other Directors and Committee members, administrators and staff personnel.
8. _____ I have maintained confidential issues and information learned from Board and/or Committee meetings as well as information learned from administration or staff personnel in strict confidence.
9. _____ I have not used my position as a Director for personal financial gain.
10. _____ I understand the importance of, and participating in, the support of the School with my knowledge, experience and other resources.
11. _____ I understand, and have received, a copy of the Board Policy Manual, include the Conflicts of Interest Policy.

Please add any additional comments you might have with respect to any of your responses above:

EastSide Charter School
Citizen Budget Oversight Committee Policy

Following is the policy regarding regulation 736 Local School District and Citizen Budget Oversight Committees.

- 1) The School's Citizen Budget Oversight Committee shall be comprised of at least 5 members with at least one member an educator from the School, one member a parent whose child currently attends the School, and two members (may be inclusive of the previous two required members) with personal or professional experience that would lend expertise in charter school financial oversight, and one Delaware Department of Education liaison. Committee members shall not be compensated.
- 2) The Committee shall be selected by a Selection Committee appointed by the Board of Directors. The Selection Committee shall be comprised of one educator from the School, one Board member, one teacher and at least two parents or community members who are not School employees or Board members.
- 3) Terms of service will be for two years subject to extension for up to three additional two year terms based on a majority vote of the existing members of the Committee provided that a Committee member may resign upon written notice to the Chair.
- 4) The Committee will have full access either electronically or in hard copy format to all financial documents and financial information the School has in its possession, with redactions permitted only to protect confidential personal information regarding students or employees. The Board of Directors retains all authority with respect to policy and decision making authority for financial and all other matters involving the School.
- 5) The Committee will report to the Board on its activities at least quarterly.
- 6) New Committee members will be sought through an application process that includes the following:
 - a) Request for Committee members will be posted for at least 15 work days through the school's website and may also be published in a school publication on-school building main entrance doors prior to filling a vacancy.
 - b) Interested parties may apply for selection prior to seat vacancy (see application and selection rubric attached)
 - c) Appointment will take place upon vacancy of a seat and will be determined by a majority vote of the Selection Committee provided that the composition of the Committee shall always satisfy item 1 above.
 - d) The posting will include the names of the Board and non Board members who will select the Committee members.
- 7) The Committee chair will be selected by majority vote of the Committee's members and the Chair may be removed by a majority vote of the Committee.
- 8) Members of the Committee shall

- a) Attend periodic committee meetings unless otherwise excused by the Chair.
- b) Attend required finance trainings.
- c) Maintain expertise that will enhance effective financial oversight of the School's finances.
- d) Complete the Board's annual conflict of interest disclosure statement and be subject to disqualification based on those rules.

EastSide Charter School
Citizen Budget Oversight Committee
Application for Membership

Name: _____

Address: _____

Phone number (home): _____ (cell): _____

Email: _____

Relationships to school: (Circle those that apply)

Parent Educator Friend of Charter School Community

Conflict of interest: List any organization that has any business dealings with the School and with which you have any personal financial or family relationship:

Please explain in a short paragraph personal or professional experience that would lend expertise to oversight of the School's finances (or attach professional resume) and state your reasons for wanting to serve.

Selection Criteria for Charter School Citizen Budget Oversight Committee

<u>Criteria (check all that apply):</u>	<u>Formal Education or Vocational Background Amenable to Oversight of District Financial Statements</u>	<u>Parent of Child(ren) in the School</u>	<u>Educator Employed by the School</u>	<u>Representative of the Department of Education</u>	<u>Conflict of Interest</u>	<u>Selected for Committee Membership</u>
<u>Guidelines:</u>	<u>Two (2) Members minimum</u>				<u>Cause for Disqualification</u>	<u>Committee to Comprise of Minimum of Five (5) Members</u>
<u>Applicants: (list)</u>						

EASTSIDE CHARTER SCHOOL

Freedom of Information Act (FOIA) Procedures

1.0 Purpose

The purpose of this document is to prescribe procedures relating to the inspection and copying of public records retained by EastSide Charter School ("EastSide") pursuant to 29 Del.C. Chapter 100, the Freedom of Information Act ("FOIA"). It is EastSide's goal in establishing this procedure to maximize the amount of information available to the public, establish a reasonable fee structure for copying public records, and to streamline procedures used to disseminate this information.

This procedure applies to EastSide in dealing with requests from the public for information as set forth in the Freedom of Information Act. A new and integral part of the FOIA procedure is a procedure outlined to address the confidential treatment of information submitted to EastSide. This confidentiality procedure is a necessary part of the FOIA procedure, in that any information submitted to EastSide is subject to public review unless deemed to be confidential by the School Leader in accordance with Delaware Code, federal law and the criteria and procedures established in this procedure.

It is the intent of EastSide, as well as the State of Delaware, that public business be performed in an open and public manner so that the citizens will have the opportunity to be advised of the performance of EastSide officials and of their decisions. In accordance with Delaware's FOIA laws, the public has the right to "reasonable access" to public records. FOIA provides that it shall be the responsibility of the public body to establish rules and procedures regarding access to public records as well as fees charged for copying of such records. All requests for information made pursuant to FOIA shall be processed in the manner prescribed below.

2.0 Definitions

"Confidential information" means information determined by the School Leader to constitute a trade secret, commercial or financial information which is of a confidential nature or student or employee information that must remain confidential according to state or federal law.

"EastSide" means EastSide Charter School

"Requestor" shall mean any individual, organization or business that submits a request for information under the Delaware Freedom of Information Act.

"Responsible Official" means:

For a Corporation: A President, Vice-President, Secretary or Treasurer of the corporation or any other person who performs similar policy or decision making functions for the corporation, or a duly authorized representative of such person approved in advance by EastSide including a

successor in interest to one of these persons if EastSide is notified in writing of the substitution of the party.

For a Partnership or Sole Proprietorship: A general partner or the proprietor, respectively, or the delegation of authority to a representative approved in advance by EastSide including a successor in interest to one of these persons if EastSide is notified in writing of the substitution of the party.

For a Municipality, State, Federal, or other public agency: Either a principal executive officer or ranking elected official including a successor in interest to one of these persons if EastSide is notified in writing of the substitution of the party.

"School Leader" means the Chief Executive Officer of the School by whatever title that person holds, or designee.

"Trade Secret" means a formula, pattern, device or compilation of information which may be used to obtain competitive advantage over others.

3.0 Availability of Records

3.1 Access

3.1.1 EastSide will provide reasonable access and facilities for reviewing public records during regular business hours.

3.1.2 EastSide shall make all requested records available for review by a Requestor unless such records or portions of records are determined by the School Leader to be confidential in accordance with Section 6 of this procedure or otherwise exempted from disclosure as records deemed non-public pursuant to 29 **Del.C.** §10002(1).

3.1.3 EastSide reserves the right to deny any request in part or in full which does not comply with the Form of Request procedures pursuant to Section 4.1 of this procedure and/or the provisions of the Freedom of Information Act, as amended.

3.2 EastSide Records Review

3.2.1 Prior to disclosure, records will be reviewed to insure that those records or portions of records deemed non-public are removed.

3.2.2 Upon request, EastSide will provide a log of records which may have been deemed non-public. The log will include the following information:

3.2.2.1 The document's author;

3.2.2.2 The addressee;

3.2.2.3 The date of the document;

3.2.2.4 The title of the document or a brief explanation of the document's contents;
and

3.2.2.5 The statutory exemption.

3.2.3 The types of records deemed non-public are as contained in 29 **Del.C.** §10002(1).

4.0 Record Request and Response Procedures

4.1 Form of Request

4.1.1 Requests for access to records shall be made either through EastSide's website or in writing to EastSide's Development Director (See Exhibit 1). The request shall adequately describe the records sought in sufficient detail to enable EastSide to locate the records with reasonable effort. EastSide shall make reasonable effort to assist the Requestor in identifying the record being sought. The request may be denied in part or in full and returned to the Requestor for the following reasons:

4.1.1.1 The request does not adequately describe the records; or

4.1.1.2 The request requires EastSide to perform research or to assemble information that has not been compiled; or

4.1.1.3 The request is overly broad. For example, a request for all email records of an employee or of EastSide would be overly broad. The request should be limited to a particular subject, time frame, and/or recipient/sender.

4.2 EastSide Response to Requests

4.2.1 EastSide shall make reasonable effort to determine within ten (10) business days after the receipt of a request whether it can fulfill the request. The actual disclosure of records shall follow promptly thereafter.

4.2.2 If EastSide denies a request in whole or in part, EastSide shall indicate to the Requestor the reasons for the denial.

4.3 Reproduction of Records

4.3.1 The copying of any requested public records may be performed by EastSide personnel and may be provided to the Requestor as follows:

4.3.1.1 If 25 pages or less are requested to be copied, EastSide may, if time and personnel are available, make the copies at the time of the review. If personnel are not available, EastSide may arrange to copy and mail the records to the Requestor. In the alternative, the

Requestor may elect to pick up copies during regular business hours and submit payment at that time.

4.3.1.2 If over 25 pages are requested to be copied EastSide may arrange to copy and mail the records to the Requestor. In the alternative, the Requestor may elect to pick up copies during regular business hours and submit payment at that time.

4.3.1.3 If over 250 pages are requested to be copied, the Requestor may be required to bring in both copier and personnel to make the desired copies.

4.3.1.4 Fragmentation of requests, in order to circumvent the 250 page limit, shall not be allowed.

4.3.1.5 EastSide shall have discretion based on circumstances involved to make decisions regarding copying.

5.0 Fees

5.1 Administrative Fees:

5.1.1 Charges for administrative fees include:

5.1.1.1 Staff time associated with processing FOIA requests to include:

5.1.1.1.1 Locating and reviewing files;

5.1.1.1.2 Monitoring file reviews;

5.1.1.1.3 Generating computer records (electronic or print-outs);

5.1.1.1.4 Preparing logs of records deemed non-public; and

5.1.1.1.5 Other work items as necessary per request.

5.1.2 Calculation of Administrative Charges: Administrative charges will be calculated as follows:

5.1.2.1 Administrative charges will be billed to the Requestor per quarter hour. These charges will be billed at the current, hourly pay rate for the personnel involved, plus benefits (prorated for quarter hour increments). Administrative charges will be in addition to any copying charges.

5.1.2.2 Appointment Rescheduling/Cancellation - Requestors who do not reschedule or cancel appointments to view files at least one full business day in advance of the appointment may be subject to the administrative charges incurred by EastSide in preparing the requested

records. EastSide will prepare an itemized invoice of these charges and mail to the Requestor for payment.

5.2 Photocopying Fees - The following are charges for photocopies of public records made by EastSide personnel:

5.2.1 Standard Sized, Black and White Copies

5.2.1.1 The charge for copying standard sized, black and white public records shall be \$0.25 per sheet. This charge applies to copies on the following standard paper sizes:

8.5" x 11"
8.5" x 14" and
11" x 17"

5.2.2 Oversized Copies/Printouts

5.2.2.1 The charge for copying oversized public records (including, but not limited to: blueprints, engineering drawings, GIS print-outs, and maps) shall be as follows:

18" x 22"	\$2.00 each
24" x 36"	\$3.50 each

5.2.3 Color Copies/Printouts

5.2.3.1 The charge for standard sized, color copies or color printouts shall be \$0.25 per sheet. This charge applies to copies on the following standard paper sizes:

(

8.5" x 11"
8.5" x 14" and
11" x 17"

5.2.4 Microfilm and/or Microfiche Printouts

5.2.4.1 Microfilm and/or microfiche printouts, made by EastSide personnel on standard sized paper, will be calculated at \$0.25 per printed page.

5.2.5 Electronically Generated Records

5.2.5.1 Charges for copying records maintained in an electronic format will be calculated by the material costs involved in generating the copies (including, but not limited to: magnetic tape, diskette, or compact disc costs) and administrative costs.

5.2.5.2 In the event that requests for records maintained in an electronic format can be electronically mailed to the Requestor, only the administrative charges in preparing the electronic records will be charged.

5.2.6 Other Copying Fees

5.2.6.1 EastSide, at its discretion, may arrange to have records copied by an outside contractor if EastSide does not have the resources or equipment to copy such records. In this instance, the Requestor will be liable for payment of these costs.

5.3 Exemptions

5.3.1 The first \$25.00 in FOIA charges shall be waived for not-for-profit organizations working in the public interest on the condition that such organizations provide, along with their FOIA request, proof of tax-exempt status and a signed affidavit from an officer of the governing body of the organization which indicates that the Requestor is authorized to request the information on behalf of the organization.

5.4 Payment

5.4.1 Payment for copies and/or administrative charges will be due at the time copies are released to the Requestor. EastSide reserves the right to refuse to make copies for Requestors who have outstanding balances.

5.4.2 EastSide may require pre-payment of copying and administrative charges prior to mailing copies of requested records and/or in preparing logs of records deemed non-public.

6.0 Requests for Confidentiality

A person may request that records or portions of records submitted to EastSide be treated as confidential. Certain information may be determined confidential if its disclosure could potentially cause substantial competitive harm to the person or business from whom the information was obtained.

The following section sets forth procedures and criteria by which EastSide will determine confidentiality of records or portions of records.

6.1 Procedure

6.1.1 In order for EastSide to make a determination that information submitted is of a confidential nature, and therefore to be afforded confidential status, a request must be made in writing to the Head of School at the time the record is submitted. The request shall provide

substantiation (following guidelines in 29 Del. C. §10002(l)) for the assertion that the information should be treated as confidential. The request shall contain the following information:

6.1.1.1 The measures taken to guard against undesired disclosure of the information to others;

6.1.1.2 The extent to which the information has been disclosed to others, and the precautions taken in connection therewith;

6.1.1.3 Whether disclosure of the information would be likely to result in substantial harmful effects on their competitive position, and if so, what those harmful effects would be, why the effects should be viewed as substantial, and an explanation of how the disclosure would cause such harmful effects; and

6.1.1.4 Verification that significant effort or money has been expended in developing the information.

6.1.2 The following information shall be submitted:

6.1.2.1 Two public versions of the entire package of information that is submitted for determination, with alleged confidential information redacted (this version will be made available for public review).

The public versions shall correspond page for page with the confidential versions, with the confidential portions having been redacted;

6.1.2.2 Two confidential versions of the entire package of information that is submitted for determination, that includes the alleged confidential information (this version will be used internally for technical review); and

6.1.2.3 Certification through a separate, notarized affidavit that the information is either trade secret, or commercial/financial information that is of a confidential nature. The affidavit will be signed by the Responsible Official.

6.1.3 The burden lies with the party asserting the claim of confidentiality. A unilateral assertion that a record is confidential is insufficient evidence to support the Head of School in making a determination of confidentiality pursuant to this privilege.

6.1.4 After a final determination of confidentiality has been issued by the Head of School, any further submissions containing the same confidential information shall be deemed to be confidential based on the prior determination if EastSide determines that:

6.1.4.1 The Responsible Official notified EastSide in writing contemporaneously with the later submission that the later submission contains information previously determined to be confidential; and

6.1.4.2 The later submission identifies with particularity the prior confidentiality determination; and

6.1.4.3 The notice to EastSide met the requirements of Section 6.1.2 above relating to submission of multiple and redacted copies, and included the required affidavit of the Responsible Official; and

6.1.4.4 The later representations of confidentiality are sufficient to meet the requirements for a confidentiality determination.

6.2 Criteria

6.2.1 The School Leader may determine that the information submitted is entitled to confidential treatment if all of the following criteria are met:

6.2.1.1 Reasonable measures to protect the confidentiality of the information and an intention to continue to take such measures have been satisfactorily shown;

6.2.1.2 The information is not, and has not been, reasonably obtainable by other persons (other than governmental bodies) by use of legitimate means (other than court enforced order) without prior consent;

6.2.1.3 No statute specifically requires disclosure of the information;

6.2.1.4 A satisfactory showing has been made that disclosure of the information is likely to cause substantial harm to their competitive position; and

6.2.1.5 Verification that significant effort or money has been expended in developing the information.

6.3 Final Determination

6.3.1 The School Leader will make a final determination as to whether the information shall be considered public or confidential based upon a review of the information submitted pursuant to this Section. The person making the confidentiality request will be notified in writing of the School Leader's determination.

6.3.2 If the School Leader determines that disclosure of the information would violate 29 **Del. C.** §10002(1)(2), the information will be deemed confidential until such time as the basis for a determination of confidentiality changes. It is the responsibility of the person who requested that the information be given confidential status to notify EastSide in writing of such changes.

6.3.3 If the School Leader finds that the information is not entitled to confidential treatment, the information will be considered public.

6.4 Defense of School Leader's Determination

6.4.1 Verification of Information

6.4.1.1 There will be instances in which the School Leader may be unable to verify the accuracy of the information submitted for determinations of confidentiality. The School Leader relies heavily upon the information furnished by the affected party in order to make a reasonable determination of confidentiality.

6.4.2 Information Determined Confidential

6.4.2.1 If the School Leader makes a confidentiality determination that certain information is entitled to confidential treatment, and EastSide is sued by a Requestor for disclosure of that information, EastSide will:

6.4.2.1.1 Notify each affected party of the suit;

6.4.2.1.2 Call upon each affected party to furnish assistance where necessary in preparation of EastSide's defense; and

6.4.2.1.3 Defend the final confidentiality determination, but expect the affected party to cooperate to the fullest extent possible in the defense.

7.0 Effective Date of this Procedure

These procedures will become effective March 27, 2014.

EXHIBIT 1

Freedom Of Information Act (FOIA)

There are 5 ways to submit FOIA Requests to EastSide Charter School.

1. Submit FOIA Requests Online ([link](#))

Or download the fillable .pdf version of the [FOIA Request form](#), complete, print and:

2. **Email** to _____@escs.k12.de.us

3. **Fax** to 302-_____

4. **Mail to:**

ATTN: Development Director
EastSide Charter School
3000 N. Claymont St.
Wilmington, DE 19802

5. **Submit in person at:**

Att: Director of Development
EastSide Charter School
3000 N. Claymont St.
Wilmington, DE 19802

Useful Information

EastSide Charter [FOIA Procedures](#) ([link](#))

NOTICE: Under Delaware's Freedom of Information Act, 29 Del. C. §§ 10001-10006 ("FOIA"), a FOIA request or petition, along with any information contained therein or any documents attached thereto, submitted to any "public body" subject to FOIA, including, without limitation, any board, bureau, commission, agency or committee of EastSide, may itself be deemed a "public record" subject to disclosure under FOIA.

REQUEST FOR PUBLIC RECORDS

PURSUANT TO THE DELAWARE FREEDOM OF INFORMATION ACT 29 Del. C. ch. 100

TO EastSide Charter School

YOUR NAME _____

DATE OF REQUEST _____

MAILING ADDRESS _____

TELEPHONE (optional) _____

EMAIL (optional) _____

RECORDS REQUESTED: (**Be as specific as you can**, describing types of records, dates, parties to correspondence, subject matter, etc. EastSide Charter School will make every reasonable effort to assist you in identifying the record being sought. **Requests for voluminous records may be delayed.**)

There may be costs involved in responding to your request. A public body such as EastSide Charter School, can require you to examine the records at the office of EastSide Charter. Refer to EastSide Charter's policy and procedures for information about costs and access to records.

PLEASE CONTACT ME IF COSTS WILL BE GREATER THAN _____ .

Within 15 business days from receipt of your request EastSide Charter must either provide you with access to the records, deny your request, or state that additional time is needed.

**EASTSIDE CHARTER SCHOOL/EASTSIDE
COMMUNITY LEARNING CENTER FOUNDATION
BOARD MEMBER
CONFLICT OF INTEREST POLICY**

BUSINESS OR PROFESSIONAL INTERESTS

Board members have outside business and professional interests. Board members, however, may not make a profit in any way in their outside employment or business interests from their service on this organization's board of directors. During board meetings, board members shall disclose any conflict of interest involving an issue before the board. While they may participate in discussion of the issue, they shall not vote.

GIFTS, GRATUITIES

Board members will not accept gifts, gratuities, trips, personal property, or other items of value from an outside person or organization as an inducement to do business or provide services.

PERSONAL BELIEFS

Board members hold a wide range of personal beliefs, values, and commitments. These can present a conflict of interest if they prevent board members from acting for the benefit of the full organization, from carrying out their responsibilities as board members, if board members attempt to use their board office to further their personal interests, or to convince other board members, the administrator, or staff to act upon the board member's wishes.

USE OF STAFF

Board members should not abuse their office by using this nonprofit's staff, services, equipment, or property for their personal or family gain.

EASTSIDE CHARTER SCHOOL/
EASTSIDE COMMUNITY LEARNING CENTER FOUNDATION
ANNUAL DISCLOSURE STATEMENT FOR BOARD MEMBERS

EastSide Charter School and EastSide Community Learning Center Foundation have certain conflict of interest rules. In addition, certain relationships may have to be disclosed on the annual federal tax reports that these entities are required to file. Finally, certain relationships or past criminal activities may disqualify a person from serving as a Board member of the School. This annual disclosure form is intended to address these various requirements.

1. Do you have any family relationship or business relationship with any director or key employee of the School or Foundation? Yes No

If "Yes", explain below:

2. Do you, or does any member of your family, have any ownership or financial interest in, or receive any remuneration or income from, the School or Foundation or any organization with which the School or Foundation has business dealings? Yes No

If your answer is "yes," please supply the following information:

Name of the organization in which such interest is held, the person(s) by whom such interest is held and the nature and amount of each financial interest, remuneration, or income:

-
3. On average, how many hours per week do you devote to:

School matters

Foundation matters (e.g., fundraising or buildings and grounds)

4. By signing this disclosure statement below I affirm that:

- a. I have read the attached Conflict of Interest policy and agree to abide by its terms during my tenure as a board member or officer of East Side Charter School and East Side Community Learning Center Foundation;
- b. I have never been convicted of any felony offense or of any crime against a child in Delaware or any other jurisdiction; and
- c. I am not prohibited from being employed by a public school pursuant to Section 8563 of Title 11 of the Delaware Code regarding the Child Abuse Registry.

Print Board Member's Name

Date

Signature

Revised August 27, 2019

Delaware State Law Requirements for Charter School Board Members

Revised 8/27/19

State Law requires all members of charter school boards to satisfy the following requirements:

1. Criminal Background check. This is a nationwide criminal background check conducted by the Delaware State Bureau of Identification, initiated by finger printing analysis. You must also bring a photo ID. This check is performed at the Delaware State Police Troop Two office located at
100 LaGrange Ave
Newark, DE 19702 (On Rt 40, in Bear, just west of Fox Run Shopping Center, between Rts 72 and 896)

You should request that the report be submitted to EastSide Charter School, 3000 N. Claymont St.,
Wilmington, DE 19802 Att: Chief Executive Officer

You must call for an appointment. 302 739 2528 or 1 800 464 4357.

There is a \$69 charge for this check. EastSide Charter will reimburse you this charge upon request.

2. Child Protection Registry check. This check is performed by the Department of Children, Youth and their Families. This check is requested by completing and submitting the form at the link below by fax to 302 633 5191 or by scanning and emailing to ruth.hess@state.de.us
<https://www.pdfFiller.com/jsfillerdesk15/?projectId=329636319&expId=5428&expBranch=1#d68f5847a99d0b25cbf0d9fef5226590>
3. Financial Training. For information about the training and how to access the courses online, please visit [Charter School Board Governance Training \(https://www.doe.k12.de.us/Page/4054\)](https://www.doe.k12.de.us/Page/4054). An Identity Management System (IMS) account is required to register for the courses. For best results, use either Google Chrome or Mozilla Firefox as your internet browser when completing the online training. Issues have been reported when using Internet Explorer. To obtain an IMS account select the IMS icon at the top of the page. At the sign in page select "Request an Account". On the next page, for "User Type" and "Role," select "Contractor". After completing that page and submitting, your request will be processed by EastSide's Director of Technology. You will receive an email from him informing you of your sign in credentials. When you sign on to IMS, select the icon PDMS. At the next screen enter 26379 in the course search window.
4. Board Governance Training. DOE has arranged for this training also to be available online. Follow the same instructions as above for Financial Training in order to access the online course. The course numbers are 28301, 28302 and 28303.
5. Due Process Hearing Requirements for Special Ed students. This training is scheduled periodically by the Delaware Association of School Boards. The School will inform you when trainings are scheduled.

Appendix 7 Up-to-date Certificate of Occupancy

Date Issued: 07/08/2019

DEPARTMENT OF LICENSES & INSPECTIONS
CITY OF WILMINGTON, DELAWARE

ACCOUNT ID: L970426

PLACE OF PUBLIC ASSEMBLY

CERTIFICATE OF INSPECTION AND APPROVAL FOR ANNUAL LICENSE PERMIT

As provided by **Section 1004** of the Building Code requiring inspections and approval of Buildings and Structures used for Public Assembly purposes this is to certify that inspection of the premises described herewith has been made in respect to its operation, housekeeping and general fire safety conditions, maintenance of exitways, equipment, devises and facilities, and it has been determined that the proper maintenance of safe conditions of use and occupancy are in compliance with the provisions of the Building Code, and is hereby **APPROVED** and classified as the assembly designated herewith.

Type of Assembly OTHER - - GYM
Location 3000 N CLAYMONT ST
Owner or Lessee EASTSIDE CHARTER SCHOOL
Business Name EASTSIDE CHARTER SCHOOL
Certificate of Inspection 02/02/2012
Expire Date 06/30/2020 Fee 50.00 Date Paid 06/04/2019

**Seating Capacity or Maximum
Number of Persons Permitted:**

280

This Certificate must be posted and permanently maintained in a conspicuous place at or close to the main entrance of the Building or Structure referred to above.



By *Goffrey G. Starkey*
COMMISSIONER, DEPARTMENT OF LICENSES & INSPECTIONS

Date Issued: 07/08/2019

DEPARTMENT OF LICENSES & INSPECTIONS
CITY OF WILMINGTON, DELAWARE

ACCOUNT ID: L970427

PLACE OF PUBLIC ASSEMBLY

CERTIFICATE OF INSPECTION AND APPROVAL FOR ANNUAL LICENSE PERMIT

As provided by **Section 1004** of the Building Code requiring inspections and approval of Buildings and Structures used for Public Assembly purposes this is to certify that inspection of the premises described herewith has been made in respect to its operation, housekeeping and general fire safety conditions, maintenance of exitways, equipment, devises and facilities, and it has been determined that the proper maintenance of safe conditions of use and occupancy are in compliance with the provisions of the Building Code, and is hereby **APPROVED** and classified as the assembly designated herewith.

Type of Assembly CAFETERIA -
Location 3000 N CLAYMONT ST
Owner or Lessee EASTSIDE CHARTER SCHOOL
Business Name EASTSIDE CHARTER SCHOOL
Certificate of Inspection 02/02/2012
Expire Date 06/30/2020 Fee 50.00 Date Paid 06/04/2019

**Seating Capacity or Maximum
Number of Persons Permitted:**
152

This Certificate must be posted and permanently maintained in a conspicuous place at or close to the main entrance of the Building or Structure referred to above.



By *Gabrey G. Starkey*
COMMISSIONER, DEPARTMENT OF LICENSES & INSPECTIONS

Date Issued: 07/08/2019

DEPARTMENT OF LICENSES & INSPECTIONS
CITY OF WILMINGTON, DELAWARE

ACCOUNT ID: L970428

PLACE OF PUBLIC ASSEMBLY

CERTIFICATE OF INSPECTION AND APPROVAL FOR ANNUAL LICENSE PERMIT

As provided by **Section 1004** of the Building Code requiring inspections and approval of Buildings and Structures used for Public Assembly purposes this is to certify that inspection of the premises described herewith has been made in respect to its operation, housekeeping and general fire safety conditions, maintenance of exitways, equipment, devises and facilities, and it has been determined that the proper maintenance of safe conditions of use and occupancy are in compliance with the provisions of the Building Code, and is hereby **APPROVED** and classified as the assembly designated herewith.

Type of Assembly AUDITORIUM - - FIXED SEATING
Location 3000 N CLAYMONT ST
Owner or Lessee EASTSIDE CHARTER SCHOOL
Business Name EASTSIDE CHARTER SCHOOL
Certificate of Inspection 02/02/2012
Expire Date 06/30/2020 Fee 50.00 Date Paid 06/04/2019

**Seating Capacity or Maximum
Number of Persons Permitted:**
424

This Certificate must be posted and permanently maintained in a conspicuous place at or close to the main entrance of the Building or Structure referred to above.



By *Jeffrey G. Starkey*
COMMISSIONER, DEPARTMENT OF LICENSES & INSPECTIONS

Appendix 8 Up-to-date Fire Inspection Certificate

City of Wilmington Delaware

Michael S. Purzcki
Mayor

LOUIS L. REDDING – CITY/COUNTY BUILDING
800 N. FRENCH STREET
WILMINGTON – DELAWARE
19801 - 3537



August 23, 2018

Licensing Specialist
Office of Child Care Licensing
Concord Plaza/ Hagley Building
3411 Silverside Road
Wilmington, Delaware 19810

Re: Childcare Inspection 3000 N. Claymont St/ East Side Charter Early learning center.

On July 9, 2018 this writer inspected the above captioned address for use as a Childcare Center. All requirements from the office of the Wilmington Fire Marshal have been met therefore this office grants its approval for licensing.

If there are any questions, please feel free to contact me at (302)576-3130 or james.maule@cj.state.de.us

Sincerely,

James F Maule III

James F Maule III
Inspector
Wilmington Fire Marshal's Office
City of Wilmington Fire Department

Cc:
FMO file

Appendix 9 Up-to-date Insurance Certificate(s)



CERTIFICATE OF LIABILITY INSURANCE

EASTS-1

OP ID: JH

DATE (MM/DD/YYYY)

09/19/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Pratt Insurance, Inc. Four Village Square Smyrna, DE 19977	CONTACT NAME: Pratt Insurance, Inc. PHONE (A/C, No, Ext): 302-653-6681 E-MAIL ADDRESS:	FAX (A/C, No): 302-653-2370
	INSURER(S) AFFORDING COVERAGE	
INSURED East Side Charter School of Wilmington Inc & East Side Community Learning Center Foundation 3000 N Claymont Ave Wilmington, DE 19802	INSURER A : The Netherlands Ins Co	
	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	


COVERAGES**CERTIFICATE NUMBER:****REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC			CBP8998087	10/01/2018	10/01/2019	EACH OCCURRENCE \$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000
							MED EXP (Any one person) \$ 15,000
							PERSONAL & ADV INJURY \$ 1,000,000
							GENERAL AGGREGATE \$ 2,000,000
							PRODUCTS - COMP/OP AGG \$ 2,000,000
							Emp Ben. \$ 1,000,000
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS			BA8990788	10/01/2018	10/01/2019	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
							BODILY INJURY (Per person) \$
							BODILY INJURY (Per accident) \$
							PROPERTY DAMAGE (PER ACCIDENT) \$
							\$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 10,000	<input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE		CU8991488	10/01/2018	10/01/2019	EACH OCCURRENCE \$ 5,000,000
							\$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y / N <input type="checkbox"/>	N / A	CBP8998087 STOP GAP LIABILITY	10/01/2018	10/01/2019	<input type="checkbox"/> WC STATUTORY LIMITS <input checked="" type="checkbox"/> OTHER
							E.L. EACH ACCIDENT \$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE \$ 1,000,000
							E.L. DISEASE - POLICY LIMIT \$ 2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER**CANCELLATION**

Delaware Department of Education 401 Federal St, Suite 2 Dover, DE 19901	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

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Appendix 10 ERIP Reporting SY17/18 and SY18/19



Manage/Edit Locations



philip bishop



Your Assessments



+ Start New Assessment

i More Info! Click on a row.

Filter Assessments:

School Safety/Hazard Assessment



Show 10 entries

ID	Assessment	Set	Created	Scheduled	Status
10271	School Safety/Harzard Assessment	School Safety/Hazard Assessment	2019-08-02 15:37:23 EDT	August 2, 2019	100% complete (answered 107 of 107)
14246	2020 DSP/DEMA School Safety Assessment	School Safety/Hazard Assessment	2020-09-17 13:39:47 EDT	September 17, 2020	100% complete (answered 107 of 107)

Previous

1

Next

Manage/Edit Locations

philip bishop

Your Assessments

+ Start New Assessment

More Info! Click on a row.

Filter Assessments:

DSP DEMA School Safety Assessment (To I

Search input field

Show 10 entries

ID	Assessment	Set	Created	Scheduled	Status
11743	Providence Creek Academy	DSP DEMA School Safety Assessment (To Be Completed Only By A DEMA CSSP Official, A Law Enforcement Officer, Or A Constable)	2019-11-13 16:13:26 EDT	November 14, 2019	100% complete (answered 26 of 26)
14247	2020 DSP/DEMA School Safety Assessment	DSP DEMA School Safety Assessment (To Be Completed Only By A DEMA CSSP Official, A Law Enforcement Officer, Or A Constable)	2020-09-17 13:40:27 EDT	September 17, 2020	100% complete (answered 26 of 26)

Appendix 11 Summary of Findings from Independent Audits



EASTSIDE CHARTER SCHOOL
(A Component Unit of the State of Delaware)
WILMINGTON, DELAWARE

FINANCIAL STATEMENTS

JUNE 30, 2018

EASTSIDE CHARTER SCHOOL
(A Component Unit of the State of Delaware)

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EASTSIDE CHARTER SCHOOL
(A Component Unit of the State of Delaware)

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INDEPENDENT AUDITOR'S REPORT

T 302.478.8940
F 302.468.4001
www.btcpa.com

September 28, 2018

Board of Directors
EastSide Charter School
Wilmington, Delaware

Report on Financial Statements

We have audited the accompanying financial statements of the governmental activities and the major fund of the EastSide Charter School ("the School"), Wilmington, Delaware (a component unit of the State of Delaware), as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our adverse audit opinion on the reporting entity and unmodified opinions on the governmental activities and major fund.

Board of Directors
EastSide Charter School

Basis for Adverse Opinion on the Reporting Entity

The financial statements referred to above include only the primary government of EastSide Charter School, which consists of all funds, organizations, institutions, agencies, departments, and offices that comprise EastSide Charter School's legal entity. The financial statements do not include financial data for EastSide Charter School's legally separate component unit, which accounting principles generally accepted in the United States of America require to be reported with the financial data of EastSide Charter School's primary government.

Adverse Opinion on the Reporting Entity

In our opinion, because of the significance of the matter described in the Basis for Adverse Opinion on the Reporting Entity paragraph, the primary government financial statements do not purport to, and do not, present fairly the financial position of the reporting entity of EastSide Charter School as of June 30, 2018 and the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Unmodified Opinions on the Governmental Activities and Major Fund

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the EastSide Charter School as of June 30, 2018, and the respective changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of a Matter

As discussed in Note A to the financial statements, EastSide Charter School has adopted the requirements of GASB Statement No. 75, "Accounting and Financial Reporting for Postemployment Benefits Other than Pensions." This statement modifies the accounting for the School's other postemployment benefits. As a result, the beginning governmental activities net position has been restated. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 through 11, and the budgetary comparison information, schedule of the School's proportionate share of the net pension liability, schedule of School pension contributions, schedule of the School's proportionate share of the net OPEB liability, and schedule of School OPEB contributions on pages 35 through 39 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing

Board of Directors
EastSide Charter School

standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, and schedule of expenditures by natural classification - governmental funds, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, schedule of expenditures by natural classification - general fund, and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, and schedule of expenditures by natural classification - general fund are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 28, 2018, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


BARBACANE, THORNTON & COMPANY LLP

**SCHEDULE OF
FINDINGS AND RECOMMENDATIONS**

EASTSIDE CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RECOMMENDATIONS

PART A - SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported
- Noncompliance material to financial statements noted? Yes No

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Type of auditor's report issued on compliance for major programs [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Any audit findings disclosed that are required to be reported in accordance under the Uniform Guidance?

Yes No

Identification of major programs:

CFDA Number

Name of Federal Program or Cluster

84.287

21st Century Community Learning Centers

Dollar threshold used to distinguish between Type A and Type B programs:

\$750,000

Auditee qualified as low-risk auditee?

Yes No

EASTSIDE CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RECOMMENDATIONS (cont'd)

PART B - FINDINGS RELATED TO FINANCIAL STATEMENTS

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

PART C - FINDINGS RELATED TO FEDERAL AWARDS

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

Appendix 12 Final Fiscal Year 2019 Revenue & Expenditure Budget Report

EastSide Charter School Monthly

Financial Report **as of June 30, 2019**

General Operating Budget

REVENUE

	FY19 Approved Final Budget	Receipt To Date	% Received	Over (Under) Budget	
STATE FUNDS					
Technology Block Grant (05235)	11,334	11,334	100.00%	-	
Operations (05213)(50022) FY19	3,607,547	3,607,547	100.00%	0	
Other State Funds (05289, 05309, 05310, 05297, 10171)	235,654	235,655	100.00%	1	
Operations/MCI (05213, 50022) FY18	51,108	51,108	100.00%	0	
Total State Funds	3,905,643	3,905,644	100.00%	1	
LOCAL FUNDS					
Local Other (98146, 98221, 98220, 98148, 98041, 98029, 98141, 98159)	628,102	588,541	93.70%	(39,561)	
Food Service (91100) (98144)	367,850	363,702	98.87%	(4,148)	
Local Funds from Districts(98000 + Interest)	2,143,658	2,162,870	100.90%	19,212	
Total Local Funds	3,139,610	3,115,112	99.22%	(24,498)	
Total Federal Funds	636,960	728,918	114.44%	91,958	
All Funds Total	7,682,213	-	7,749,674	100.88%	67,461

EXPENDITURES

Operating Budget Description	FY19 Approved Final Budget	Encumbrance	Expenditures	% Spent	Over (Under) Budget
1 Salaries and Benefits	5,668,913		5,548,829	97.9%	120,084
2 Utilities	142,500		152,552	107.1%	(10,052)
3 Facility--Lease	-		-	-	-
4 Facility--Mortgage	-		-	-	-
5 Transportation	426,433		374,034	87.7%	52,399
6 Contractor--Financial	25,880		18,500	71.5%	7,380
7 Contractor--Food Services	326,715		301,455	92.3%	25,260
8 Management Company	71,175		54,717	76.9%	16,458
9 Textbooks and Instructional Supplies	150,690		167,554	111.2%	(16,864)
10 Building Maintenance and Custodial Services	307,611		315,085	102.4%	(7,474)
11 Other Expenses	633,822		744,474	117.5%	(110,652)
Total Expenses	7,753,739		7,677,200	99.0%	76,539
Net Operating Surplus Before Capital, Depreciation and Contingency	(71,526)	-	72,474		(144,000)
Capital Outlay	84,476		39,932		
Less FY18 Carryover Funds	51,108		51,108		
Contingency Reserve	113,324				
Depreciation	22,722				
Surplus/(Deficit)	(343,156)		(18,566)		
Fund Balance Beginning of the Year			1,879,683		
Fund Balance End of the Year			1,861,117		

Appendix 13 Approved Preliminary Fiscal Year 2020 Budget

EastSide Charter School

For the Month Ending July 2019

REVENUE BUDGET

	Bd Approved Budget	Receipt To Date	% Received	Under (Over) Budget
STATE FUNDS				
Operations (05213)	3,693,080	2,727,379	73.9%	965,701
Minor Cap	68,606	67,942	99.0%	664
Other State Funds	323,340	290,088	89.7%	33,252
Total State Funds	4,085,026	3,085,409	75.5%	999,617
LOCAL FUNDS (Include Food Services)	2,222,784	-	0.0%	2,222,784
FEDERAL FUNDS (Current FY Only)	785,368	90,001	11.5%	695,367
OTHER FUNDS (fundraising-Current FY Only)	841,615	3,733	0.4%	837,882
CARRY OVER FUNDS	1,861,117	1,861,117	100.0%	(0)
All Funds Total	9,795,910	5,040,260	51.5%	4,755,650

EXPENDITURE BUDGET

EastSide Charter School
For the Month Ending July 2019

Operating Budget Description	Bd Approved Budget	Encumbrance	Expenditures	Under (Over) Budget	% Obligated
Salaries and Benefits	5,042,034		409,284	4,632,750	8.1%
Utilities	117,500		10,040	107,460	8.5%
Facility--Lease	-	-	-	-	0.0%
Transportation-Student	416,035		3,761	412,274	0.9%
Contractor--Educational	345,732	-	17,339	328,393	5.0%
Contractor-Management Support	70,880		5,625	65,255	7.9%
Textbooks and Instructional Supplies	276,256		10,102	266,154	3.7%
Building Maintenance and Custodial Services	215,493		14,699	200,795	6.8%
Capital -Land/ Furniture & Equipment	90,000		-	90,000	0.0%
Other Expenses	594,980		41,643	553,338	7.0%
Total Operating Budget	7,168,911	-	512,493	6,656,418	7.1%
Federal Expenses	785,368	-	90,001	695,367	11.5%
All Funds Total	7,954,279	-	602,493	7,351,785	7.6%

Appendix 14 Fiscal Year 2019 Audited Financial Statements



EASTSIDE CHARTER SCHOOL
(A Component Unit of the State of Delaware)
WILMINGTON, DELAWARE

FINANCIAL STATEMENTS

JUNE 30, 2018

EASTSIDE CHARTER SCHOOL
(A Component Unit of the State of Delaware)

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EASTSIDE CHARTER SCHOOL
(A Component Unit of the State of Delaware)

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INDEPENDENT AUDITOR'S REPORT

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September 28, 2018

Board of Directors
EastSide Charter School
Wilmington, Delaware

Report on Financial Statements

We have audited the accompanying financial statements of the governmental activities and the major fund of the EastSide Charter School ("the School"), Wilmington, Delaware (a component unit of the State of Delaware), as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our adverse audit opinion on the reporting entity and unmodified opinions on the governmental activities and major fund.

Board of Directors
EastSide Charter School

Basis for Adverse Opinion on the Reporting Entity

The financial statements referred to above include only the primary government of EastSide Charter School, which consists of all funds, organizations, institutions, agencies, departments, and offices that comprise EastSide Charter School's legal entity. The financial statements do not include financial data for EastSide Charter School's legally separate component unit, which accounting principles generally accepted in the United States of America require to be reported with the financial data of EastSide Charter School's primary government.

Adverse Opinion on the Reporting Entity

In our opinion, because of the significance of the matter described in the Basis for Adverse Opinion on the Reporting Entity paragraph, the primary government financial statements do not purport to, and do not, present fairly the financial position of the reporting entity of EastSide Charter School as of June 30, 2018 and the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Unmodified Opinions on the Governmental Activities and Major Fund

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the EastSide Charter School as of June 30, 2018, and the respective changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of a Matter

As discussed in Note A to the financial statements, EastSide Charter School has adopted the requirements of GASB Statement No. 75, "Accounting and Financial Reporting for Postemployment Benefits Other than Pensions." This statement modifies the accounting for the School's other postemployment benefits. As a result, the beginning governmental activities net position has been restated. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 through 11, and the budgetary comparison information, schedule of the School's proportionate share of the net pension liability, schedule of School pension contributions, schedule of the School's proportionate share of the net OPEB liability, and schedule of School OPEB contributions on pages 35 through 39 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing

Board of Directors
EastSide Charter School

standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, and schedule of expenditures by natural classification - governmental funds, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, schedule of expenditures by natural classification - general fund, and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, and schedule of expenditures by natural classification - general fund are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 28, 2018, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


BARBACANE, THORNTON & COMPANY LLP

MANAGEMENT'S DISCUSSION AND ANALYSIS

EASTSIDE CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED

EastSide Charter School ("the School") is pleased to present to readers of the financial statements of the School this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2018, its 21st year of operation, as contained in the report on its financial statements prepared by the School's outside auditors.

FINANCIAL HIGHLIGHTS

The School's net position decreased by \$233,911 or 1.72 percent, resulting in a deficit of \$13,865,515 as of June 30, 2018.

The School implemented Governmental Accounting Standards Board ("GASB") Statement No. 75, "Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions." The purpose of this statement is to improve transparency, consistency, and comparability of postemployment benefits other than pensions reported by state and local governments (e.g. charter schools and school districts). The implementation of GASB Statement No. 75 has had an impact on the entity-wide statements. The School is now required to report its proportionate share of the net other post-employment benefits ("OPEB") liability. This portion of the net OPEB liability was the main contributing factor resulting in a total deficit in net position of \$13,865,515. The net OPEB liability reported in these financial statements at June 30, 2018 totals \$13,010,331. While the net OPEB liability is significant to the School's financial statements, it is a liability that the School has limited control over. This liability is anticipated to continue to increase in future years as medical costs increase. Reporting in the governmental fund is not affected by the implementation of this statement.

The largest changes in the School's statement of net position compared to FY 2017 can be seen in the change in deferred inflows of resources. Deferred inflows increased by \$1,529,640. This increase is driven by the implementation of GASB Statement No. 75 during the fiscal year.

The School does not include the financial data of its legally separate component unit which accounting principles generally accepted in the United States of America require to be reported with the financial data of the School. The information is not included since we feel by including the data would skew the financial data of the School due to the substantial assets held by the component unit without any debt or other liabilities.

USING THIS ANNUAL FINANCIAL REPORT

This annual financial report consists of a series of financial statements and notes to those statements. The statements are organized so that the reader can understand the School as a whole and then proceed to provide an increasingly detailed look at specific financial activities.

EASTSIDE CHARTER SCHOOL

MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)

REPORTING THE SCHOOL AS A WHOLE

The Statement of Net Position and Statement of Activities

One of the most important questions asked about School finances is, "Is the School better or worse off as a result of the year's activities?" The statement of net position and the statement of activities report information about the School as a whole and about its activities in a manner that helps to answer this question. These statements include all assets, deferred outflows of resources, liabilities, and deferred inflows of resources using the accrual basis of accounting similar to the accounting used by private sector corporations. All of the current year's revenues and expenses are taken into consideration regardless of when cash is received or paid.

These two statements report the School's net position and the changes in net position. The change in net position provides the reader with a tool to assist in determining whether the School's financial health is improving or deteriorating. The reader will need to consider other nonfinancial factors such as student enrollment stability and facility conditions in arriving at a conclusion regarding the overall health of the School.

REPORTING THE SCHOOL'S MOST SIGNIFICANT FUNDS

Fund Financial Statements

This analysis of the School's major funds and fund financial statements provides detailed information about the most significant funds - not the School as a whole. Some funds are required to be established by State statute, while many other funds are established by the School to help manage money for particular purposes and compliance with various grant provisions. The School's two types of funds, governmental and fiduciary, use different accounting approaches as further described in the notes to financial statements.

Governmental Funds

Most of the School's activities are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year end available for spending in future periods. These funds are reported using the modified accrual accounting method, which measures cash and other financial assets that can be readily converted to cash. The governmental fund statements provide a detailed short-term view of the School's general government operations and the basic services it provides. Governmental fund information helps one determine whether there are more or fewer financial resources available to spend in the near future to finance the School's programs. The relationship (or differences) between governmental activities (reported in the statement of net position and the statement of activities) and governmental funds is reconciled in the basic financial statements.

EASTSIDE CHARTER SCHOOL

MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)

ENTITY-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, assets exceeded liabilities by \$1,512,997 (exclusive of deferred outflows of resources, net pension and OPEB liabilities, and deferred inflows of resources. Note that investment in capital assets is reported net of related debt and net of depreciation. The School uses capital assets to provide services; consequently, these assets are not available for future spending.

**Table 1
NET POSITION
JUNE 30, 2018 AND 2017**

	Governmental Activities	
	2018	2017
ASSETS		
Current assets:		
Cash and pooled cash	\$ 1,879,909	\$ 1,786,328
Receivables	119,887	99,147
Prepaid expenses	60,000	8,502
Total Current Assets	2,059,796	1,893,977
Noncurrent assets:		
Capital assets, net of depreciation	102,196	80,285
Deferred outflows of resources:		
Deferred pension items	1,237,872	1,456,981
Deferred OPEB items	394,872	373,845
Total Deferred Outflows of Resources	1,632,744	1,830,826
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	3,794,736	3,805,088
LIABILITIES		
Current liabilities:		
Accounts payable	31,548	45,284
Accrued salaries and related costs	617,447	555,379
Total Current Liabilities	648,995	600,663
Noncurrent liabilities:		
Net pension liability	2,364,393	2,445,219
Net OPEB liability	13,010,331	14,283,918
Total Noncurrent Liabilities	15,374,724	16,729,137
TOTAL LIABILITIES	16,023,719	17,329,800

EASTSIDE CHARTER SCHOOL

MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)

**Table 1
NET POSITION
JUNE 30, 2018 AND 2017**

(cont'd)	Governmental Activities	
	2018	2017
DEFERRED INFLOWS OF RESOURCES		
Deferred pension items	91,913	106,892
Deferred OPEB items	1,544,619	-
TOTAL DEFERRED INFLOWS OF RESOURCES	1,636,532	106,892
NET POSITION (DEFICIT)		
Investment in capital assets	102,196	80,285
Restricted	61,399	101,716
Unrestricted deficit	(14,029,110)	(13,813,605)
TOTAL NET DEFICIT	\$(13,865,515)	\$(13,631,604)

A portion of the School's net position represents resources subject to external restrictions on how they may be used. The remaining balance of unrestricted net position may be used to meet the School's ongoing activities.

**Table 2
CHANGES IN NET POSITION
FISCAL YEARS ENDED JUNE 30, 2018 AND 2017**

	Governmental Activities	
	2018	2017
REVENUES		
General revenues:		
Charges to school districts	\$ 1,998,395	\$ 1,961,555
Payments from primary government	3,475,177	3,561,699
Interest income	9,109	18,645
Miscellaneous	553,811	708,691
Program revenues:		
Charges for services	183,417	237,741
Operating grants and contributions	982,683	960,313
Total Revenues	7,202,592	7,448,644

EASTSIDE CHARTER SCHOOL

MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)

**Table 2
CHANGES IN NET POSITION
FISCAL YEARS ENDED JUNE 30, 2018 AND 2017**

(cont'd)	Governmental Activities	
	2018	2017
EXPENSES		
Instructional services	6,156,579	5,576,933
Support services:		
Operation and maintenance of facilities	513,168	485,314
Transportation	368,676	660,316
Food service	398,080	427,016
Summer program	-	4,771
Total Expenses	<u>7,436,503</u>	<u>7,154,350</u>
CHANGE IN NET POSITION	<u>\$ (233,911)</u>	<u>\$ 294,294</u>

Governmental Activities

Net position of the School's governmental activities decreased by \$233,911, and unrestricted net position reflects a negative balance of \$14,029,110. The decrease in net position is primarily the result of the additional pension and OPEB expenditures recognized in FY 2018.

The statement of activities shows the cost of program services and the charges for services and grants offsetting those services. The next table reflects the cost of program services and the net cost of those services after taking into account the program revenues for governmental activities. General revenues that include charges to school districts, investment earnings, and state entitlements must support the net cost of the School's programs.

	2018 Services		2017 Services	
	Total Cost	Net Cost	Total Cost	Net Cost
GOVERNMENTAL ACTIVITIES				
Instructional services	\$ 6,156,579	\$ 5,348,273	\$ 5,576,933	\$ 4,756,790
Support services:				
Operation and maintenance of facilities	513,168	513,168	485,314	485,314
Transportation	368,676	368,676	660,316	660,316
Food service	398,080	40,286	427,016	49,105
Summer program	-	-	4,771	4,771
TOTAL	<u>\$ 7,436,503</u>	<u>\$ 6,270,403</u>	<u>\$ 7,154,350</u>	<u>\$ 5,956,296</u>

The reliance on general revenues to support governmental activities is indicated by the net services column reflecting the need for \$6,270,403 of support, as well as general revenues comprising 83.81 percent of total revenues.

EASTSIDE CHARTER SCHOOL

MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)

THE SCHOOL'S FUND

The School's governmental fund (as presented on the balance sheet) reported a combined fund balance of \$1,410,801, compared to last year's total of \$1,293,314. The schedule below indicates the fund balances and the total change in fund balances as of June 30, 2018 and 2017.

	<u>2018</u>	<u>2017</u>	<u>Increase (Decrease)</u>
Fund Balances:			
Nonspendable	\$ 60,000	\$ 8,502	\$ 51,498
Restricted	61,399	101,716	(40,317)
Unassigned	<u>1,289,402</u>	<u>1,183,096</u>	<u>106,306</u>
Governmental Funds	<u>\$ 1,410,801</u>	<u>\$ 1,293,314</u>	<u>\$ 117,487</u>

Governmental Fund

The School's fund balance increase is due to a variety of factors. The tables that follow assist in illustrating the financial activities and balance of governmental funds.

	<u>Total Governmental Funds</u>	
	<u>2018</u>	<u>2017</u>
REVENUES:		
Charges to school districts	\$ 1,998,395	\$ 1,961,555
State aid	3,475,177	3,561,699
Federal aid	1,166,100	1,198,054
Interest income	9,109	18,645
Other revenues	553,811	708,691
TOTAL REVENUES	<u>7,202,592</u>	<u>7,448,644</u>
EXPENDITURES:		
Current:		
Instruction	5,783,270	5,424,954
Operation and maintenance of facilities	469,052	663,259
Transportation	368,676	486,314
Food service	398,080	427,016
Capital outlays:		
Property and equipment	66,027	76,733
TOTAL EXPENDITURES	<u>7,085,105</u>	<u>7,078,276</u>
NET CHANGE IN FUND BALANCE	117,487	370,368
FUND BALANCE, BEGINNING OF YEAR	<u>1,293,314</u>	<u>922,946</u>
FUND BALANCE, END OF YEAR	<u>\$ 1,410,801</u>	<u>\$ 1,293,314</u>

EASTSIDE CHARTER SCHOOL

MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)

GENERAL FUND AND DEBT SERVICE FUND BUDGET INFORMATION

The School's budget is prepared on the cash basis of accounting. The general fund is the School's operating (and only) fund. The School may amend its revenue and expenditure estimates periodically due to changing conditions.

The School budget contained \$7,182,077 of revenues and \$7,088,496 of expenditures. Actual revenues were \$732 under budget, and actual expenditures were \$256,656 under budget.

The following are explanations for the more significant variances between budget versus actual revenues and expenditures as shown on page 35.

Revenues

State Aid

An unfavorable variance of \$137,681 is attributable to the fact that the School uses FY1 2017 carryover funds to supplement the operating budget, which are not recognized as actual revenue for the current fiscal year.

Federal Aid

A favorable variance of \$183,512 is attributable primarily to additional federal grants and awards being made to the School to support their special education population and child nutrition program.

Expenditures

Salaries and Employment Costs

A favorable variance of \$107,721 in salaries and \$73,564 in employment costs are due to a combination of reasons stemming from various employee leaves of absence and mid-year staff attrition who were replaced with cheaper long-term subs or full-time staff.

Educational Services

A favorable variance of \$86,796 is a result of lower than expected contracted special education, substitute, and student body activity costs compared to prior years.

Special Programs

An unfavorable variance of \$50,623 is a result of the School receiving additional federal funds throughout the year and spending them accordingly. This negative variance is more than offset by the additional revenue received in federal aid.

EASTSIDE CHARTER SCHOOL

MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)

Summer Programs

An unfavorable variance of \$145,692 is a result of receiving 21st Century funds earlier than expected, which allowed us to pass along funds to our summer partners prior to the fiscal year closeout.

Contingency Reserve

A contingency reserve of \$107,566 was budgeted, but none was spent during the fiscal year ended June 30, 2018. The School is required to budget this contingency but does not charge any expenses against it.

CAPITAL ASSETS

The School has \$102,196 invested in capital assets, net of depreciation. Acquisitions for governmental activities totaled \$66,027, and depreciation was \$44,116. Detailed information regarding capital asset activity is included in Note D to the financial statements.

DEBT ADMINISTRATION

Other obligations include the School's proportionate share of the net pension and OPEB liabilities. More detailed information about long-term liabilities and the net pension and OPEB liabilities is included in Notes F and G to the financial statements, respectively.

FACTORS EXPECTED TO HAVE AN EFFECT ON FUTURE OPERATIONS

Fiscal year 2018 was the 21st year of operation as a functioning school.

The financial model the School has developed is based on the funding formula currently in effect under the Delaware Charter School Law. If the funding formula for charter schools changes, adjustments to the underlying assumptions of the model will have to be made.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide our fellow citizens, customers, investors, and creditors with a general overview of the School's finances and to show the School's accountability for the money it receives. If you have questions about this report or need additional financial information, please contact Mr. Aaron Bass, Chief Executive Officer, at the School office, 3000 North Claymont Street, Wilmington, Delaware 19802-2807 or via phone at (302) 762-5834.

BASIC FINANCIAL STATEMENTS

**EASTSIDE CHARTER SCHOOL
STATEMENT OF NET POSITION
JUNE 30, 2018**

ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	
CURRENT ASSETS:	
Cash and pooled cash	\$ 1,879,909
Due from other governments	119,887
Prepaid expenses	<u>60,000</u>
Total Current Assets	<u>2,059,796</u>
NONCURRENT ASSETS:	
Capital assets, net of depreciation	<u>102,196</u>
 DEFERRED OUTFLOWS OF RESOURCES:	
Deferred pension contributions	347,940
Deferred pension expense	889,932
Deferred OPEB contributions	368,206
Deferred OPEB expense	<u>26,666</u>
Total Deferred Outflows of Resources	<u>1,632,744</u>
 TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	 <u>\$ 3,794,736</u>
 LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET DEFICIT	
CURRENT LIABILITIES:	
Accounts payable	\$ 31,548
Accrued salaries and related costs	<u>617,447</u>
Total Current Liabilities	<u>648,995</u>
NONCURRENT LIABILITIES:	
Net pension liability	2,364,393
Net OPEB liability	<u>13,010,331</u>
Total Noncurrent Liabilities	<u>15,374,724</u>
 TOTAL LIABILITIES	 <u>16,023,719</u>
 DEFERRED INFLOWS OF RESOURCES:	
Deferred pension expense	91,913
Deferred OPEB expense	<u>1,544,619</u>
Total Deferred Inflows of Resources	<u>1,636,532</u>
 NET POSITION (DEFICIT):	
Investment in capital assets	102,196
Restricted for specific programs	61,399
Unrestricted (deficit)	<u>(14,029,110)</u>
 TOTAL NET DEFICIT	 <u>(13,865,515)</u>
 TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET DEFICIT	 <u>\$ 3,794,736</u>

The accompanying notes are an integral part of these financial statements.

**EASTSIDE CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2018**

	Expenses	Charges for Services	Program Revenues		Net (Expense) Revenues and Changes in Net Deficit
			Operating Grants and Contributions	Capital Grants and Contributions	
GOVERNMENTAL ACTIVITIES:					
Instructional services	\$ (6,156,579)	\$ 183,417	\$ 624,889	\$ -	\$ (5,348,273)
Support services:					
Operation and maintenance of facilities	(513,168)	-	-	-	(513,168)
Transportation	(368,676)	-	-	-	(368,676)
School lunch services	(398,080)	-	357,794	-	(40,286)
TOTAL GOVERNMENTAL ACTIVITIES	\$ (7,436,503)	\$ 183,417	\$ 982,683	\$ -	(6,270,403)
GENERAL REVENUES:					
Charges to school districts					1,998,395
State aid not restricted to specific purposes					3,475,177
Earnings on cash and investments					9,109
Miscellaneous revenues					553,811
TOTAL GENERAL REVENUES					6,036,492
CHANGE IN NET DEFICIT					(233,911)
NET DEFICIT, BEGINNING OF YEAR, RESTATED					(13,631,604)
NET DEFICIT, END OF YEAR					\$ (13,865,515)

The accompanying notes are an integral part of these financial statements.

**EASTSIDE CHARTER SCHOOL
BALANCE SHEET - GOVERNMENTAL FUND
JUNE 30, 2018**

ASSETS		
Cash and pooled cash	\$	1,879,909
Due from other governments		119,887
Prepaid expenses		<u>60,000</u>
TOTAL ASSETS		<u><u>\$ 2,059,796</u></u>
 LIABILITIES AND FUND BALANCE		
LIABILITIES:		
Accounts payable	\$	31,548
Accrued salaries and related costs		<u>617,447</u>
Total Liabilities		<u><u>648,995</u></u>
 FUND BALANCE:		
Nonspendable, prepaid items		60,000
Restricted for:		
Food service		6,442
E-Rate		3,849
Capital improvements		51,108
Unassigned		<u>1,289,402</u>
Total Fund Balance		<u><u>1,410,801</u></u>
 TOTAL LIABILITIES AND FUND BALANCE		 <u><u>\$ 2,059,796</u></u>

The accompanying notes are an integral part of these financial statements.

**EASTSIDE CHARTER SCHOOL
RECONCILIATION OF BALANCE SHEET - GOVERNMENTAL FUND TO
STATEMENT OF NET POSITION
JUNE 30, 2018**

TOTAL FUND BALANCE - GOVERNMENTAL FUND \$ 1,410,801

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in the governmental activities are not financial resources and, therefore, are not reported in the funds. Capital assets net of accumulated depreciation as detailed in the footnotes are included in the statement of net position. 102,196

Long-term liabilities applicable to the governmental activities are not due and payable in the current year and, accordingly, are not reported as fund liabilities.

Net pension liability	\$ (2,364,393)	
Net OPEB liability	<u>(13,010,331)</u>	(15,374,724)

Deferred inflows and outflows related to the School's net pension liability are based on the differences between actuarially determined actual and expected investment returns, changes in the actuarially determined proportion of the School's amount of the total pension liability, and pension contributions made after the measurement date of the net pension liability. These amounts will be amortized over the estimated remaining average service life of the employees.

Deferred outflows:		
Pension contributions	347,940	
Pension expenses	889,932	
Deferred inflows:		
Pension expenses	<u>(91,913)</u>	<u>1,145,959</u>

Deferred inflows and outflows related to the School's net OPEB liability are based on the differences between actuarially determined actual and expected investment returns, changes in the actuarially determined proportion of the School's amount of the total OPEB liability, and OPEB contributions made after the measurement date of the net OPEB liability. These amounts will be amortized over the estimated remaining average service life of the employees.

Deferred outflows:		
OPEB contributions	368,206	
OPEB expenses	26,666	
Deferred inflows:		
OPEB expenses	<u>(1,544,619)</u>	<u>(1,149,747)</u>

TOTAL NET DEFICIT - GOVERNMENTAL ACTIVITIES \$(13,865,515)

The accompanying notes are an integral part of these financial statements.

**EASTSIDE CHARTER SCHOOL
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
GOVERNMENTAL FUND
FOR THE YEAR ENDED JUNE 30, 2018**

REVENUES	
Charges to school districts	\$ 1,998,395
State aid	3,475,177
Federal aid	1,166,100
Earnings on cash and investments	9,109
Miscellaneous	553,811
TOTAL REVENUES	<u>7,202,592</u>
EXPENDITURES	
Current:	
Instruction	5,783,270
Operation and maintenance of facilities	469,052
Transportation	368,676
School lunch services	398,080
Capital outlays:	
Equipment	29,800
Building improvements	36,227
TOTAL EXPENDITURES	<u>7,085,105</u>
NET CHANGE IN FUND BALANCE	117,487
FUND BALANCE, BEGINNING OF YEAR	<u>1,293,314</u>
FUND BALANCE, END OF YEAR	<u><u>\$ 1,410,801</u></u>

The accompanying notes are an integral part of these financial statements.

**EASTSIDE CHARTER SCHOOL
RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCE - GOVERNMENTAL FUND TO STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2018**

NET CHANGE IN FUND BALANCE - GOVERNMENTAL FUND \$ 117,487

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets with an initial, individual cost of more than \$5,000 are capitalized, and the cost is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays (\$66,027) exceeded depreciation expense (\$44,116). 21,911

Pension expenses in the statement of activities differ from the amount reported in the governmental funds because pension expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing pension plan, whereas pension expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists. (123,304)

OPEB expenses in the statement of activities differ from the amount reported in the governmental funds because pension expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing pension plan, whereas OPEB expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists. (250,005)

CHANGE IN NET DEFICIT - GOVERNMENTAL ACTIVITIES \$ (233,911)

The accompanying notes are an integral part of these financial statements.

EASTSIDE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE A SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Description of the Charter School

EastSide Charter ("the School") was formed in 1997 as a nonprofit corporation exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code. The School was established to provide a strong learning atmosphere and educational program to "at-risk" students.

The Charter School Law grants authority for independent public schools to be created for the purpose of increasing choices for parents of public school students and increasing academic performance. A charter school is an independent public school governed by an independent board of directors. In Delaware, charter schools have the same basic standing as a school district with some exceptions – most notably, they may not levy taxes and do not receive state or local school district funding for capital facilities. To encourage innovation, charter schools operate free from some state laws and regulations.

The financial statements of the School have been prepared in conformity with generally accepted accounting principles as applied to local governmental units. The Governmental Accounting Standards Board ("GASB") is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the School are described below.

Reporting Entity

The School is considered a component unit of the State of Delaware. A component unit, although a legally separate entity, is, in substance, part of the State of Delaware's operations. The GASB established the criteria for determining the activities, organizations, and functions of a government to be included in the financial statements of the reporting entity. The criteria used in determining whether such organizations should be included in the School's financial reporting entity are financial independence, selection of governing authority, designation of management, ability to significantly influence operations, accountability for fiscal matters, scope of public service, and special financing relationships. Based upon the above criteria, the School has one component unit, The EastSide Community Learning Center Foundation ("the Foundation"), for which it is considered to be financially accountable. The Foundation was legally formed on February 7, 2006, with the primary purpose of fund raising and any other activities necessary to support the School. The component unit has not been reflected in these financial statements.

Entity-wide and Fund Financial Statements

The entity-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all activities of the School.

EASTSIDE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE A SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

The statement of activities demonstrates the degree to which the direct expenses of a given program are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific program. Program revenues include 1) charges to students who purchase, use, or directly benefit from goods and services provided; and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function. Grants and other revenues not properly included among program revenues are reported as general revenues.

Separate financial statements are provided for the governmental fund.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

Entity-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Charges to the School are recognized as revenues in the year for which they are billed. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures and capital leases are recorded only when payment is due.

The School reports only one fund, which is the general fund (a governmental fund type).

Capital Assets

Capital assets, which include furniture and equipment, are reported in the entity-wide financial statements. The School defines capital assets as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated cost if purchased or constructed. Donated capital assets are recorded at estimated fair value at the date of donation. The costs of normal repairs and maintenance that do not add to the value of the asset or materially extend lives of the assets are not capitalized.

Capital assets of the School are depreciated using the straight-line method over the estimated lives of the related assets. The School generally uses the following estimated useful lives:

EASTSIDE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE A SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Furniture and equipment	5 years
Transportation equipment	5 years
Leasehold improvements	5 years

Deferred Inflows and Outflows of Resources

In addition to assets, the statement of net position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to future periods and so will not be recognized as an outflow of resources (expense) until then. The School reports deferred pension and OPEB contributions resulting from pension and OPEB contributions subsequent to the measurement date of the net pension and OPEB liabilities and certain other items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods. In addition to liabilities, the statement of net position includes a separate section for deferred inflows of resources. This separate financial statement element represents a source of net position that applies to future periods. The School reports certain items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods.

Compensated Absences

Vacation – Employees are not paid for unused vacation upon resignation or termination, unless otherwise stated in the employee contract. Twelve-month salaried employees are entitled up to 10 days of vacation each year.

Sick and Personal Leave – Employees are not paid for unused sick or personal leave upon resignation or termination. Sick leave allowances are as follows: 7 days for 10-month salaried employees, 10 days for 11-month salaried employees, and 10 days for 12-month salaried employees.

Unused absences may be rolled over to the following year; however, such days can only be used for FMLA-qualified leave. No accumulated time will be paid out upon termination or separation.

Fund Balance

Fund balance will be displayed in the following classification (if applicable) depicting the relative strength of the spending constraints placed on the purposes for which resources can be used:

Nonspendable – amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

EASTSIDE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE A SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Restricted – amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Committed – amounts that can be used only for specific purposes determined by formal action of the Board of Directors. The Board is the highest level of decision-making authority for the School. Commitments may be established, modified, or rescinded only through resolutions approved by the Board of Directors.

Assigned – amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. The Principal may assign amounts for specific purposes.

Unassigned – all other spendable amounts.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balances are available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board or Principal has provided otherwise in its commitment or assignment actions.

Net Position

Net position represents the difference between assets, deferred outflows of resources, liabilities, and deferred inflows of resources. Net position invested in capital assets consists of capital assets, net of accumulated depreciation. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. Any remaining portions of net position are reflected as unrestricted. When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first and then unrestricted resources as they are needed.

Use of Estimates in the Preparation of Financial Statements

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

EASTSIDE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE A SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Income Tax Status

The School is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code and, therefore, has no provision for federal income taxes. The School qualifies for the charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(1). The School did not engage in any unrelated business activities during the fiscal year. Management believes more likely than not that its tax-exempt status and tax positions will be sustained if examined by authorities.

Implementation of GASB Statement

During the year ended June 30, 2018, the School implemented GASB Statement No. 75, "Accounting and Financial Reporting for Postemployment Benefits Other than Pensions." GASB Statement No. 75 replaces the requirements of GASB Statement No. 45, with the objective of improving the accounting and financial reporting of state and local governments for other postemployment benefits. It requires that state and local governments recognize and record the actuarially determined net other postemployment benefit liability, or, for multi-employer cost sharing plans, the entity's share of the net other postemployment benefit liability, in the entity's financial statements.

NOTE B CASH AND POOLED CASH

At June 30, 2018, the School had a cash equivalents balance of \$1,879,909. Of that amount, \$1,879,683 was part of an investment pool controlled by the personnel of the State Treasurer's Office in Dover, Delaware, and all investment decisions are made by the State Treasurer's Office. These funds are considered to be highly liquid and available for immediate use and, thus, are recorded as cash equivalents in these financial statements.

The funds held by the State of Delaware investment pool, an internal investment pool, are specifically identified for the School, but the credit risk cannot be categorized for these funds. Credit risk for such investments depends on the financial stability of the State of Delaware. The State reports that its investment securities are stated at quoted market prices, except that investment securities with a remaining maturity at time of purchase of one year or less are stated at cost or amortized cost.

At June 30, 2018, the reported amount of the School's deposits outside of the State Treasurer's Office was \$226. The bank balance at June 30, 2018 was \$271, of which the full amount was covered by federal depository insurance.

EASTSIDE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE C INTERGOVERNMENTAL RECEIVABLES

Amounts due from other governmental units represent receivables for revenues earned by the School. At June 30, intergovernmental receivables are as follows:

Description	
Passed through the State of Delaware:	
Federal government	\$ 119,887
Total Intergovernmental Receivables	<u>\$ 119,887</u>

NOTE D CAPITAL ASSETS

Capital asset activity for the years ended June 30, 2018 is as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
General capital assets being depreciated:				
Furniture and equipment	\$ 430,123	\$ 29,800	\$ -	\$ 459,923
Transportation equipment	56,840	-	-	56,840
Leasehold improvements	273,972	36,227	-	310,199
Accumulated depreciation	<u>(680,650)</u>	<u>(44,116)</u>	-	<u>(724,766)</u>
Total capital assets being depreciated, net	<u>\$ 80,285</u>	<u>\$ 21,911</u>	<u>\$ -</u>	<u>\$ 102,196</u>

For the year ended June 30, 2018, depreciation expense of \$44,116 was included in operation and maintenance of facilities on the statement of activities.

NOTE E FUND BALANCE

As of June 30, 2018, fund balance is composed of the following:

General fund - unassigned	\$1,289,402
General fund - nonspendable	60,000
General fund - restricted	<u>61,399</u>
	<u>\$1,410,801</u>

EASTSIDE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE F PENSION PLAN

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Pension Plan ("the Plan"), which is a cost-sharing, multiple-employer defined benefit public employees' retirement system ("the State PERS") defined by the Delaware Code.

The State of Delaware General Assembly is responsible for setting benefits and contributions, and amending plan provisions; administrative rules and regulations are adopted and maintained by the Board of Pension Trustees ("the Board").

The following are brief descriptions of the Plan in effect as of June 30, 2018. For a more complete description, please refer to the Delaware Employees' Pension Plan Comprehensive Annual Financial Report. Separately issued financial statements for the Plan may be obtained by writing to the State of Delaware Public Employee Retirement System, McArdle Building, Suite 1, 860 Silver Lake Boulevard, Wilmington, DE 19904; by calling 1-800-722-7300; or by visiting the PERS website at www.delawarepensions.com.

Plan Description and Eligibility

The State Employees' Pension Plan covers virtually all full-time or regular part-time employees of the State, including employees of other affiliated entities.

There are two tiers within this plan: 1) employees hired prior to January 1, 2012, and 2) employees hired on or after January 1, 2012.

Benefits Provided

Service Benefits

Final average monthly compensation (employees hired on or after January 1, 2012 may not include overtime in pension compensation) multiplied by 2.0 percent and multiplied by years of credited service prior to January 1, 1997, plus final average monthly compensation multiplied by 1.85 percent and multiplied by years of credited service after December 31, 1996, subject to minimum limitations. For this plan, final average monthly compensation is the monthly average of the highest three periods of twelve consecutive months of compensation.

Vesting

Employees hired before January 1, 2012 vest in the plan after five years of credited service. Employees hired on or after January 1, 2012 vest in the plan after ten years of credited service.

EASTSIDE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE F PENSION PLAN (cont'd)

Retirement

Employees hired before January 1, 2012 may retire at age 62 with five years of credited service; at age 60 with 15 years of credited service; or after 30 years of credited service at any age. Employees hired on or after January 1, 2012 may retire at age 65 with at least 10 years of credited service; at age 60 with 20 years of credited service; or after 30 years of credited service at any age.

Disability Benefits

Disability benefits for those employees hired before January 1, 2012 are offered using the same calculations as the Service Benefits described above. Employees in this program must have five years of credited service. In lieu of disability pension benefits, over 90 percent of the members of this plan opted into a Disability Insurance Program offered by the State effective January 1, 2006. Employees hired on or after January 1, 2012 are also included in the Disability Insurance Program.

Survivor and Burial Benefits

In the event of the death of a member of the Plan, the eligible survivor receives 50 percent of the benefits received under the pension (or 75 percent with a three percent reduction of the benefit). If the employee is an active member of the Plan with at least five years of credited service, the eligible survivor receives 75 percent of the benefit the active employee would have received at age 62.

Burial benefits are established at \$7,000 per plan member.

Contributions

Member Contributions

Employees hired before January 1, 2012 contribute three percent of earnings in excess of \$6,000. Employees hired on or after January 1, 2012 contribute five percent of earnings in excess of \$6,000.

Employer Contributions

Employer contributions are determined by the Board of Pension Trustees. For the year ended June 30, 2018, the rate of the employer contribution was 11.52 percent of covered payroll. The School's contribution to PERS for the year ended June 30, 2018 was \$347,940.

EASTSIDE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE F PENSION PLAN (cont'd)

PRI Contribution

All reporting units participating in the State PERS make contributions to a PRI fund which accumulates resources to fund ad hoc post-retirement increases granted by the General Assembly. The increases are funded over a five-year period from the PRI fund. The allocation of the contribution from the PRI fund to the Pension Trust is a reduction of the net pension liability of each participating employer.

Pension Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2018, the School reported a liability of \$2,364,393 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2017, and the total pension liability used to calculate the net pension liability was determined by rolling forward the Plan's total pension liability as of June 30, 2016 to June 30, 2017. The School's proportion of the net pension liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2017, the School's proportion was 0.1613 percent, which was a decrease of 0.0010 percent from its proportion measured as of June 30, 2016.

For the year ended June 30, 2018, the School recognized a pension expense of \$471,244. At June 30, 2018, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net difference between projected and actual investment earnings	\$ 276,406	\$ -
Changes in assumptions	464,572	
Changes in proportions	121,660	50,227
Difference between actual and expected experience	27,294	41,686
Contributions subsequent to the date of measurement	<u>347,940</u>	<u>-</u>
	<u>\$ 1,237,872</u>	<u>\$ 91,913</u>

An amount of \$347,940 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2017 measurement date and will be recognized as a reduction of the net pension liability in the fiscal year ended June 30, 2019. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources related to pensions, and will be recognized in pension expense as follows:

EASTSIDE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE F PENSION PLAN (cont'd)

Year Ending June 30,

2019	\$	108,691
2020		344,626
2021		249,690
2022		18,361
2023		<u>76,651</u>
	\$	<u>798,019</u>

Actuarial Assumptions

The total pension liability as of the June 30, 2017 measurement date was determined by an actuarial valuation as of June 30, 2016, and update procedures were used to roll forward the total pension liability to June 30, 2017. These actuarial valuations used the following actuarial assumptions, applied to all periods:

- Investment return/discount rate – 7.0 percent, including inflation of 2.5 percent
- Salary increases – 2.5 to 11.5 percent, including inflation of 2.5 percent
- Cost-of-living adjustments – ad hoc

The total pension liabilities are measured based on assumptions pertaining to interest rates, inflation rates, and employee demographic behavior in future years. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the actual experience deviates, the larger the impact on future financial statements.

Mortality rates were based on the RP-2014 tables with gender adjustments for healthy annuitants and disabled retirees, and an adjusted version on the MP-2015 mortality improvement scale on a fully generational basis.

Projected benefit payments do not include the effects of projected ad hoc cost-of-living adjustments (“ad hoc COLAs”), as they are not substantively automatic. The primary considerations relevant to making this determination include the historical patterns of granting the changes and the consistency in the amounts of the changes.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of investment expense and inflation) are developed for each major asset

EASTSIDE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE F PENSION PLAN (cont'd)

class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by an asset allocation percentage, which is based on the nature and mix of current and expected plan investments, and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the Plan are summarized in the following table:

<u>Asset Class</u>	<u>Long-term Expected Real Rate of Return</u>	<u>Target Asset Allocation</u>
Domestic equity	5.7%	33.5%
International equity	5.7%	13.7%
Fixed income	2.0%	26.6%
Alternative investments	7.8%	22.7%
Cash and equivalents	0.0%	3.5%

Discount Rate

The discount used to measure the total pension liability was 7.0 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at rates determined by the Board of Pension Trustees, as actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the School's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.0 percent, as well as what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.0 percent) or one percentage point higher (8.0 percent) than the current rate.

	<u>1% Decrease 6.0%</u>	<u>Current Rate Discount Rate 7.0%</u>	<u>1% Increase 8.0%</u>
School's proportionate share of the net pension liability	\$ 4,256,465	\$ 2,364,393	\$ 760,366

EASTSIDE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE F PENSION PLAN (cont'd)

Pension Plan Fiduciary Net Position

Detailed information about PERS' fiduciary net position is available in PERS Comprehensive Annual Financial Report, which can be found on the Plan's website at www.delawarepensions.com.

NOTE G OTHER POSTEMPLOYMENT BENEFITS PLAN

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Other Postemployment Benefit Fund Trust ("the Plan"), which is a cost-sharing, multiple-employer defined benefit plan defined by the Delaware Code.

The State of Delaware General Assembly is responsible for setting benefits and contributions, and amending plan provisions; administrative rules and regulations are adopted and maintained by the DPERS Board of Pension Trustees, which acts as the Board of Trustees ("the Board") for the Plan and is responsible for the financial management of the Plan.

The following are brief descriptions of the Plan in effect as of June 30, 2018. For a more complete description, please refer to the Delaware Public Employees' Retirement System Comprehensive Annual Financial Report. Separately issued financial statements for the Plan may be obtained by writing to the State of Delaware Public Employee Retirement System, McArdle Building, Suite 1, 860 Silver Lake Boulevard, Wilmington, DE 19904; by calling 1-800-722-7300; or by visiting the PERS website at www.delawarepensions.com.

Plan Description and Eligibility

The State of Delaware Employees' Other Postemployment Benefit ("OPEB") Fund Trust is a cost-sharing multiple employer plan that covers all employees of the State that are eligible to participate in the defined benefit pension plan, including employees of other affiliated entities.

Benefits Provided

The Plan provides medical coverage to pensioners and their eligible dependents. The participant's cost of Plan benefits is variable based on years of service. Pensioners who retire after July 1, 2012 and who become eligible for Medicare will pay an additional five percent of the Medicare Supplement offered by the State. Surviving spouses are eligible for coverage after a retiree's death.

EASTSIDE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE G OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Contributions

Member Contributions

By State Statute Chapter 52, Title 29 of the Delaware Code, contribution requirements of plan members are established and may not be amended by the State Legislature.

Employer Contributions

Participating employers fund the Plan for current retirees on a pay-as-you-go basis along with funding for future benefits at a rate that is approved in the annual budget, but not actuarially determined. For the year ended June 30, 2018, the rate of the employer contribution was 12.19 percent of covered payroll. The School's contribution to the Plan for the year ended June 30, 2018 was \$368,206.

Other Postemployment Benefits Plan Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2018, the School reported a liability of \$13,010,331 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2017, and the total pension liability used to calculate the net OPEB liability was determined by rolling forward the Plan's total OPEB liability as of June 30, 2016 to June 30, 2017. The School's proportion of the net OPEB liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2017, the School's proportion was 0.1576 percent, which was an increase of 0.0004 percent from its proportion measured as of June 30, 2016.

For the year ended June 30, 2018, the School recognized OPEB expense of \$618,211. At June 30, 2018, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net difference between projected and actual investment earnings	\$ -	\$ 25,761
Changes in proportions	26,666	-
Changes in assumptions	-	1,518,858
Contributions subsequent to the date of measurement	<u>368,206</u>	<u>-</u>
	<u>\$ 394,872</u>	<u>\$ 1,544,619</u>

EASTSIDE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE G OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

An amount of \$368,206 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2017 measurement date and will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2019. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources related to pensions, and will be recognized in OPEB expense as follows:

Year Ending June 30,	
2019	\$ (304,879)
2020	(304,879)
2021	(304,879)
2022	(304,879)
2023	(298,437)
	\$ (1,517,953)

Actuarial Assumptions

The total OPEB liability as of the June 30, 2017 measurement date was determined by an actuarial valuation as of June 30, 2016, and update procedures were used to roll forward the total pension liability to June 30, 2017. These actuarial valuations used the following actuarial assumptions:

- Discount rate – 3.58 percent
- Salary increases – 3.25 percent
- Healthcare cost trend rates – 7.00 percent

Mortality rates were based on the Sex Distinct RP-2014 Total Dataset Healthy Annuitant Mortality Table, including adjustment for healthy annuitant and disabled annuitant. Future mortality improvements are projected to 2020.

The total OPEB liabilities are measured based on the assumptions pertaining to interest rates, inflation rates, and employee demographic behavior in future years. The assumptions used were based on the results of an actuarial experience study conducted in 2016. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the actual experience deviates, the larger the impact on future financial statements.

EASTSIDE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE G OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Discount Rate

The discount rate to measure the total OPEB liability was 2.85 percent at the beginning of the current measurement period and 3.58 percent at the end, based on the Bond Buyer GO 20-Bond Municipal Bond Index, an index satisfying the GASB requirement of an index rate for 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that employer contributions to the Plan will continue to follow the pay-as-you-go contribution policy. Based on the assumptions of a pay-as-you-go plan, the discount rates used at the June 30, 2017 and 2016 measurement dates are equal to the applicable rate of the 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

Sensitivity of the School's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability, calculated using the discount rate of 3.58 percent, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (2.58 percent) or one percentage point higher (4.58 percent) than the current rate.

	1% Decrease 2.58%	Current Rate Discount Rate 3.58%	1% Increase 4.58%
School's proportionate share of the net pension liability	\$ 15,599,972	\$ 13,010,331	\$ 10,992,365

Sensitivity of the School's Proportionate Share of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the net OPEB liability, calculated using the healthcare cost trend rate of 7.0 percent, as well as what the net OPEB liability would be if it were calculated using a healthcare cost trend rate that is one percentage point lower (6.0 percent) or one percentage point higher (8.0 percent) than the current rate.

	1% Decrease 6.0%	Current Rate Discount Rate 7.0%	1% Increase 8.0%
School's proportionate share of the net pension liability	\$ 11,015,804	\$ 13,010,331	\$ 15,453,489

EASTSIDE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE G OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Plan Fiduciary Net Position

Detailed information about the Plan's fiduciary net position is available in the PERS Comprehensive Annual Financial Report, which can be found on the Plan's website at www.delawarepensions.com.

NOTE H COMMITMENTS AND CONTINGENCIES

In the normal course of business, there are outstanding various commitments and contingent liabilities in addition to the normal encumbrances for the purchase of goods and services.

Grants

The School receives financial assistance from federal agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit. Any disallowed claims resulting from such audits could become a liability of the School. The School's administration believes such disallowance, if any, would be immaterial.

NOTE I RISK MANAGEMENT

The School has purchased commercial insurance policies for various risks of loss related to torts; theft, damage, or destruction of assets; errors or omissions; injuries to employees; or acts of God. Payments of premiums for these policies are recorded as expenses of the School. Insurance settlements have not exceeded insurance coverage in the past year.

NOTE J BUDGET SCHEDULE

The School's budget is prepared on the cash basis of accounting. The following reconciles the net change in fund balances per the budgetary basis to the net change in fund balance per the modified accrual basis.

EXCESS OF INFLOWS OVER OUTFLOWS	\$ 93,581
Net increase in prepaids	51,498
Net increase in receivables	20,740
Net decrease in accounts payable	13,736
Net increase in accrued liabilities	<u>(62,068)</u>
 NET CHANGE IN FUND BALANCE, MODIFIED ACCRUAL BASIS	 <u>\$ 117,487</u>

EASTSIDE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

NOTE K EXCESS EXPENDITURES OVER APPROPRIATIONS

The following general fund functions incurred expenditures in excess of budget appropriations in the following amounts for the year ended June 30, 2018:

Educational supplies	\$ 14,393
Special programs	\$ 50,623
Summer programs	\$ 145,692

The excess expenditures were covered by other expenditure categories that were less than their budgeted appropriations.

NOTE L DEFICIT NET POSITION

For governmental activities, the unrestricted net deficit amount of \$14,029,110 includes the effect of deferring the recognition of pension and OPEB contributions made subsequent to the measurement date of the net pension liability and net OPEB liability, and the deferred outflows related to the pension and OPEB plans. This is offset by the School's actuarially determined net pension liability and net OPEB liability, and the deferred inflows related to the pension and OPEB plans.

NOTE M PRIOR PERIOD RESTATEMENT

The School has decreased its July 1, 2016 net position by \$13,910,073 due to the effects of implementing GASB Statement No. 75, "Accounting and Financial Reporting for Postemployment Benefits Other than Pensions." The School recorded a beginning deferred outflow for OPEB contributions of \$373,845 and a beginning net OPEB liability of \$14,283,918.

NOTE N SUBSEQUENT EVENTS

The School has evaluated all subsequent events through September 28, 2018, the date the financial statements were available to be issued.

REQUIRED SUPPLEMENTARY INFORMATION

**EASTSIDE CHARTER SCHOOL
BUDGETARY COMPARISON SCHEDULE - GENERAL FUND - CASH BASIS
FOR THE YEAR ENDED JUNE 30, 2018**

	Budgeted Amounts		Actual Amounts	Variance with Final Budget Positive (Negative)
	Original	Final	Budgetary Basis	
REVENUES				
Charges to school districts	\$ 2,016,385	\$ 2,012,198	\$ 1,998,395	\$ (13,803)
State aid	3,656,560	3,612,858	3,475,177	(137,681)
Federal aid	979,734	959,294	1,142,806	183,512
Earnings on cash and investments	15,000	15,000	9,109	(5,891)
Other local sources	651,274	583,459	556,590	(26,869)
TOTAL REVENUES	<u>7,318,953</u>	<u>7,182,809</u>	<u>7,182,077</u>	<u>(732)</u>
EXPENDITURES				
Current:				
Salaries	3,564,795	3,505,832	3,398,111	107,721
Employment costs	1,820,996	1,658,265	1,584,701	73,564
Food service	354,269	313,420	307,105	6,315
Transportation	334,314	387,761	368,676	19,085
Central office expenses	92,986	87,116	64,520	22,596
Educational services	305,637	330,578	243,782	86,796
Educational supplies	135,207	168,711	183,104	(14,393)
Professional services	51,880	51,880	39,630	12,250
Supplies and materials	75,000	79,000	61,012	17,988
Special programs	151,000	124,000	174,623	(50,623)
Summer programs	35,792	49,771	195,463	(145,692)
Repairs and maintenance	397,075	396,482	395,070	1,412
Contingency reserve	106,812	107,556	-	107,556
Capital outlays:				
Equipment	-	31,440	30,440	1,000
Building improvement	-	53,072	42,259	10,813
TOTAL EXPENDITURES	<u>7,425,763</u>	<u>7,344,884</u>	<u>7,088,496</u>	<u>256,388</u>
NET CHANGE IN FUND BALANCE	<u>\$ (106,810)</u>	<u>\$ (162,075)</u>	93,581	<u>\$ 255,656</u>
FUND BALANCE, BEGINNING OF YEAR			<u>1,293,314</u>	
FUND BALANCE, END OF YEAR			<u>\$ 1,386,895</u>	

**EASTSIDE CHARTER SCHOOL
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
FOR THE YEAR ENDED JUNE 30, 2018**

<u>PROPORTIONATE SHARE OF NET PENSION LIABILITY</u>	<u>MEASUREMENT DATE</u>		
	<u>JUNE 30, 2017</u>	<u>JUNE 30, 2016</u>	<u>JUNE 30, 2015</u>
School's proportion of the net pension liability	0.1613%	0.1623%	0.1695%
School's proportion of the net pension liability - dollar value	\$ 2,364,393	\$ 2,445,219	\$ 1,127,604
School's covered employee payroll	\$ 3,148,441	\$ 3,101,119	\$ 3,161,088
School's proportionate share of the net pension liability as a percentage of its covered employee payroll	75.10%	79.01%	35.67%
Plan fiduciary net position as a percentage of the total pension liability	85.31%	84.11%	92.67%
			95.80%

Note: The above information is presented as of the Plan's measurement date.

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**EASTSIDE CHARTER SCHOOL
SCHEDULE OF SCHOOL PENSION CONTRIBUTIONS
FOR THE YEAR ENDED JUNE 30, 2018**

<u>CONTRIBUTIONS</u>	<u>JUNE 30, 2018</u>	<u>JUNE 30, 2017</u>	<u>JUNE 30, 2016</u>	<u>JUNE 30, 2015</u>
Contractually required contribution	\$ 347,940	\$ 300,991	\$ 296,467	\$ 302,000
Contributions in relation to the contractually required contribution	<u>347,940</u>	<u>300,991</u>	<u>296,467</u>	<u>302,000</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered employee payroll	\$ 3,020,313	\$ 3,148,441	\$ 3,101,119	\$ 3,161,088
Contributions as a percentage of covered-employee payroll	11.52%	9.56%	9.56%	9.56%

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**EASTSIDE CHARTER SCHOOL
 SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY
 FOR THE YEAR ENDED JUNE 30, 2018**

<u>PROPORTIONATE SHARE OF NET OPEB LIABILITY</u>	<u>MEASUREMENT DATE</u> <u>JUNE 30, 2017</u>
School's proportion of the net OPEB liability	0.1576%
School's proportion of the net OPEB liability - dollar value	\$ 13,010,331
School's covered employee payroll	\$ 3,020,313
School's proportionate share of the net OPEB liability as a percentage of its covered employee payroll	430.76%
Plan fiduciary net position as a percentage of the total OPEB liability	4.13%

Note: The above information is presented as of the Plan's measurement date.

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**EASTSIDE CHARTER SCHOOL
SCHEDULE OF SCHOOL OPEB CONTRIBUTIONS
FOR THE YEAR ENDED JUNE 30, 2018**

<u>CONTRIBUTIONS</u>	<u>JUNE 30, 2018</u>
Contractually required contribution	\$ 368,206
Contributions in relation to the contractually required contribution	<u>368,206</u>
Contribution excess	<u>\$ -</u>
School's covered employee payroll	\$ 3,592,254
Contributions as a percentage of covered-employee payroll	10.25%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

SUPPLEMENTARY INFORMATION

**EASTSIDE CHARTER SCHOOL
COMBINING BALANCE SHEET - GENERAL FUND
JUNE 30, 2018**

	State Allocation	Local Funding	Federal Funding	Totals
ASSETS				
Cash and pooled cash	\$ 105,158	\$ 1,774,751	-	\$ 1,879,909
Due from other governments	-	9,317	110,570	119,887
Prepaid expenses	-	60,000	-	60,000
TOTAL ASSETS	\$ 105,158	\$ 1,844,068	\$ 110,570	\$ 2,059,796
LIABILITIES AND FUND BALANCES				
LIABILITIES:				
Accounts payable	\$ -	\$ 31,548	-	\$ 31,548
Accrued salaries and related costs	-	506,877	110,570	617,447
TOTAL LIABILITIES	-	538,425	110,570	648,995
FUND BALANCES:				
Nonspendable, prepaid items	-	60,000	-	60,000
Restricted for:				
Food service	-	6,442	-	6,442
E-Rate	-	3,849	-	3,849
Capital improvements	51,108	-	-	51,108
Unassigned	54,050	1,235,352	-	1,289,402
TOTAL FUND BALANCE	105,158	1,305,643	-	1,410,801
TOTAL LIABILITIES AND FUND BALANCES	\$ 105,158	\$ 1,844,068	\$ 110,570	\$ 2,059,796

**EASTSIDE CHARTER SCHOOL
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2018**

	State Allocation	Local Funding	Federal Funding	Totals
REVENUES				
Charges to school districts	\$ -	\$ 1,998,395	-	\$ 1,998,395
State aid	3,475,177	-	-	3,475,177
Federal aid	-	-	808,306	808,306
Earnings on cash and investments	-	9,109	-	9,109
School lunch services - grants	-	-	357,794	357,794
Miscellaneous	-	553,811	-	553,811
TOTAL REVENUES	3,475,177	2,561,315	1,166,100	7,202,592
EXPENDITURES				
Current:				
Instructional services	3,396,982	1,577,982	808,306	5,783,270
Operation and maintenance of facilities	52,009	417,043	-	469,052
Transportation	-	368,676	-	368,676
Food services	5,218	35,068	357,794	398,080
Capital outlays:				
Equipment	-	29,800	-	29,800
Building improvements	-	36,227	-	36,227
TOTAL EXPENDITURES	3,454,209	2,464,796	1,166,100	7,085,105
OTHER FINANCING SOURCES (USES)				
Transfers	(90,746)	90,746	-	-
NET CHANGE IN FUND BALANCES	(69,778)	187,265	-	117,487
FUND BALANCES, BEGINNING OF YEAR	174,936	1,118,378	-	1,293,314
FUND BALANCES, END OF YEAR	\$ 105,158	\$ 1,305,643	\$ -	\$ 1,410,801

**EASTSIDE CHARTER SCHOOL
SCHEDULE OF EXPENDITURES BY NATURAL CLASSIFICATION - GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2018**

EXPENDITURES

Current:

Salaries	\$ 3,377,917
Employment costs	1,542,823
Food service	307,105
Transportation	368,676
Central office expenses	64,422
Educational services	242,541
Educational supplies	251,834
Professional services	39,630
Supplies and materials	55,378
Special programs	174,623
Summer programs	195,463
Repairs and maintenance	391,994
Equipment	30,440
Building improvement	<u>42,259</u>

TOTAL EXPENDITURES \$ 7,085,105

SINGLE AUDIT SUPPLEMENT

INDEPENDENT AUDITOR'S
REPORT ON INTERNAL CONTROL
OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED
ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

September 28, 2018

Board of Directors
EastSide Charter School
Wilmington, Delaware

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of the EastSide Charter School ("the School"), Wilmington, Delaware, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated September 28, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Board of Directors
EastSide Charter School

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.


BARBACANE, THORNTON & COMPANY LLP

INDEPENDENT AUDITOR'S
REPORT ON COMPLIANCE FOR EACH
MAJOR PROGRAM AND ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY
THE UNIFORM GUIDANCE

September 28, 2018

Board of Directors
EastSide Charter School
Wilmington, Delaware

Report on Compliance for Each Major Federal Program

We have audited the EastSide Charter School's ("the School") compliance with the types of compliance requirements described in the OMB *Compliance Supplement* that could have a direct and material effect on the School's major federal program for the year ended June 30, 2018. The School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and recommendations.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for the School's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for the major federal program. However, our audit does not provide a legal determination of the School's compliance.

Board of Directors
EastSide Charter School

Opinion on the Major Federal Program

In our opinion, the EastSide Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2018.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on its major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for its major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.


BARBACANE, THORNTON & COMPANY LLP

**EASTSIDE CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2018**

FEDERAL GRANTOR PROJECT TITLE	Source Code	FEDERAL CFDA NUMBER	GRANT PERIOD BEGINNING/ ENDING DATES	GRANT AMOUNT	TOTAL RECEIVED FOR YEAR	ACCRUED (DEFERRED) REVENUE 06/30/17	REVENUE RECOGNIZED	CURRENT YEAR EXPENDITURES	ACCRUED (DEFERRED) REVENUE 06/30/18	PASSED THROUGH TO SUB-RECIPIENTS
U.S. Department of Agriculture Passed through DE Department of Education Fresh Fruit and Vegetable Program	I	10.582	07/01/17-06/30/18	N/A	\$ 21,125	\$ -	\$ 21,125	\$ 21,125	\$ -	\$ -
Child and Adult Care Food Program	I	10.555	07/01/17-06/30/18	N/A	336,669	-	336,669	336,669	-	-
Total U.S. Department of Agriculture					357,794	-	357,794	357,794	-	-
U.S. Department of Education Passed through DE Department of Education										
Title I - Grants to Local Education Agencies	I	84.010	07/01/16-11/30/18	309,656	30,839	-	30,839	30,839	-	-
Title I - Grants to Local Education Agencies	I	84.010	07/01/17-11/30/19	357,129	340,165	90,071	351,054	351,054	100,961	-
Total CFDA 84.010					371,004	90,071	381,894	381,894	100,961	-
I.D.E.A.	I	84.027	07/01/16-11/30/18	81,736	5,373	-	5,373	5,373	-	-
I.D.E.A.	I	84.027	07/01/17-11/30/19	83,623	74,031	9,076	74,564	74,564	9,609	-
Total CFDA 84.027					79,404	9,076	79,937	79,937	9,609	-
Special Education Preschool Grants	I	84.173	07/01/16-11/30/18	10,157	8,700	-	8,700	8,700	-	-
Special Education Preschool Grants	I	84.173	07/01/17-11/30/19	1,457	1,457	-	1,457	1,457	-	-
Total CFDA 84.173					10,157	-	10,157	10,157	-	-
Total Special Education Cluster					89,561	9,076	90,094	90,094	9,609	-
21 st Century Community Learning Centers	I	84.287	07/01/15-11/30/17	189,952	13,849	-	13,849	13,849	-	-
21 st Century Community Learning Centers	I	84.287	07/01/16-11/30/18	296,100	226,568	-	226,568	226,568	-	-
21 st Century Community Learning Centers	I	84.287	07/01/17-11/30/19	141,400	37,153	-	37,153	37,153	-	-
Total CFDA 84.287					277,570	-	277,570	277,570	-	-
Title II: Improving Teacher Quality State Grants	I	84.367	07/01/15-11/30/17	57,730	2,500	-	2,500	2,500	-	-
Title II: Improving Teacher Quality State Grants	I	84.367	07/01/16-11/30/18	57,309	234	-	234	234	-	-
Title II: Improving Teacher Quality State Grants	I	84.367	07/01/17-11/30/19	59,417	50,857	-	50,857	50,857	-	-
Total CFDA 84.367					53,591	-	53,591	53,591	-	-
Title IV	I	93.658	07/01/17-11/30/19	13,108	5,157	-	5,157	5,157	-	-
Total U.S. Department of Education					796,883	99,147	808,306	808,306	110,570	-
TOTAL FEDERAL AWARDS					\$ 1,154,677	\$ 99,147	\$ 1,166,100	\$ 1,166,100	\$ 110,570	\$ -

Source Code:
I - Indirect Funding

EASTSIDE CHARTER SCHOOL

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

NOTE A BASIS OF ACCOUNTING

The School uses the modified accrual method of recording transactions. Revenues are recorded when measurable and available. Expenditures are recorded when incurred.

NOTE B FEDERAL EXPENDITURES

The schedule of expenditures of federal awards reflects federal expenditures for all individual grants which were active during the fiscal year.

NOTE C INDIRECT COST RATE

The School has not elected to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance. For the year ended June 30, 2018, there were no indirect costs included in the schedule of expenditures of federal awards.

**SCHEDULE OF
FINDINGS AND RECOMMENDATIONS**

EASTSIDE CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RECOMMENDATIONS

PART A - SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported
- Noncompliance material to financial statements noted? Yes No

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Type of auditor's report issued on compliance for major programs [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Any audit findings disclosed that are required to be reported in accordance under the Uniform Guidance?

Yes No

Identification of major programs:

CFDA Number

Name of Federal Program or Cluster

84.287

21st Century Community Learning Centers

Dollar threshold used to distinguish between Type A and Type B programs:

\$750,000

Auditee qualified as low-risk auditee?

Yes No

EASTSIDE CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RECOMMENDATIONS (cont'd)

PART B - FINDINGS RELATED TO FINANCIAL STATEMENTS

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

PART C - FINDINGS RELATED TO FEDERAL AWARDS

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

Appendix 15 Board Approved 5-Year Budget Sheets (100% and 80% Enrollment)

Charter School Application Budget Worksheet

EastSide Charter

State & Local Revenue		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	State Appropriations	\$4,122,277	\$4,089,907	\$4,162,818	\$4,237,188	\$4,313,045
2	School District Local Fund Transfers	\$2,009,277	\$2,049,463	\$2,090,452	\$2,132,261	\$2,174,906
3	Prior Year Carryover Funds	\$277,141	\$379,761	\$384,656	\$395,825	\$394,130
TOTAL STATE & LOCAL REVENUE		\$6,408,696	\$6,519,130	\$6,637,927	\$6,765,274	\$6,882,081

State & Local Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs			FTE		FTE		FTE		FTE		FTE
4	Classroom Teachers	\$982,871	20.00	\$1,002,528	20.00	\$1,022,579	20.00	\$1,043,031	20.00	\$1,063,891	20.00
5	Special Education Teachers	\$287,872	6.00	\$293,629	6.00	\$299,502	6.00	\$305,492	6.00	\$311,602	6.00
6	Special Teachers (Phys Ed, Art, Music)	\$171,966	4.00	\$175,405	4.00	\$178,913	4.00	\$182,492	4.00	\$186,142	4.00
7	Counselors	\$365,420	8.00	\$372,728	8.00	\$380,183	8.00	\$387,787	8.00	\$395,542	8.00
8	Principal/Administrative	\$711,790	8.00	\$726,026	8.00	\$740,546	8.00	\$755,357	8.00	\$770,464	8.00
9	Nurse	\$54,627	1.00	\$55,720	1.00	\$56,834	1.00	\$57,971	1.00	\$59,130	1.00
10	Clerical	\$70,680	2.00	\$72,094	2.00	\$73,535	2.00	\$75,006	2.00	\$76,506	2.00
11	Custodial	\$75,255	2.00	\$76,760	2.00	\$78,295	2.00	\$79,861	2.00	\$81,458	2.00
12	Substitutes	\$38,522	2.00	\$39,292	2.00	\$40,078	2.00	\$40,880	2.00	\$41,697	2.00
13	Other	\$570,220	13.00	\$581,624	13.00	\$593,257	13.00	\$605,122	13.00	\$617,224	13.00
14	Other Employer Costs (32.33% of Salaries)	\$1,076,338		\$1,097,865		\$1,119,822		\$1,142,218		\$1,165,063	
15	Health Insurance	\$525,489		\$535,999		\$546,719		\$557,653		\$568,806	
16	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$4,931,050	66.00	\$5,029,671	66.00	\$5,130,264	66.00	\$5,232,869	66.00	\$5,337,527	66.00

Student Support		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
17	Transportation	\$385,720		\$385,720		\$385,720		\$405,006		\$405,006	
18	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
19	Cafeteria	\$0		\$0		\$0		\$0		\$0	
20	Extra Curricular	\$0		\$0		\$0		\$0		\$0	
21	Supplies and Materials	\$241,255		\$241,255		\$241,255		\$241,255		\$241,255	
22	Textbooks	\$0		\$0		\$0		\$0		\$0	
23	Curriculum	\$0		\$0		\$0		\$0		\$0	
24	Professional Development	\$0		\$0		\$0		\$0		\$0	
25	Assessments	\$0		\$0		\$0		\$0		\$0	
26	Other Educational Program	\$0		\$0		\$0		\$0		\$0	
27	Therapists (Occupational, Speech)	\$76,184		\$77,708		\$79,262		\$80,847		\$82,464	
28	Classroom Technology	\$0		\$0		\$0		\$0		\$0	
29	School Climate	\$0		\$0		\$0		\$0		\$0	
30	Computers	\$0		\$0		\$0		\$0		\$0	
31	Contracted Services	\$0		\$0		\$0		\$0		\$0	
32	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL STUDENT SUPPORT		\$703,159		\$704,683		\$706,237		\$727,108		\$728,725	

Operations and Maintenance of Facilities		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
33	Insurance (Property/Liability)	\$39,032		\$39,813		\$40,609		\$41,421		\$42,249	
34	Rent	\$0		\$0		\$0		\$0		\$0	
35	Mortgage	\$0		\$0		\$0		\$0		\$0	
36	Utilities	\$117,500		\$119,850		\$122,247		\$124,692		\$127,186	
37	Maintenance	\$215,494		\$217,649		\$219,825		\$222,024		\$224,244	
38	Telephone/Communications	\$10,900		\$11,009		\$11,119		\$11,230		\$11,343	
39	Construction	\$0		\$0		\$0		\$0		\$0	
40	Renovation	\$0		\$0		\$0		\$0		\$0	
41	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$382,926		\$388,321		\$393,800		\$399,367		\$405,022	

Administrative/Operations Support		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
42	Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0	
43	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
44	Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
45	Printing and Copying	\$0		\$0		\$0		\$0		\$0	
46	Postage and Shipping	\$2,000		\$2,000		\$2,000		\$2,000		\$2,000	
47	Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0	
48	Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0	
49	Technology Plan	\$9,800		\$9,800		\$9,800		\$9,800		\$9,800	
50	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$11,800		\$11,800		\$11,800		\$11,800		\$11,800	

Management Company		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
51	Fees	\$0		\$0		\$0		\$0		\$0	
52	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
53	Curriculum	\$0		\$0		\$0		\$0		\$0	
54	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0	
55	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$0		\$0		\$0		\$0		\$0	

STATE & LOCAL EXPENDITURES		\$6,028,935	\$6,134,474	\$6,242,101	\$6,371,145	\$6,483,074
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56	# Students	426	426	426	426	426
REVENUE LESS EXPENDITURES		\$379,761	\$384,656	\$395,825	\$394,130	\$399,007

2% CONTINGENCY CHECK	\$128,173.91	\$130,382.61	\$132,758.53	\$135,305.49	\$137,641.62
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**EASTSIDE CHARTER SCHOOL
STATE & LOCAL ASSUMPTIONS**

State & Local Revenue	
State Appropriations	See State/Local Revenue Schedule
School District Local Fund Transfers	See State/Local Revenue Schedule
Prior Year Carryover Funds	Year 0=actual cash balance in state funds @ june 30,2019. Year 1-4 is the prior year ending balance

State & Local Expenses	
Personnel Salaries / Other Employer Costs	
Classroom Teachers	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase
Special Education Teachers	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase
Special Teachers (Phys Ed, Art, Music)	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase
Counselors	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase. Positions include 3 Dean of Students, 3 Behavior Specialists, 1 Counselor and 1 Social Worker
Principal/Administrative	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase. Positions include 1 Director of Operations, 1 Director of Development, 1 Director of Technology, 1 Principal, 3 Assistant Principals & 1 Director of Honors Program
Nurse	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase. Positions include 1 Nurse
Clerical	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase. Positions includes 1 Office Manager & 1 Secretary
Custodial	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase. Positions includes 2 Custodians
Substitutes	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase. Positions includes 2 Longterm Substitutes
Other	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase. Positions includes 9 Paras, Extracurricular Stipends, 1 Psychologist, 1 FTEof 4 partime bus aides, 1 FTE Food Service Support, 1 FTE general daily aides
Other Employer Costs (32.33% of Salaries)	32.33% (FY20 actual OEC Rate) of total salaries.
Health Insurance	based on actual staff elections for benefits. Year 1-4 includes 2% annual inflationary increase
Other Benefits	N/A.
Student Support	
Transportation	Year 0-2 Cost based on current contract. Assume a 5% increase once every 3 years. Year 3-4 includes 5% annual inflationary increase
Extra Curricular Transportation	N/A
Cafeteria	N/A. Paid out of Local Funds
Extra Curricular	N/A

Supplies and Materials	\$3K Medical Supplies, \$236,714 Instructional supplies & \$3k Student Support Supplies. Based on historical averages
Textbooks	N/A.
Curriculum	N/A.
Professional Development	N/A.
Assessments	N/A.
Other Educational Program	N/A.
Therapists (Occupational, Speech)	Year 0=Based on historical averages. Year 1-4 Assumes 2% annual increase from prior year
Classroom Technology	N/A
School Climate	N/A
Computers	N/A
Contracted Services	N/A
Other	N/A
Operations and Maintenance of Facilities	
Insurance (Property/Liability)	Year 0 is FY19 actual . Assumes year 1-4 annual premium increase of 2% from the prior year.
Rent	Facility is provided Inkind to EastSide Charter School from EastSide Community Learning Center Foundation. No annual rent paymenta applies
Mortgage	N/A
Utilities	Year 0 utilities based on historical averages. Year 1-4 assumes a 2% increase in utilities from the prior year
Maintenance	Year 0=\$23,280 landscaping, \$80,063 General Maintenance, \$76,151 Custodial Services, \$30,000 Custodial Supplies & \$6,000 Trash Removal. Year 1-4 assumes an annual increase of 1% from the prior year.
Telephone/Communications	Year 0 is based on historical averages, Year 1-4 assumes a 1% increase from the prior year
Construction	N/A
Renovation	N/A
Other	N/A
Administrative/Operations Support	
Equipment Lease/Maintenance	N/A
Equipment Purchase	N/A
Supplies and Materials	N/A
Printing and Copying	N/A
Postage and Shipping	Based on historical averages.
Enrollment / Recruitment	N/A
Staffing (recruitment and assessment)	N/A
Technology Plan	\$6,200 It support services, \$3,600 Data Storage
Other	N/A
Management Company	
Fees	N/A
Salaries/Other Employee Costs	N/A
Curriculum	N/A
Accounting and Payroll	N/A
Other	N/A

EASTSIDE CHARTER SCHOOL
STATE & LOCAL REVENUE ASSUMPTIONS

	Year 0	Year 1	Year 2	Year 3	Year 4	Assumptions
Student Enrollment	426	426	426	426	426	
Average Per Pupil Local Funding	4,717	4,811	4,907	5,005	5,105	Based on FY20 Local Billing Summary as of 8/21/19 adjusted with addition of anticipated student transportation at a rate of 89% of total enrollment and subtraction of 11 Christina School District at the rate of regular education 4-12 to arrive at 426 student funding. Assume 2% increase each year
Average Per Pupil State Funding	8,390	8,558	8,729	8,903	9,081	Based on FY19 State Billing , Converted total to a per student amount and multiplied by anticipated student enrollment. Assume a 2% increase each year
State Appropriations						
<i>State Appropriation (05213)</i>	3,574,089	3,645,570	3,718,482	3,792,851	3,868,709	Student Enrollment X average per pupil state funding
<i>Tech Block Grant (05235)</i>	10,220	10,220	10,220	10,220	10,220	Equal to FY20 Actual Funding
<i>Ed Sustainment (05289)</i>	76,369	76,369	76,369	76,369	76,369	Equal to FY20 Actual Funding
<i>MCI (50022)</i>	67,942	67,942	67,942	67,942	67,942	Equal to FY20 Actual Funding
<i>SSBG (05309 & 05310)</i>	99,647	99,647	99,647	99,647	99,647	Equal to actualy FY20 Funding. Assume funding will renew each year. Funding supports supplemental programs that will be eliminated if funding ceases or applied to private grants
<i>State Math Coaching Funding</i>	86,307	86,307	86,307	86,307	86,307	Math Coach Reimbursement from DOE
<i>Education Opportunity (05297)</i>	50,750	50,750	50,750	50,750	50,750	Equal to actualy FY20 Funding. Assume funding will renew each year. Funding supports supplemental programs that will be eliminated if funding ceases or applied to private grants
<i>Opportunity Fund (05311)</i>	53,102	53,102	53,102	53,102	53,102	Equal to actualy FY20 Funding. Assume funding will renew each year. Funding supports supplemental programs that will be eliminated if funding ceases or applied to private grants
<i>Opportunity Fund Mental Health (08915)</i>	53,102					Year 0=Equal to actualy FY20 Funding. Funding doesn't renew in Year 1-4
<i>Opportunity Fund (08914)</i>	50,750	-	-	-	-	Year 0=Equal to actualy FY20 Funding. Funding doesn't renew in Year 1-4
Total State Appropriations	\$ 4,122,277	\$ 4,089,907	\$ 4,162,818	\$ 4,237,188	\$ 4,313,045	
School District Local Funds Transfers						
<i>School district transfers (98000)</i>	2,009,277	2,049,463	2,090,452	2,132,261	2,174,906	Year 0 based on FY20 Local Funding Summary. Year 1-4 Average per pupil state funding of FY19 Funding X student enrollment
<i>CSD Settlement Funds (99150)</i>	-	-	-	-	-	No Longer Exists
Total School District Local Fund Transfers	\$ 2,009,277	\$ 2,049,463	\$ 2,090,452	\$ 2,132,261	\$ 2,174,906	

Charter School Application Budget Worksheet

EastSide Charter

Federal Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
1	Entitlement Funding	\$667,101	\$667,101	\$667,101	\$667,101	\$667,101	
2	Other Federal Grants	\$0	\$0	\$0	\$0	\$0	
TOTAL FEDERAL REVENUE		\$667,101	\$667,101	\$667,101	\$667,101	\$667,101	
Federal Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
Personnel Salaries / Other Employer Costs							
			FTE	FTE	FTE	FTE	
3	Classroom Teachers	\$364,988	6.00	\$364,988	6.00	\$364,988	6.00
4	Special Education Teachers	\$52,740	1.00	\$52,740	1.00	\$52,740	1.00
5	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00
6	Counselors	\$3,000	0.25	\$3,000	0.25	\$3,000	0.25
7	Principal/Administrative	\$7,000	0.25	\$7,000	0.25	\$7,000	0.25
8	Nurse	\$6,118	0.25	\$6,118	0.25	\$6,118	0.25
9	Clerical	\$0	0.00	\$0	0.00	\$0	0.00
10	Custodial	\$0	0.00	\$0	0.00	\$0	0.00
11	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00
12	Other	\$9,121	1.00	\$9,121	1.00	\$9,121	1.00
13	Other Employer Costs (32.33% of Salaries)	\$143,211		\$143,211		\$143,211	
14	Health Insurance	\$41,688		\$41,688		\$41,688	
15	Other Benefits	\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$627,866	8.75	\$627,866	8.75	\$627,866	8.75
Student Support							
16	Transportation	\$0		\$0		\$0	
17	Extra Curricular Transportation	\$17,327		\$17,327		\$17,327	
18	Cafeteria	\$0		\$0		\$0	
19	Extra Curricular	\$901		\$901		\$901	
20	Supplies and Materials	\$1,459		\$1,459		\$1,459	
21	Textbooks	\$0		\$0		\$0	
22	Curriculum	\$0		\$0		\$0	
23	Professional Development	\$0		\$0		\$0	
24	Assessments	\$0		\$0		\$0	
25	Other Educational Program	\$0		\$0		\$0	
26	Therapists (Occupational, Speech)	\$19,548		\$19,548		\$19,548	
27	Classroom Technology	\$0		\$0		\$0	
28	School Climate	\$0		\$0		\$0	
29	Computers	\$0		\$0		\$0	
30	Contracted Services	\$0		\$0		\$0	
31	Other	\$0		\$0		\$0	
SUBTOTAL STUDENT SUPPORT		\$39,235		\$39,235		\$39,235	
Operations and Maintenance of Facilities							
32	Insurance (Property/Liability)	\$0		\$0		\$0	
33	Rent	\$0		\$0		\$0	
34	Mortgage	\$0		\$0		\$0	
35	Utilities	\$0		\$0		\$0	
36	Maintenance	\$0		\$0		\$0	
37	Telephone/Communications	\$0		\$0		\$0	
38	Construction	\$0		\$0		\$0	
39	Renovation	\$0		\$0		\$0	
40	Other	\$0		\$0		\$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0		\$0		\$0	
Administrative/Operations Support							
42	Equipment Lease/Maintenance	\$0		\$0		\$0	
41	Equipment Purchase	\$0		\$0		\$0	
42	Supplies and Materials	\$0		\$0		\$0	
43	Printing and Copying	\$0		\$0		\$0	
44	Postage and Shipping	\$0		\$0		\$0	
45	Enrollment / Recruitment	\$0		\$0		\$0	
46	Staffing (recruitment and assessment)	\$0		\$0		\$0	
47	Technology Plan	\$0		\$0		\$0	
48	Other	\$0		\$0		\$0	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0		\$0		\$0	
Management Company							
49	Fees	\$0		\$0		\$0	
50	Salaries/Other Employee Costs	\$0		\$0		\$0	
51	Curriculum	\$0		\$0		\$0	
52	Accounting and Payroll	\$0		\$0		\$0	
53	Other	\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$0		\$0		\$0	
FEDERAL EXPENDITURES		\$667,101		\$667,101		\$667,101	
54	# Students	426		426		426	
REVENUE LESS EXPENDITURES		(\$0)		(\$0)		(\$0)	

**EASTSIDE CHARTER SCHOOL
FEDERAL FUNDS ASSUMPTIONS**

Federal Funds

Entitlement Funding	Based on FY20 Allocation of 21st Century, Title I, Title II, Title IV, IDEA-B & IDEA Preschool. Due to the unpredictability of federal funding, assume funding will remain flat for all years
Other Federal Grants	N/A

Federal Expenses

Personnel Salaries / Other Employer Costs

Classroom Teachers	6 Classroom Teachers. Salaries are based on allocations to FY20 Title I Federal Grant.
Special Education Teachers	1 Special Education Teachers. Salaries are based on FY20 allocation to IDEA Federal Grant.
Special Teachers (Phys Ed, Art, Music)	N/A
Counselors	EPER pay for a Summer Counselor . Based on salary costs allocated to FY20 21st Century Grant
Principal/Administrative	EPER Pay for Administrative team supporting 21st Century Grant program
Nurse	EPER pay for a Summer Program Nurse . Based on salary cost allocated to FY20 21st Century Grant
Clerical	N/A
Custodial	N/A
Substitutes	N/A
Other	(1 FTE)-4 Part-time Bus Aides for the summer program. Based on salary cost allocated to FY20 21st Century Grant
Other Employer Costs (32.33% of Salaries)	32.33% (FY20 actual OEC Rate) of total salaries.
Health Insurance	based on actual cost of health insurance per current employee enrollment
Other Benefits	N/A

Student Support

Transportation	N/A
Extra Curricular Transportation	Busing to and from summer program & field trips. Based on historical costs and allocated to FY20 21st Century Grant
Cafeteria	N/A
Extra Curricular	7 week summer program for students based on historical costs and allocated to anticipated FY20 21st Century Grant
Supplies and Materials	Summer program supplies allocated under the 21st Century Grant & Homeless student supplies allocated under the Title I Grant
Textbooks	N/A
Curriculum	N/A

Professional Development	N/A
Assessments	N/A
Other Educational Program	N/A
Therapists (Occupational, Speech)	Speech and OT services allocated under FY20 IDEA 611 & IDEA 619 Federal Entitlements
Classroom Technology	N/A
School Climate	N/A
Computers	N/A
Contracted Services	N/A
Other	N/A

Operations and Maintenance of Facilities

Insurance (Property/Liability)	N/A
Rent	N/A
Mortgage	N/A
Utilities	N/A
Maintenance	N/A
Telephone/Communications	N/A
Construction	N/A
Renovation	N/A
Other	N/A

Administrative/Operations Support

Equipment Lease/Maintenance	N/A
Equipment Purchase	N/A
Supplies and Materials	N/A
Printing and Copying	N/A
Postage and Shipping	N/A
Enrollment / Recruitment	N/A
Staffing (recruitment and assessment)	N/A
Technology Plan	N/A
Other	N/A

Management Company

Fees	N/A
Salaries/Other Employee Costs	N/A
Curriculum	N/A
Accounting and Payroll	N/A
Other	N/A

Other Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Non Profit Grants	\$0	\$0	\$0	\$0	\$0
2	Foundation Funds	\$309,000	\$309,000	\$309,000	\$309,000	\$309,000
3	Donations	\$0	\$0	\$0	\$0	\$0
4	Construction / Bank Loans	\$0	\$0	\$0	\$0	\$0
5	Cafeteria Funds	\$313,430	\$313,430	\$313,430	\$313,430	\$313,430
6	Miscellaneous Revenue	\$214,768	\$214,768	\$214,768	\$214,768	\$214,768
7	Prior Year Carryover Funds	\$1,583,976	\$1,581,301	\$1,702,015	\$1,822,728	\$1,940,838
TOTAL OTHER REVENUE		\$2,421,174	\$2,418,499	\$2,539,212	\$2,659,926	\$2,778,035

Other Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs			FTE		FTE		FTE		FTE		FTE
8	Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
9	Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
10	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
11	Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
12	Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
13	Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
15	Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
16	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
17	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
18	Other Employer Costs (32.33% of Salaries)	\$0		\$0		\$0		\$0		\$0	
19	Health Insurance	\$0		\$0		\$0		\$0		\$0	
20	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Student Support											
21	Transportation	\$0		\$0		\$0		\$0		\$0	
22	Extra Curricular Transportation	\$12,988		\$12,988		\$12,988		\$13,637		\$13,637	
23	Cafeteria	\$308,888		\$308,888		\$308,888		\$308,888		\$308,888	
24	Extra Curricular	\$58,179		\$58,179		\$58,179		\$58,179		\$58,179	
25	Supplies and Materials	\$21,762		\$0		\$0		\$0		\$0	
26	Textbooks	\$0		\$0		\$0		\$0		\$0	
27	Curriculum	\$0		\$0		\$0		\$0		\$0	
28	Professional Development	\$9,104		\$9,104		\$9,104		\$9,104		\$9,104	
29	Assessments	\$0		\$0		\$0		\$0		\$0	
30	Other Educational Program	\$0		\$0		\$0		\$0		\$0	
31	Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0	
32	Classroom Technology	\$0		\$0		\$0		\$0		\$0	
33	School Climate	\$0		\$0		\$0		\$0		\$0	
34	Computers	\$23,542		\$20,000		\$20,000		\$20,000		\$20,000	
35	Contracted Services	\$0		\$0		\$0		\$0		\$0	
36	Other	\$105,800		\$97,716		\$97,716		\$99,670		\$101,664	
SUBTOTAL STUDENT SUPPORT		\$540,263		\$506,875		\$506,875		\$509,479		\$511,472	
Operations and Maintenance of Facilities											
37	Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0	
38	Rent	\$0		\$0		\$0		\$0		\$0	
39	Mortgage	\$0		\$0		\$0		\$0		\$0	
40	Utilities	\$0		\$0		\$0		\$0		\$0	
41	Maintenance	\$0		\$0		\$0		\$0		\$0	
42	Telephone/Communications	\$0		\$0		\$0		\$0		\$0	
43	Construction	\$0		\$0		\$0		\$0		\$0	
44	Renovation	\$90,000		\$0		\$0		\$0		\$0	
45	Other	\$16,000		\$16,000		\$16,000		\$16,000		\$16,000	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$106,000		\$16,000		\$16,000		\$16,000		\$16,000	
Administrative/Operations Support											
46	Equipment Lease/Maintenance	\$40,529		\$40,529		\$40,529		\$40,529		\$40,529	
47	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
48	Supplies and Materials	\$35,000		\$35,000		\$35,000		\$35,000		\$35,000	
49	Printing and Copying	\$15,000		\$15,000		\$15,000		\$15,000		\$15,000	
50	Postage and Shipping	\$0		\$0		\$0		\$0		\$0	
51	Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0	
52	Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0	
53	Technology Plan	\$0		\$0		\$0		\$0		\$0	
54	Other	\$103,080		\$103,080		\$103,080		\$103,080		\$103,080	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$193,609		\$193,609		\$193,609		\$193,609		\$193,609	
Management Company											
55	Fees	\$0		\$0		\$0		\$0		\$0	
56	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
57	Curriculum	\$0		\$0		\$0		\$0		\$0	
58	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0	
59	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$0		\$0		\$0		\$0		\$0	
OTHER EXPENDITURES		\$839,872		\$716,484		\$716,484		\$719,088		\$721,081	

60	# Students	426	426	426	426	426
REVENUE LESS EXPENDITURES		\$1,581,301	\$1,702,015	\$1,822,728	\$1,940,838	\$2,056,954

**EASTSIDE CHARTER SCHOOL
OTHER FUNDS BUDGET ASSUMPTIONS**

Other Funds

Non Profit Grants	N/A
Foundation Funds	Annual contribution from EastSide Community Learning Center Foundation
Donations	N/A
Construction / Bank Loans	N/A
Cafeteria Funds	Assume reimbursement rate for Breakfast of \$107,207.16 (\$251.66 X 426 Students) and \$206,222.34 for lunch (\$484.09 X 426 Students)
Miscellaneous Revenue	\$12,500 Interest Income and \$146,268 Shared Cost reimbursement from Charter School of New Castle for HR Specialist and Psychologist, \$56,000 for Uniforms and Student Activity Payments.
Prior Year Carryover Funds	Year 0=actual cash balance in local funds @ june 30,2019. Year 1-4 is the prior year ending balance

Other Expenses

Personnel Salaries / Other Employer Costs

Classroom Teachers	N/A
Special Education Teachers	N/A
Special Teachers (Phys Ed, Art, Music)	N/A
Counselors	N/A
Principal/Administrative	N/A
Nurse	N/A
Clerical	N/A
Custodial	N/A
Substitutes	N/A
Other	N/A
Other Employer Costs (32.33% of Salaries)	N/A
Health Insurance	N/A
Other Benefits	N/A

Student Support

Transportation	N/A
Extra Curricular Transportation	Afterschool & summer program not fully funded by 21st Century Federal grant. Assume a 5% increase once every 3 years. Year 3 includes a 5% inflationary increase
Cafeteria	Assumes \$725.09 per student
Extra Curricular	Average \$136.57 per student for field trips & athletic programs
Supplies and Materials	Year 0=\$21,762 Software Purchases, Year 1-4 no software expenses anticipated
Textbooks	N/A
Curriculum	N/A
Professional Development	Based on historical averages. Training for teachers and administrative staff
Assessments	N/A
Other Educational Program	N/A
Therapists (Occupational, Speech)	N/A
Classroom Technology	N/A
School Climate	N/A
Computers	Year 0=\$22,000 in chromebooks \$1,542.45 for 100 Computer bags. Year 1-4 is annual Chromebook replacement cost of \$20,000
Contracted Services	N/A
Other	Year 0, \$10K Classroom Furniture,\$10K substitute nurse, \$79K Instructional Services (Substitutes),\$6,800 Instructional support services (TFA Fees). Year 1-4 Assume a 2% increase from the prior year less the \$10K for classroom furniture. Year 1-4 no furniture needs anticipated.



Operations and Maintenance of Facilities

Insurance (Property/Liability)	N/A
Rent	N/A
Mortgage	N/A
Utilities	N/A
Maintenance	N/A
Telephone/Communications	N/A
Construction	N/A
Renovation	year 0=Building renovations for Apex Program. Assumption based on preliminary quotes. No renovations anticipated for Year 1-4
Other	Year 0-4=\$16,000 for security. Assume security cost remains flat

Administrative/Operations Support

Equipment Lease/Maintenance	Lease for KDI Copiers and average overage printing charges, Water Cooler Rental. Based on current lease contract
Equipment Purchase	N/A
Supplies and Materials	\$25K in basic office supplies based on historical averages, \$5K Employee Recognitions, \$5k Promotional supplies
Printing and Copying	Based on historical averages.
Postage and Shipping	N/A
Enrollment / Recruitment	N/A
Staffing (recruitment and assessment)	N/A
Technology Plan	N/A
Other	\$12,200 staff mileage reimbursement & travel cost for attendance to seminars & training. \$20K legal contingency, \$70,880 Audit and Contract Accounting & Payroll Processing Services

Management Company

Fees	N/A
Salaries/Other Employee Costs	N/A
Curriculum	N/A
Accounting and Payroll	N/A
Other	N/A

Charter School Application Budget Worksheet

EastSide Charter

State & Local Revenue		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	State Appropriations	\$3,409,137	\$3,362,504	\$3,420,868	\$3,480,398	\$3,541,120
2	School District Local Fund Transfers	\$1,608,365	\$1,640,532	\$1,673,343	\$1,706,810	\$1,740,946
3	Prior Year Carryover Funds	\$277,141	\$418,914	\$461,004	\$507,369	\$542,895
TOTAL STATE & LOCAL REVENUE		\$5,294,644	\$5,421,951	\$5,555,215	\$5,694,578	\$5,824,960

State & Local Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs			FTE		FTE		FTE		FTE		FTE
4	Classroom Teachers	\$737,173	16.00	\$751,916	16.00	\$766,955	16.00	\$782,294	16.00	\$797,940	16.00
5	Special Education Teachers	\$287,872	6.00	\$293,629	6.00	\$299,502	6.00	\$305,492	6.00	\$311,602	6.00
6	Special Teachers (Phys Ed, Art, Music)	\$171,966	4.00	\$175,405	4.00	\$178,913	4.00	\$182,492	4.00	\$186,142	4.00
7	Counselors	\$208,551	4.00	\$212,722	4.00	\$216,976	4.00	\$221,316	4.00	\$225,742	4.00
8	Principal/Administrative	\$542,126	6.00	\$552,969	6.00	\$564,028	6.00	\$575,308	6.00	\$586,815	6.00
9	Nurse	\$54,627	1.00	\$55,720	1.00	\$56,834	1.00	\$57,971	1.00	\$59,130	1.00
10	Clerical	\$70,680	2.00	\$72,094	2.00	\$73,535	2.00	\$75,006	2.00	\$76,506	2.00
11	Custodial	\$75,255	2.00	\$76,760	2.00	\$78,295	2.00	\$79,861	2.00	\$81,458	2.00
12	Substitutes	\$38,522	2.00	\$39,292	2.00	\$40,078	2.00	\$40,880	2.00	\$41,697	2.00
13	Other	\$425,914	8.00	\$434,432	8.00	\$443,121	8.00	\$451,983	8.00	\$461,023	8.00
14	Other Employer Costs (32.33% of Salaries)	\$844,681		\$861,575		\$878,807		\$896,383		\$914,310	
15	Health Insurance	\$477,741		\$487,296		\$497,042		\$506,983		\$517,122	
16	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$3,935,108	51.00	\$4,013,811	51.00	\$4,094,087	51.00	\$4,175,968	51.00	\$4,259,488	51.00

Student Support		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
17	Transportation	\$304,469		\$304,469		\$304,469		\$319,692		\$319,692	
18	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
19	Cafeteria	\$0		\$0		\$0		\$0		\$0	
20	Extra Curricular	\$0		\$0		\$0		\$0		\$0	
21	Supplies and Materials	\$185,409		\$185,409		\$185,409		\$185,409		\$185,409	
22	Textbooks	\$0		\$0		\$0		\$0		\$0	
23	Curriculum	\$0		\$0		\$0		\$0		\$0	
24	Professional Development	\$0		\$0		\$0		\$0		\$0	
25	Assessments	\$0		\$0		\$0		\$0		\$0	
26	Other Educational Program	\$0		\$0		\$0		\$0		\$0	
27	Therapists (Occupational, Speech)	\$56,018		\$57,138		\$58,281		\$59,446		\$60,635	
28	Classroom Technology	\$0		\$0		\$0		\$0		\$0	
29	School Climate	\$0		\$0		\$0		\$0		\$0	
30	Computers	\$0		\$0		\$0		\$0		\$0	
31	Contracted Services	\$0		\$0		\$0		\$0		\$0	
32	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL STUDENT SUPPORT		\$545,895		\$547,016		\$548,158		\$564,547		\$565,736	

Operations and Maintenance of Facilities		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
33	Insurance (Property/Liability)	\$39,032		\$39,813		\$40,609		\$41,421		\$42,249	
34	Rent	\$0		\$0		\$0		\$0		\$0	
35	Mortgage	\$0		\$0		\$0		\$0		\$0	
36	Utilities	\$117,500		\$119,850		\$122,247		\$124,692		\$127,186	
37	Maintenance	\$215,494		\$217,649		\$219,825		\$222,024		\$224,244	
38	Telephone/Communications	\$10,900		\$11,009		\$11,119		\$11,230		\$11,343	
39	Construction	\$0		\$0		\$0		\$0		\$0	
40	Renovation	\$0		\$0		\$0		\$0		\$0	
41	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$382,926		\$388,321		\$393,800		\$399,367		\$405,022	

Administrative/Operations Support		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
42	Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0	
43	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
44	Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
45	Printing and Copying	\$0		\$0		\$0		\$0		\$0	
46	Postage and Shipping	\$2,000		\$2,000		\$2,000		\$2,000		\$2,000	
47	Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0	
48	Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0	
49	Technology Plan	\$9,800		\$9,800		\$9,800		\$9,800		\$9,800	
50	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$11,800		\$11,800		\$11,800		\$11,800		\$11,800	

Management Company		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
51	Fees	\$0		\$0		\$0		\$0		\$0	
52	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
53	Curriculum	\$0		\$0		\$0		\$0		\$0	
54	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0	
55	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$0		\$0		\$0		\$0		\$0	

STATE & LOCAL EXPENDITURES		\$4,875,730		\$4,960,947		\$5,047,846		\$5,151,683		\$5,242,046	
56	# Students	341		341		341		341		341	
REVENUE LESS EXPENDITURES		\$418,914		\$461,004		\$507,369		\$542,895		\$582,914	
2% CONTINGENCY CHECK		\$105,892.87		\$108,439.02		\$111,104.30		\$113,891.55		\$116,499.21	

**EASTSIDE CHARTER SCHOOL
STATE & LOCAL ASSUMPTIONS**

State & Local Revenue

State Appropriations	See State/Local Revenue Schedule
School District Local Fund Transfers	See State/Local Revenue Schedule
Prior Year Carryover Funds	Year 0=actual cash balance in state funds @ june 30,2019. Year 1-4 is the prior year ending balance

State & Local Expenses

Personnel Salaries / Other Employer Costs

Classroom Teachers	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase
Special Education Teachers	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase
Special Teachers (Phys Ed, Art, Music)	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase
Counselors	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase. Positions include 1 Dean of Students, 1 Behavior Specialists, 1 Counselor and 1 Social Worker
Principal/Administrative	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase. Positions include 1 Director of Operations, 1 Director of Development, 1 Director of Technology, 1 Principal, 1 Assistant Principals & 1 Director of Honors Program
Nurse	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase. Positions include 1 Nurse
Clerical	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase. Positions includes 1 Office Manager & 1 Secretary
Custodial	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase. Positions includes 2 Custodians
Substitutes	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase. Positions includes 2 Longterm Substitutes
Other	Salary cost is based on current staff & anticipated positions to fill using EastSide salary scale. Year 1-4 includes 2% annual inflationary increase. Positions includes 4 Paras, Extracurricular Stipends, 1 Psychologist, 1 FTEof 4 partime bus aides, 1 FTE Food Service Support, 1 FTE general daily aides
Other Employer Costs (32.33% of Salaries)	32.33% (FY20 actual OEC Rate) of total salaries.
Health Insurance	based on actual staff elections for benefits. Year 1-4 includes 2% annual inflationary increase
Other Benefits	N/A.

Student Support

Transportation	Year 0-2 Cost based on \$892.87 per student. Assume a 5% increase once every 3 years. Year 3-4 includes 5% annual inflationary increase
Extra Curricular Transportation	N/A
Cafeteria	N/A. Paid out of Local Funds
Extra Curricular	N/A
Supplies and Materials	\$541.08 per student. Based on historical averages

Textbooks	N/A.
Curriculum	N/A.
Professional Development	N/A.
Assessments	N/A.
Other Educational Program	N/A.
Therapists (Occupational, Speech)	Year 0=164.28 per student. Year 1-4 Assumes 2% annual increase from prior year
Classroom Technology	N/A
School Climate	N/A
Computers	N/A
Contracted Services	N/A
Other	N/A
Operations and Maintenance of Facilities	
Insurance (Property/Liability)	Year 0 is FY19 actual . Assumes year 1-4 annual premium increase of 2% from the prior year.
Rent	Facility is provided Inkind to EastSide Charter School from EastSide Community Learning Center Foundation. No annual rent paymenta applies
Mortgage	N/A
Utilities	Year 0 utilities based on historical averages. Year 1-4 assumes a 2% increase in utilities from the prior year
Maintenance	Year 0=\$23,280 landscaping, \$80,063 General Maintenance, \$76,151 Custodial Services, \$30,000 Custodial Supplies & \$6,000 Trash Removal. Year 1-4 assumes an annual increase of 1% from the prior year.
Telephone/Communications	Year 0 is based on historical averages, Year 1-4 assumes a 1% increase from the prior year
Construction	N/A
Renovation	N/A
Other	N/A
Administrative/Operations Support	
Equipment Lease/Maintenance	N/A
Equipment Purchase	N/A
Supplies and Materials	N/A
Printing and Copying	N/A
Postage and Shipping	Based on historical averages.
Enrollment / Recruitment	N/A
Staffing (recruitment and assessment)	N/A
Technology Plan	\$6,200 It support services, \$3,600 Data Storage
Other	N/A
Management Company	
Fees	N/A
Salaries/Other Employee Costs	N/A
Curriculum	N/A
Accounting and Payroll	N/A
Other	N/A

EASTSIDE CHARTER SCHOOL
STATE & LOCAL REVENUE ASSUMPTIONS

	Year 0	Year 1	Year 2	Year 3	Year 4	Assumptions
Student Enrollment	341	341	341	341	341	
Average Per Pupil Local Funding	4,717	4,811	4,907	5,005	5,105	Based on average per pupil funding calculated on 100% enrollment budget, Converted total to a per student amount and multiplied by anticipated student enrollment. Assume 2% increase each year
Average Per Pupil State Funding	8,390	8,558	8,729	8,903	9,081	Based on FY19 State Billing , Converted total to a per student amount and multiplied by anticipated student enrollment. Assume a 2% increase each year
State Appropriations						
<i>State Appropriation (05213)</i>	2,860,949	2,918,168	2,976,531	3,036,062	3,096,783	Student Enrollment X average per pupil state funding
<i>Tech Block Grant (05235)</i>	10,220	10,220	10,220	10,220	10,220	Equal to FY20 Actual Funding
<i>Ed Sustainment (05289)</i>	76,369	76,369	76,369	76,369	76,369	Equal to FY20 Actual Funding
<i>MCI (50022)</i>	67,942	67,942	67,942	67,942	67,942	Equal to FY20 Actual Funding
<i>SSBG (05309 & 05310)</i>	99,647	99,647	99,647	99,647	99,647	Equal to actualy FY20 Funding. Assume funding will renew each year. Funding supports supplemental programs that will be eliminated if funding ceases or applied to private grants
<i>State Math Coaching Funding</i>	86,307	86,307	86,307	86,307	86,307	Math Coach Reimbursement from DOE
<i>Education Opportunity (05297)</i>	50,750	50,750	50,750	50,750	50,750	Equal to actualy FY20 Funding. Assume funding will renew each year. Funding supports supplemental programs that will be eliminated if funding ceases or applied to private grants
<i>Opportunity Fund (05311)</i>	53,102	53,102	53,102	53,102	53,102	Equal to actualy FY20 Funding. Assume funding will renew each year. Funding supports supplemental programs that will be eliminated if funding ceases or applied to private grants
<i>Opportunity Fund Mental Health (08915)</i>	53,102					Year 0=Equal to actualy FY20 Funding. Funding doesn't renew in Year 1-4
<i>Opportunity Fund (08914)</i>	50,750	-	-	-	-	Year 0=Equal to actualy FY20 Funding. Funding doesn't renew in Year 1-4
Total State Appropriations	\$ 3,409,137	\$ 3,362,504	\$ 3,420,868	\$ 3,480,398	\$ 3,541,120	

School District Local Funds Transfers

<i>School district transfers (98000)</i>	1,608,365	1,640,532	1,673,343	1,706,810	1,740,946	Year 0 based on FY20 Local Funding Summary. Year 1-4 Average per pupil state funding of FY19 Funding X student enrollment
<i>CSD Settlement Funds (99150)</i>	-	-	-	-	-	No Longer Exists
Total School District Local Fund Transfers	\$ 1,608,365	\$ 1,640,532	\$ 1,673,343	\$ 1,706,810	\$ 1,740,946	

Charter School Application Budget Worksheet

EastSide Charter

Federal Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Entitlement Funding	\$667,101	\$667,101	\$667,101	\$667,101	\$667,101
2	Other Federal Grants	\$0	\$0	\$0	\$0	\$0
TOTAL FEDERAL REVENUE		\$667,101	\$667,101	\$667,101	\$667,101	\$667,101
Federal Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
3	Classroom Teachers	\$364,988 6.00	\$364,988 6.00	\$364,988 6.00	\$364,988 6.00	\$364,988 6.00
4	Special Education Teachers	\$52,740 1.00	\$52,740 1.00	\$52,740 1.00	\$52,740 1.00	\$52,740 1.00
5	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
6	Counselors	\$3,000 0.25	\$3,000 0.25	\$3,000 0.25	\$3,000 0.25	\$3,000 0.25
7	Principal/Administrative	\$7,000 0.25	\$7,000 0.25	\$7,000 0.25	\$7,000 0.25	\$7,000 0.25
8	Nurse	\$6,118 0.25	\$6,118 0.25	\$6,118 0.25	\$6,118 0.25	\$6,118 0.25
9	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Other	\$9,121 1.00	\$9,121 1.00	\$9,121 1.00	\$9,121 1.00	\$9,121 1.00
13	Other Employer Costs (32.33% of Salaries)	\$143,211	\$143,211	\$143,211	\$143,211	\$143,211
14	Health Insurance	\$41,688	\$41,688	\$41,688	\$41,688	\$41,688
15	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$627,866 8.75	\$627,866 8.75	\$627,866 8.75	\$627,866 8.75	\$627,866 8.75
Student Support						
16	Transportation	\$0	\$0	\$0	\$0	\$0
17	Extra Curricular Transportation	\$17,327	\$17,327	\$17,327	\$17,327	\$17,327
18	Cafeteria	\$0	\$0	\$0	\$0	\$0
19	Extra Curricular	\$901	\$901	\$901	\$901	\$901
20	Supplies and Materials	\$1,459	\$1,459	\$1,459	\$1,459	\$1,459
21	Textbooks	\$0	\$0	\$0	\$0	\$0
22	Curriculum	\$0	\$0	\$0	\$0	\$0
23	Professional Development	\$0	\$0	\$0	\$0	\$0
24	Assessments	\$0	\$0	\$0	\$0	\$0
25	Other Educational Program	\$0	\$0	\$0	\$0	\$0
26	Therapists (Occupational, Speech)	\$19,548	\$19,548	\$19,548	\$19,548	\$19,548
27	Classroom Technology	\$0	\$0	\$0	\$0	\$0
28	School Climate	\$0	\$0	\$0	\$0	\$0
29	Computers	\$0	\$0	\$0	\$0	\$0
30	Contracted Services	\$0	\$0	\$0	\$0	\$0
31	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL STUDENT SUPPORT		\$39,235	\$39,235	\$39,235	\$39,235	\$39,235
Operations and Maintenance of Facilities						
32	Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0
33	Rent	\$0	\$0	\$0	\$0	\$0
34	Mortgage	\$0	\$0	\$0	\$0	\$0
35	Utilities	\$0	\$0	\$0	\$0	\$0
36	Maintenance	\$0	\$0	\$0	\$0	\$0
37	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
38	Construction	\$0	\$0	\$0	\$0	\$0
39	Renovation	\$0	\$0	\$0	\$0	\$0
40	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0	\$0	\$0	\$0	\$0
Administrative/Operations Support						
42	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
41	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
42	Supplies and Materials	\$0	\$0	\$0	\$0	\$0
43	Printing and Copying	\$0	\$0	\$0	\$0	\$0
44	Postage and Shipping	\$0	\$0	\$0	\$0	\$0
45	Enrollment / Recruitment	\$0	\$0	\$0	\$0	\$0
46	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
47	Technology Plan	\$0	\$0	\$0	\$0	\$0
48	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0	\$0	\$0	\$0	\$0
Management Company						
49	Fees	\$0	\$0	\$0	\$0	\$0
50	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
51	Curriculum	\$0	\$0	\$0	\$0	\$0
52	Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
53	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL MANAGEMENT COMPANY		\$0	\$0	\$0	\$0	\$0
FEDERAL EXPENDITURES		\$667,101	\$667,101	\$667,101	\$667,101	\$667,101
54	# Students	341	341	341	341	341
REVENUE LESS EXPENDITURES		(\$0)	(\$0)	(\$0)	(\$0)	(\$0)

**EASTSIDE CHARTER SCHOOL
FEDERAL FUNDS ASSUMPTIONS**

Federal Funds

Entitlement Funding	Based on FY20 Allocation of 21st Century, Title I, Title II, Title IV, IDEA-B & IDEA Preschool. Due to the unpredictability of federal funding, assume funding will remain flat for all years
Other Federal Grants	N/A

Federal Expenses

Personnel Salaries / Other Employer Costs

Classroom Teachers	6 Classroom Teachers. Salaries are based on allocations to FY20 Title I Federal Grant.
Special Education Teachers	1 Special Education Teachers. Salaries are based on FY20 allocation to IDEA Federal Grant.
Special Teachers (Phys Ed, Art, Music)	N/A
Counselors	EPER pay for a Summer Counselor . Based on salary costs allocated to FY20 21st Century Grant
Principal/Administrative	EPER Pay for Administrative team supporting 21st Century Grant program
Nurse	EPER pay for a Summer Program Nurse . Based on salary cost allocated to FY20 21st Century Grant
Clerical	N/A
Custodial	N/A
Substitutes	N/A
Other	(1 FTE)-4 Part-time Bus Aides for the summer program. Based on salary cost allocated to FY20 21st Century Grant
Other Employer Costs (32.33% of Salaries)	32.33% (FY20 actual OEC Rate) of total salaries.
Health Insurance	based on actual cost of health insurance per current employee enrollment
Other Benefits	N/A

Student Support

Transportation	N/A
Extra Curricular Transportation	Busing to and from summer program & field trips. Based on historical costs and allocated to FY20 21st Century Grant
Cafeteria	N/A
Extra Curricular	7 week summer program for students based on historical costs and allocated to anticipated FY20 21st Century Grant
Supplies and Materials	Summer program supplies allocated under the 21st Century Grant & Homeless student supplies allocated under the Title I Grant
Textbooks	N/A
Curriculum	N/A

Professional Development	N/A
Assessments	N/A
Other Educational Program	N/A
Therapists (Occupational, Speech)	Speech and OT services allocated under FY20 IDEA 611 & IDEA 619 Federal Entitlements
Classroom Technology	N/A
School Climate	N/A
Computers	N/A
Contracted Services	N/A
Other	N/A

Operations and Maintenance of Facilities

Insurance (Property/Liability)	N/A
Rent	N/A
Mortgage	N/A
Utilities	N/A
Maintenance	N/A
Telephone/Communications	N/A
Construction	N/A
Renovation	N/A
Other	N/A

Administrative/Operations Support

Equipment Lease/Maintenance	N/A
Equipment Purchase	N/A
Supplies and Materials	N/A
Printing and Copying	N/A
Postage and Shipping	N/A
Enrollment / Recruitment	N/A
Staffing (recruitment and assessment)	N/A
Technology Plan	N/A
Other	N/A

Management Company

Fees	N/A
Salaries/Other Employee Costs	N/A
Curriculum	N/A
Accounting and Payroll	N/A
Other	N/A

Other Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Non Profit Grants	\$0	\$0	\$0	\$0	\$0
2	Foundation Funds	\$309,000	\$309,000	\$309,000	\$309,000	\$309,000
3	Donations	\$0	\$0	\$0	\$0	\$0
4	Construction / Bank Loans	\$0	\$0	\$0	\$0	\$0
5	Cafeteria Funds	\$250,891	\$250,891	\$250,891	\$250,891	\$250,891
6	Miscellaneous Revenue	\$201,068	\$201,068	\$201,068	\$201,068	\$201,068
7	Prior Year Carryover Funds	\$1,583,976	\$1,600,690	\$1,741,111	\$1,879,905	\$2,017,038
TOTAL OTHER REVENUE		\$2,344,935	\$2,361,649	\$2,502,070	\$2,640,864	\$2,777,997

Other Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs			FTE		FTE		FTE		FTE		FTE
8	Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
9	Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
10	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
11	Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
12	Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
13	Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
15	Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
16	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
17	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
18	Other Employer Costs (32.33% of Salaries)	\$0		\$0		\$0		\$0		\$0	
19	Health Insurance	\$0		\$0		\$0		\$0		\$0	
20	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00

21	Transportation	\$0		\$0		\$0		\$0		\$0	
22	Extra Curricular Transportation	\$6,601		\$6,601		\$6,601		\$6,601		\$6,601	
23	Cafeteria	\$247,256		\$247,256		\$247,256		\$247,256		\$247,256	
24	Extra Curricular	\$46,572		\$46,572		\$46,572		\$46,572		\$46,572	
25	Supplies and Materials	\$21,762		\$0		\$0		\$0		\$0	
26	Textbooks	\$0		\$0		\$0		\$0		\$0	
27	Curriculum	\$0		\$0		\$0		\$0		\$0	
28	Professional Development	\$9,104		\$9,104		\$9,104		\$9,104		\$9,104	
29	Assessments	\$0		\$0		\$0		\$0		\$0	
30	Other Educational Program	\$0		\$0		\$0		\$0		\$0	
31	Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0	
32	Classroom Technology	\$0		\$0		\$0		\$0		\$0	
33	School Climate	\$0		\$0		\$0		\$0		\$0	
34	Computers	\$23,542		\$20,000		\$20,000		\$20,000		\$20,000	
35	Contracted Services	\$0		\$0		\$0		\$0		\$0	
36	Other	\$89,800		\$81,396		\$83,024		\$84,684		\$86,378	

SUBTOTAL STUDENT SUPPORT		\$444,636		\$410,928		\$412,556		\$414,217		\$415,911	
Operations and Maintenance of Facilities											
37	Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0	
38	Rent	\$0		\$0		\$0		\$0		\$0	
39	Mortgage	\$0		\$0		\$0		\$0		\$0	
40	Utilities	\$0		\$0		\$0		\$0		\$0	
41	Maintenance	\$0		\$0		\$0		\$0		\$0	
42	Telephone/Communications	\$0		\$0		\$0		\$0		\$0	
43	Construction	\$0		\$0		\$0		\$0		\$0	
44	Renovation	\$90,000		\$0		\$0		\$0		\$0	
45	Other	\$16,000		\$16,000		\$16,000		\$16,000		\$16,000	

SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$106,000		\$16,000		\$16,000		\$16,000		\$16,000	
Administrative/Operations Support											
46	Equipment Lease/Maintenance	\$40,529		\$40,529		\$40,529		\$40,529		\$40,529	
47	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
48	Supplies and Materials	\$35,000		\$35,000		\$35,000		\$35,000		\$35,000	
49	Printing and Copying	\$15,000		\$15,000		\$15,000		\$15,000		\$15,000	
50	Postage and Shipping	\$0		\$0		\$0		\$0		\$0	
51	Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0	
52	Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0	
53	Technology Plan	\$0		\$0		\$0		\$0		\$0	
54	Other	\$103,080		\$103,080		\$103,080		\$103,080		\$103,080	

SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$193,609		\$193,609		\$193,609		\$193,609		\$193,609	
Management Company											
55	Fees	\$0		\$0		\$0		\$0		\$0	
56	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
57	Curriculum	\$0		\$0		\$0		\$0		\$0	
58	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0	
59	Other	\$0		\$0		\$0		\$0		\$0	

SUBTOTAL MANAGEMENT COMPANY		\$0		\$0		\$0		\$0		\$0	
OTHER EXPENDITURES		\$744,245		\$620,537		\$622,165		\$623,826		\$625,520	

60	# Students	341		341		341		341		341	
REVENUE LESS EXPENDITURES		\$1,600,690		\$1,741,111		\$1,879,905		\$2,017,038		\$2,152,478	

**EASTSIDE CHARTER SCHOOL
OTHER FUNDS BUDGET ASSUMPTIONS**

Other Funds

Non Profit Grants	N/A
Foundation Funds	Annual contribution from EastSide Community Learning Center Foundation
Donations	N/A
Construction / Bank Loans	N/A
Cafeteria Funds	Assume reimbursement rate for Breakfast of \$85,816.06 (\$251.66 X 341 Students) and \$165,074.69 for lunch (\$484.09 X 341 Students)
Miscellaneous Revenue	\$10,000 Interest Income and \$146,268 Shared Cost reimbursement from Charter School of New Castle for HR Specialist and Psychologist, \$44,800 for Uniforms and Student Activity Payments.
Prior Year Carryover Funds	N/A

Other Expenses

Personnel Salaries / Other Employer Costs

Classroom Teachers	N/A
Special Education Teachers	N/A
Special Teachers (Phys Ed, Art, Music)	N/A
Counselors	N/A
Principal/Administrative	N/A
Nurse	N/A
Clerical	N/A
Custodial	N/A
Substitutes	N/A
Other	N/A
Other Employer Costs (32.33% of Salaries)	N/A
Health Insurance	N/A
Other Benefits	N/A

Student Support

Transportation	N/A
Extra Curricular Transportation	Afterschool & summer program not fully funded by 21st Century Federal grant. Assume a 5% increase once every 3 years. Year 3 includes a 5% inflationary increase
Cafeteria	Assumes \$725.09 per student
Extra Curricular	Average \$136.57 per student for field trips & athletic programs
Supplies and Materials	Year 0=\$21,762 Software Purchases, Year 1-4 no renewal anticipated
Textbooks	N/A
Curriculum	N/A
Professional Development	Based on historical averages. Training for teachers and administrative staff
Assessments	N/A
Other Educational Program	N/A
Therapists (Occupational, Speech)	N/A
Classroom Technology	N/A
School Climate	N/A
Computers	Year 0=\$22,000 in chromebooks \$1,542.45 for 100 Computer bags. Year 1-4 is annual Chromebook replacement cost of \$20,000
Contracted Services	N/A
Other	Year 0, \$10K Classroom Furniture,\$10K substitute nurse, \$63K Instructional Services (Substitutes),\$6,800 Instructional support services (TFA Fees). Year 1-4 Assume a 2% increase from the prior year less the \$10K for classroom furniture. Year 1-4 no furniture needs anticipated.

Operations and Maintenance of Facilities

Insurance (Property/Liability)	N/A
Rent	N/A
Mortgage	N/A
Utilities	N/A
Maintenance	N/A
Telephone/Communications	N/A
Construction	N/A
Renovation	Year 0=Building renovations for Apex Program. Assumption based on preliminary quotes. No renovations anticipated for Year 1-4
Other	Year 0-4=\$16,000 for security. Assume security cost remains flat

Administrative/Operations Support

Equipment Lease/Maintenance	Lease for KDI Copiers and average overage printing charges, Water Cooler Rental. Based on current lease contract
Equipment Purchase	N/A
Supplies and Materials	\$25K in basic office supplies based on historical averages, \$5K Employee Recognitions, \$5k Promotional supplies
Printing and Copying	Based on historical averages.
Postage and Shipping	N/A
Enrollment / Recruitment	N/A
Staffing (recruitment and assessment)	N/A
Technology Plan	N/A
Other	\$12,200 staff mileage reimbursement & travel cost for attendance to seminars & training. \$20K legal contingency, \$70,880 Audit and Contract Accounting & Payroll Processing Services

Management Company

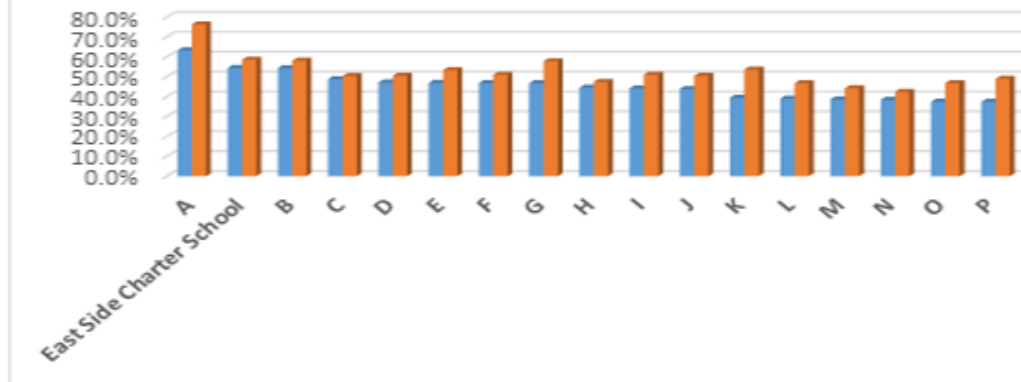
Fees	N/A
Salaries/Other Employee Costs	N/A
Curriculum	N/A
Accounting and Payroll	N/A
Other	N/A

Attachments

EastSide Community Learning Center Foundation

In Support of EastSide Charter School

EastSide ranked 2nd in the state in 2017-2018 in % of students meeting their State determined academic growth targets!



Math % met for District/Charter / ELA % met for District/Charter

See, Page 2



Annual Report

2017-2018

EastSide Charter School—Annual Report 2017-2018

Dear Friends, Families and Supporters,

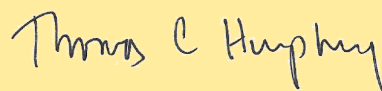
We are pleased to share information about the 2017-2018 school year with you. The year was notable for many significant accomplishments, including a school **ranking of 2nd in the state in the percentage of students meeting their annual academic growth goals.**

In recent years, the percentage of EastSide students who have tested “*proficient*” or better on state mandated achievement tests has been troublingly low – but the road to greater proficiency begins with a turnaround in the growth of students in their scholastic skills. Many of our students start their educational journeys well behind their more affluent peers in other schools. Rather than claiming our “*reality*” as an excuse, in 2017-2018 CEO Aaron Bass stepped into the additional role of Principal, joining with Director of Academics Stan Bobowski in implementing rigorous modifications in curriculum, student assessment, and teacher development and supports at EastSide.

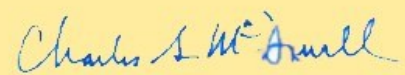
We focused on both proficiency and academic growth during the school year. In the 2017-2018 school year the percentage of EastSide students meeting their educational growth goals (established by the Department of Education) increased from 30% to 52% in Math (year over year) and from 32% to 56.6% in ELA. These increases were 2x the state average increase in Math and 3x the state average increase in ELA. These results ranked EastSide as the school with the **second highest percentage of students meeting their growth goals of all schools and districts in the state.** Even on the basis of proficiency scores, while statewide scores in ELA were flat and math scores dipped by 1%, EastSide scores rose 6% in math and 3% in ELA.

This is the bedrock upon which advances in the coming years will be expanded by a team of educators growing in their work through the school’s training and Leadership Development programs. We are unabashedly optimistic in the future for EastSide students,.

This year EastSide has welcomed Dr. Demetri Sermons as Principal to lead the school into the future. (Aaron Bass returns to serving as CEO of EastSide and our sister school, Charter School of New Castle. Dr. Sermons comes to us with an impressive track record, most recently in Washington DC. Your ongoing and dedicated support enables our excitement for the future; and we are grateful for your belief in the Mission of EastSide Charter School.



Thomas C. Humphrey
Board Chair



Charles S. McDowell, Esq.
Foundation CEO



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Meet Dr. Sermons!

R. Demetri Sermons, Ed.D. is the new Principal of EastSide Charter School. Dr. Sermons began his duties in the summer, and hit the ground running, moving quickly to embrace the advances and accomplishments of the team that preceded him—as CEO Aaron Bass and Chief Academic Officer Stanley Bobowski had rallied EastSide students to academic advances that had not been seen in the school in a number of years.

Dr. Sermons education career spans over 20 years. He has held positions of leadership at urban public schools in the District of Columbia, Atlanta, GA, and Montgomery, AL. He is a native of Valdosta, Georgia; and holds a degree from Troy University in English Education and French Education. He also has a Master's degree in Curriculum and Instruction and an Education Specialist degree in Administration from Central Michigan University. He earned his Doctor of Education degree from Liberty University in Lynchburg, Virginia.



Like EastSide on Facebook!



Schools Focus and Highlights

⇒ EastSide Charter School students' academic performance grew at rates 2 times the state average growth in math and 3 times the state average growth in ELA.

⇒ A broad array of afterschool activities - with student transportation - including chess, soccer, basketball, track, volleyball, cheer/dance, tutoring, mentoring, and more!

⇒ Students in all grades engaged in Social Emotional learning focusing on their mental health, social skills, and preparedness for college and life.

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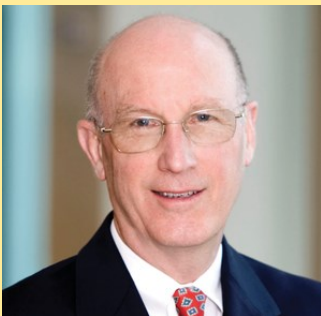
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Mr. Gary Linarducci	Mr. Martin Mand
Mr. & Mrs. George Massih	Mr. & Mrs. Nicholas Medaglio
Ms. Carol & Mr. Mark Mosher	National HVAC
Network For Good	Mr. & Mrs. Paul Pinson
Ms. Florence Rice	Mr. James G. Rogers
Mr. & Mrs. Chip Sawyer	Mr. & Mrs. Gilbert Scarborough
Mr. Charles P. Schutt, Jr.	Seiberlich Energy Services
Ms. Claudia & Mr. Kevin Shannon	Ms. Judith B. Stallkamp
Mr. & Mrs. Edward Tucker	Hon. Alison & Mr. Michael Tumas
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Ms. Ebony Wilmore



\$70,000 AND ABOVE

Barclays
Roger Crozier Charitable Trust
Longwood Foundation

\$20,000—\$69,000

Chichester DuPont Foundation
Delaware Curative Workshop
Deutsche Bank
Ellice & Rosa McDonald Foundation
Laffey-McHugh Foundation
Nuclear Electric Insurance Limited
[Mr. & Mrs. William D. Johnson]

\$5000—\$19,999

Aware Foundation
Ms. Heather Evans
Mr. & Mrs. Joseph Janssen, Jr.
Mr. & Mrs. Charles McDowell
Ms. Jocelyn Stewart

In-Kind Contributions

American Honda Finance
Gayle Bruce & Family
Morris Grove Blanket Circle
Public Relations Students Soc. of America
She's It, Inc.
Shoes That Fit
Unitarian Universalist Society of Mill Creek
Westminster Presbyterian Church

Sincere thanks, one and all !

We make every effort to accurately record all contributions ... but if there are errors or omissions, please let us know so we can correct our records and offer an appropriate thank you.

The Gift of Education

Every dollar donated is a dollar that enables us to improve students' lives. So please ... Choose one of these 3 easy ways to donate to **EastSide Community Learning Center Foundation**.

- ◆ Cash/Check/Credit Card Gifts may be mailed to:

EastSide Community Learning Center Foundation
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New Castle, DE 19720

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Thank you for your support.



EastSide Charter School's mission is to change the landscape of urban education in Delaware; changing others' expectations, others' actions, and the futures of our kids.

Strive. Succeed. Soar.

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www.eastsidecharterschool.org

c/o 3000 North Claymont Street
Wilmington, DE 19802

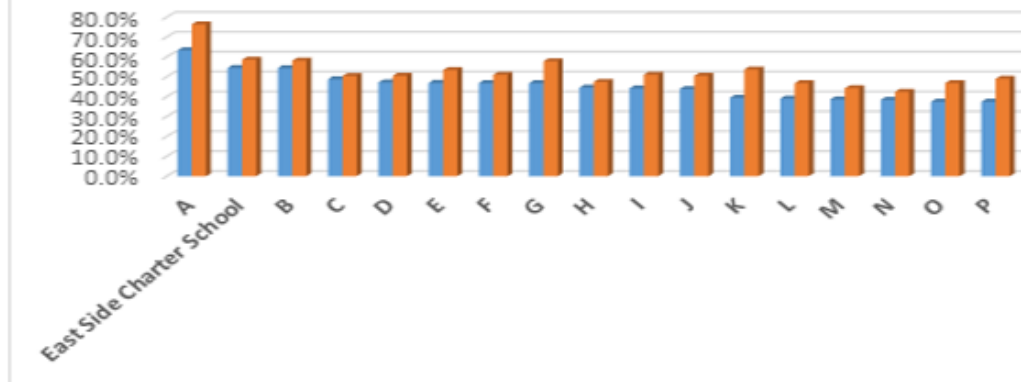
EastSide Community Learning Center Foundation

**Attachments :: Attachment 1 EastSide Community Learning Center
Foundation Annual Report**

EastSide Community Learning Center Foundation

In Support of EastSide Charter School

EastSide ranked 2nd in the state in 2017-2018 in % of students meeting their State determined academic growth targets!



Math % met for District/Charter / ELA % met for District/Charter

See, Page 2



Annual Report

2017-2018

EastSide Charter School—Annual Report 2017-2018

Dear Friends, Families and Supporters,

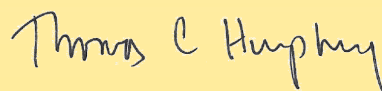
We are pleased to share information about the 2017-2018 school year with you. The year was notable for many significant accomplishments, including a school **ranking of 2nd in the state in the percentage of students meeting their annual academic growth goals.**

In recent years, the percentage of EastSide students who have tested “*proficient*” or better on state mandated achievement tests has been troublingly low – but the road to greater proficiency begins with a turnaround in the growth of students in their scholastic skills. Many of our students start their educational journeys well behind their more affluent peers in other schools. Rather than claiming our “*reality*” as an excuse, in 2017-2018 CEO Aaron Bass stepped into the additional role of Principal, joining with Director of Academics Stan Bobowski in implementing rigorous modifications in curriculum, student assessment, and teacher development and supports at EastSide.

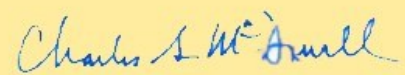
We focused on both proficiency and academic growth during the school year. In the 2017-2018 school year the percentage of EastSide students meeting their educational growth goals (established by the Department of Education) increased from 30% to 52% in Math (year over year) and from 32% to 56.6% in ELA. These increases were 2x the state average increase in Math and 3x the state average increase in ELA. These results ranked EastSide as the school with the **second highest percentage of students meeting their growth goals of all schools and districts in the state.** Even on the basis of proficiency scores, while statewide scores in ELA were flat and math scores dipped by 1%, EastSide scores rose 6% in math and 3% in ELA.

This is the bedrock upon which advances in the coming years will be expanded by a team of educators growing in their work through the school’s training and Leadership Development programs. We are unabashedly optimistic in the future for EastSide students,.

This year EastSide has welcomed Dr. Demetri Sermons as Principal to lead the school into the future. (Aaron Bass returns to serving as CEO of EastSide and our sister school, Charter School of New Castle. Dr. Sermons comes to us with an impressive track record, most recently in Washington DC. Your ongoing and dedicated support enables our excitement for the future; and we are grateful for your belief in the Mission of EastSide Charter School.



Thomas C. Humphrey
Board Chair



Charles S. McDowell, Esq.
Foundation CEO



BOARD OF DIRECTORS

Thomas C. Humphrey, Chair
Jocelyn Stewart, Vice-Chair
Hon. Charles Toliver, Esq., Secretary
Donna G. Mitchell, Treasurer

Kim Fortunato
Cecil Gordon
Michael Hare
H. M. (Chip) Sawyer, III
Alexis Simms
Aki Veal
Michael Williams

Aaron Bass
School CEO, *Ex-Officio*

Charles S. McDowell, Esquire
Foundation, CEO

Norman E. Solomon, J.D.
Foundation CFO

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Leroy A. Tice, Esquire
Rodman Ward III.
Jenia Watson
Joy Zaben

Meet Dr. Sermons!

R. Demetri Sermons, Ed.D. is the new Principal of EastSide Charter School. Dr. Sermons began his duties in the summer, and hit the ground running, moving quickly to embrace the advances and accomplishments of the team that preceded him—as CEO Aaron Bass and Chief Academic Officer Stanley Bobowski had rallied EastSide students to academic advances that had not been seen in the school in a number of years.

Dr. Sermons education career spans over 20 years. He has held positions of leadership at urban public schools in the District of Columbia, Atlanta, GA, and Montgomery, AL. He is a native of Valdosta, Georgia; and holds a degree from Troy University in English Education and French Education. He also has a Master's degree in Curriculum and Instruction and an Education Specialist degree in Administration from Central Michigan University. He earned his Doctor of Education degree from Liberty University in Lynchburg, Virginia.



Like EastSide on Facebook!



Schools Focus and Highlights

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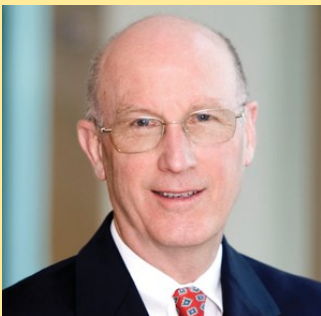
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Mr. & Mrs. Chip Sawyer	Mr. & Mrs. Gilbert Scarborough
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Ms. Ebony Wilmore



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\$20,000—\$69,000

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www.eastsidecharterschool.org

c/o 3000 North Claymont Street
 Wilmington, DE 19802

EastSide Community Learning Center Foundation

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**Attachments :: Attachment 2 Major Modification Application
(WITHDRAWN)**



**Major Modification Request
Submitted 10.7.19**

Aaron Bass
Chief Executive Officer
aaron.bass@escs.k12.de.us

Jocelyn Stewart
Chairman, Board of Directors
jocelynstewart1@gmail.com

Section A Core Questions:

1. What modification does the school’s Board of Directors want to make to the term(s) of the charter? Identify the page number(s) on which the term(s) is/are stated in the currently approved charter. If the term(s) of the charter the school wants to modify is/are conditions placed on the charter by the Secretary of Education and members of the State Board of Education, state the condition(s) and the date(s) on which the condition(s) was/were placed on the school’s charter.

We seek to change our Mission and Vision.

I. Mission

[Existing]

The mission of EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child’s unique gifts and talents.

[Proposed]

We strive to inspire our students to realize their vision for the future and ensure that they are equipped with the resources to achieve it. EastSide Charter School will provide students with high expectations, critical thinking, responsive and engaging instruction and the character skills that are necessary to succeed in the world of tomorrow.

II. Vision

[EXISTING]

The vision of EastSide Charter School is to develop and sustain an academic community in which every direct stakeholder - teachers and staff, students and their parents - consistently model lifelong learning, selflessness, and self-respect. Each of these stakeholders take full advantage of every learning opportunity and through this continual learning process, our teachers and students will learn more about themselves, improving upon and maximizing their knowledge, skills, and overall productivity and effect on the school community and our broader society.

By learning to work in collaboration with their teachers and peers, our students will develop a strong sense of self respect, self-reflection, sense of independence, and sense of right and wrong. Upon leaving the EastSide community our students will have the character,

knowledge, skills and self- and societal awareness to determine their own personal and professional destiny.

[Proposed]

Our students will become strong leaders in their communities, living choice-filled lives.

2. What is the effective date of the proposed modification?

Immediately

3. The authorizer will review your most recent Performance Review Reports as part of your application. Discuss the school's academic performance, compliance with the terms of its charter, and financial viability as measured by the Performance Framework.

The School has seen a decline in on our most recent SBAC scores. We have revamped our leadership team and entered into partnerships with DOE, AIR and other charter networks to improve our performance. The new Mission and Vision is in line with our focus on improved services to our students.

Financially we have remained in a strong position.

4. Describe the rationale for the request(s). Discuss any relevant research base or evidence that supports this type of request. (*Attachments may be provided*)

The staff and board members of EastSide came together to focus on how our actions can better impact students. Over a 6 month period we have aligned our practices and actions to the proposed mission and vision statement above. Examples of this revision include:

Character Skills: we have partnered with the Delaware DOE's MTSS program. We have also taken on Second Step SEL curriculum to use throughout the entire school. We have also had staff use engage in meaningful Professional Development that includes research and summer readings.

Vision Plans: Students have been focused on developing Vision Plans which are aligned to their future goals. Students in younger grades focus on their career goal. Students in higher grades focus on how their actions will impact their long term goals as well as HS, College and Career planning.

Critical Thinking: We have refocused our efforts on our curriculum and are spending quality time focusing on Common Core Curriculum and how students are mastering standards

There are also ongoing staff meetings on a weekly basis to continue to fine tune our systems to have a positive impact on students.

5. Describe how the proposed modification will impact the operation of the school. Include how student achievement, staffing, facilities, and financial viability of the school may be impacted in the current school year and for the remainder of the school's charter term.

We have currently seen a 57% decrease in discipline referrals as well as a 20% increase in attendance from last year which is consistently above the state average. This is all as a result of aligning our practices to our new proposed mission and vision statement.

6. Indicate the projected impact, if any, of the proposed modification on the school's present financial position, and its financial position going forward. If the modification promises to create financial challenges, indicate how those will be remedied.

There will be no budgetary impact.