

MEMORANDUM

To: Public Education Commission (PEC)

From: Charter Schools Division (CSD)

Date: March 13, 2025

Re: Walatowa High Charter School Corrective Action Plans

Financial Corrective Action Plan:

The corrective action response for the 2024-001 audit finding lacks sufficient specificity with the training proposal to ensure that funds are properly rolled over and depreciation is correctly calculated and with fidelity (page 1). The school should identify specific training and implement processes that would increase the likelihood of addressing these concerns.

The corrective action response for 2024-002 sufficiently addresses the audit finding.

The corrective action response details internal controls that outline the functions provided on a requisition form, the necessary steps in acquiring signatures, and the processes for submitting the requisition. Obtaining the signatures of the business manager and the Executive Director (who acts as the chief procurement officer), sufficiently segregates the duties of procurement management. It is recommended that Walatowa High Charter (WHCS) add to its Corrective Action Plan a specific process for disseminating this information to school staff.

WHCS provided the Charter School Division (CSD) with the Chief Procurement Officer (CPO) license during the Spring site visit on 3/4/2024.

Academic Corrective Action Plan:

Walatowa asserts that if their students were combined in one cohort, they would have met or exceeded the mission goals (page 1). Based upon the chart that was submitted (page 2), what WHCS intended to convey is that if they combined cohorts of 1 and 2, and combined mission goals 1 and 2 (establishing either 887 as SAT baseline or students demonstrating 5% growth), that would have demonstrated sufficient progress to meet their mission goals. CSD agrees that the goal would be met if the two cohorts were combined, and when WHCS submits a request to combine the two goals into a single cohort, CSD will recommend approval.

There are sufficient assessments in WHCS CAP to diagnose students' academic needs and skills. The professional development action step identifies Marzano High Yield Strategies (page 4) as the vehicle to reinforce student growth and provides sufficient specificity in the implementation of this plan through its co-teaching model (page 6, 9) and inclusion of DreamBox and Newsella diagnostic software (page 7).

The daily lesson plans and inclusion of SAT/Accuplacer assessment is sufficiently robust.

While the student academic counseling section (page 8) provides many vehicles of support, it does not explicitly link the importance of SAT scores to their college and/or career goals, however, it is sufficiently substantive, even if lacking in specificity.

Overall, the academic CAP is sufficiently robust if implemented with fidelity.