MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM: **February 2016**

CONSIDERATION OF CHARTER SCHOOL APPLICATION
RENEWAL FOR ST. LOUIS COLLEGE PREPARATORY ACADEMY
(Name change from South City Prep effective July 1, 2016)

STATUTORY AUTHORITY:	
Sections 160.400 and 160.405, RSMo	☐ Consent Item ☒ Action Item ☐ Report Item

DEPARTMENT GOAL NO. 1:

All Missouri students will graduate college and career ready.

SUMMARY:

The 1998 session of the Missouri legislature authorized establishment of charter schools. Renewal charter applications are submitted every five years. Section 160.405.9, RSMo requires the State Board of Education to vote to renew the charter after the sponsor has demonstrated compliance with state and federal law.

The Department has received a request for a renewal of a charter school application approved by the University of Missouri-St. Louis (UMSL). St. Louis College Preparatory Academy currently serves 268 students in grades 5-9. Test scores will be presented for the past three to four years. St. Louis College Preparatory Academy LEA has requested that UMSL renew its charter for a term of five years beginning July 1, 2016, and ending June 30, 2021.

Department staff met with UMSL staff as well as the LEA administration concerning a downward trend over the past couple of years. St. Louis College Preparatory Academy's Annual Performance Report (APR) went from 77.1 % in 2014 to 60.7% in 2015. UMSL submitted a performance contract with specific performance goals at the end of the first year of this renewal (Summer 2017). An APR of at least 70% as well as MAP Performance Index (MPI) scores in the range of "approaching" will be required for this LEA. Failure to meet the terms of the performance contract will result in the development of a remediation plan. Failure to remediate the deficiencies will result in the LEA being placed on probation by the sponsor.

PRESENTERS:

Chris Neale, Assistant Commissioner of the Office of Quality Schools; and Curt Fuchs, Coordinator of Educational Support Services, will assist in the presentation and discussion of this item.

RECOMMENDATION:

The Department recommends that the State Board of Education authorize St. Louis College Preparatory Academy LEA to continue operations pursuant to the charter renewal granted by University of Missouri-St. Louis, effective July 1, 2016 for a five year period. The Department's recommendation is based on the sponsor's assurances found in the performance contract presented by UMSL.

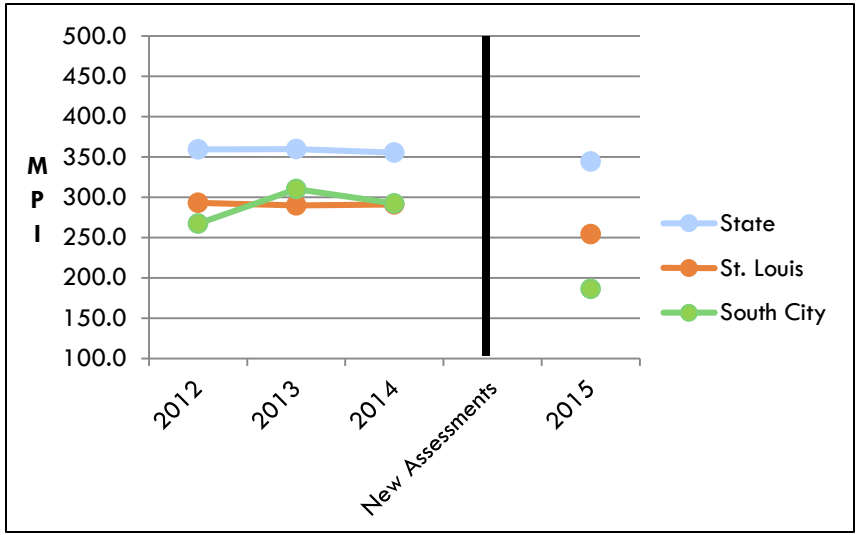
SOUTH CITY PREPARATORY ACADEMY

PERFORMANCE DATA

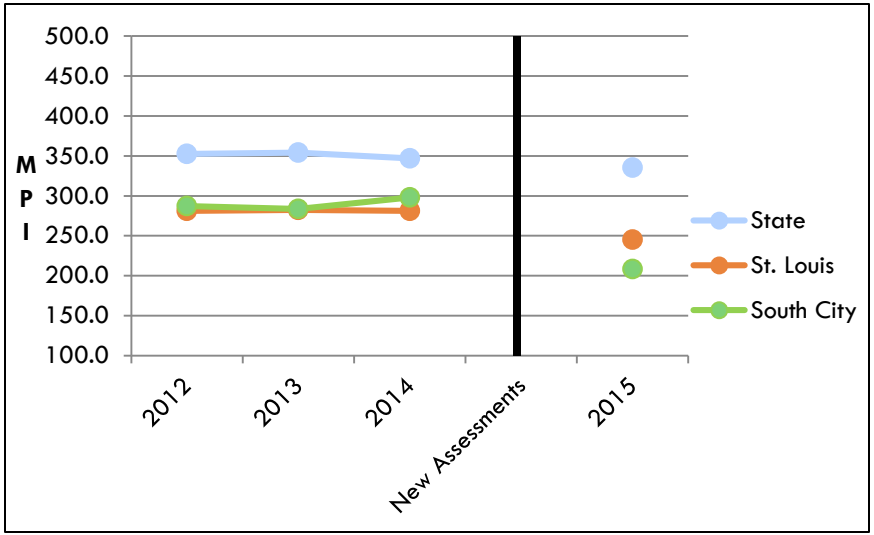
February 2016

Missouri Department
of Elementary and Secondary Education

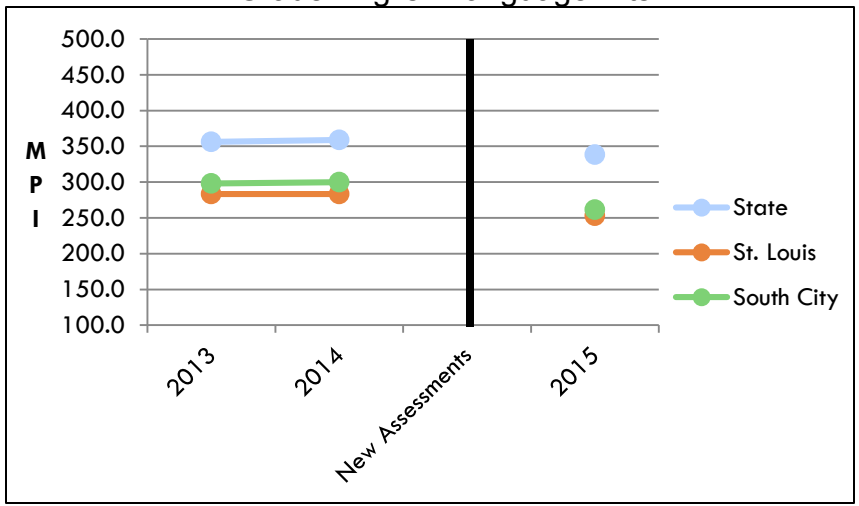
5th Grade English Language Arts



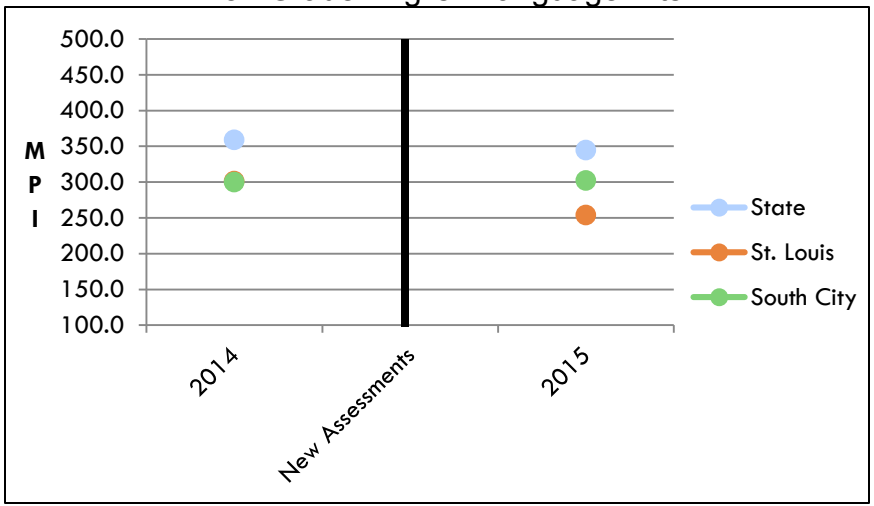
6th Grade English Language Arts



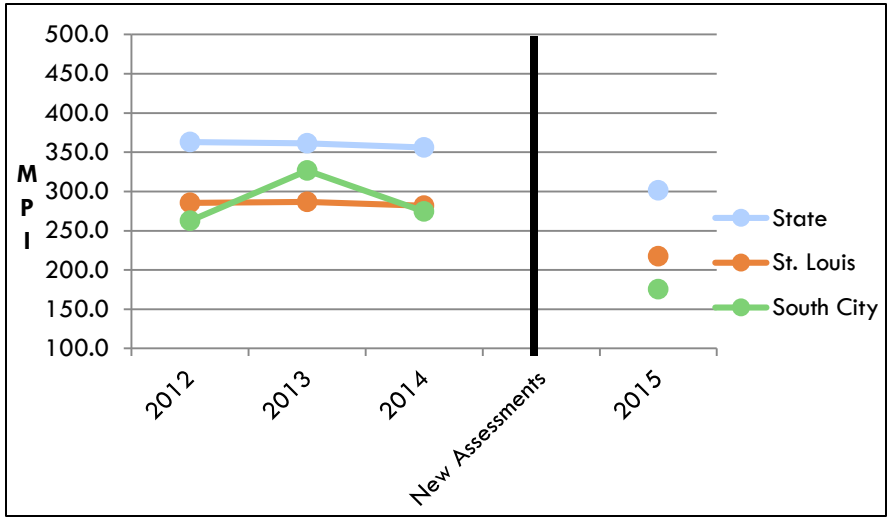
7th Grade English Language Arts



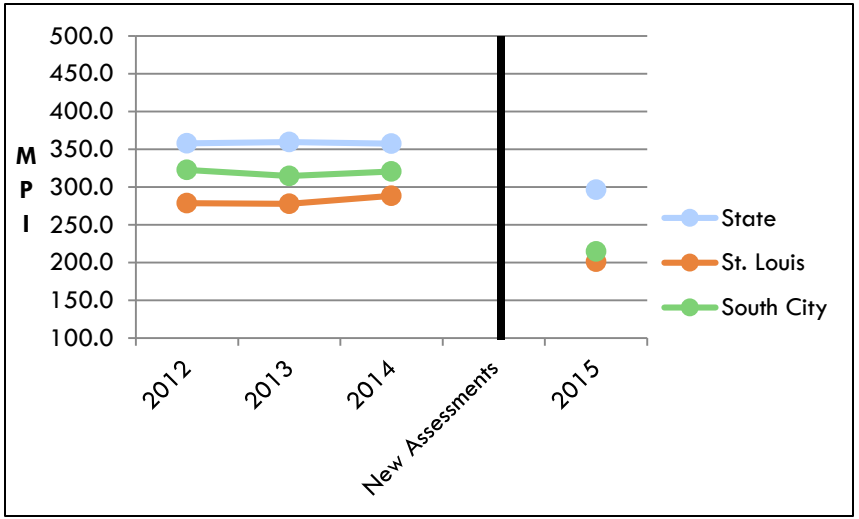
8th Grade English Language Arts



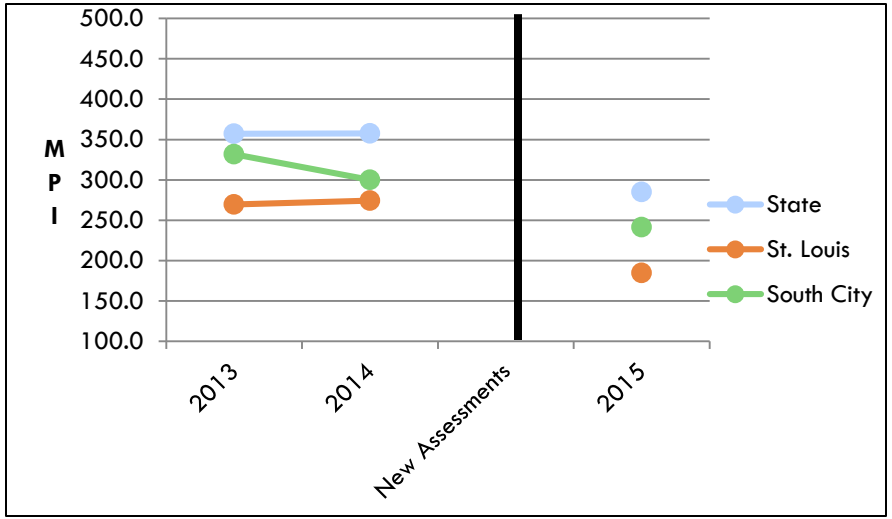
5th Grade Mathematics



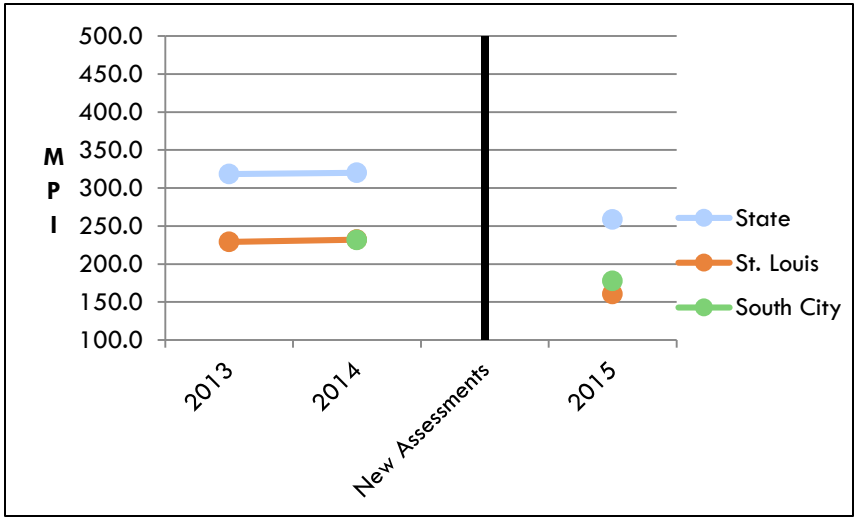
6th Grade Mathematics

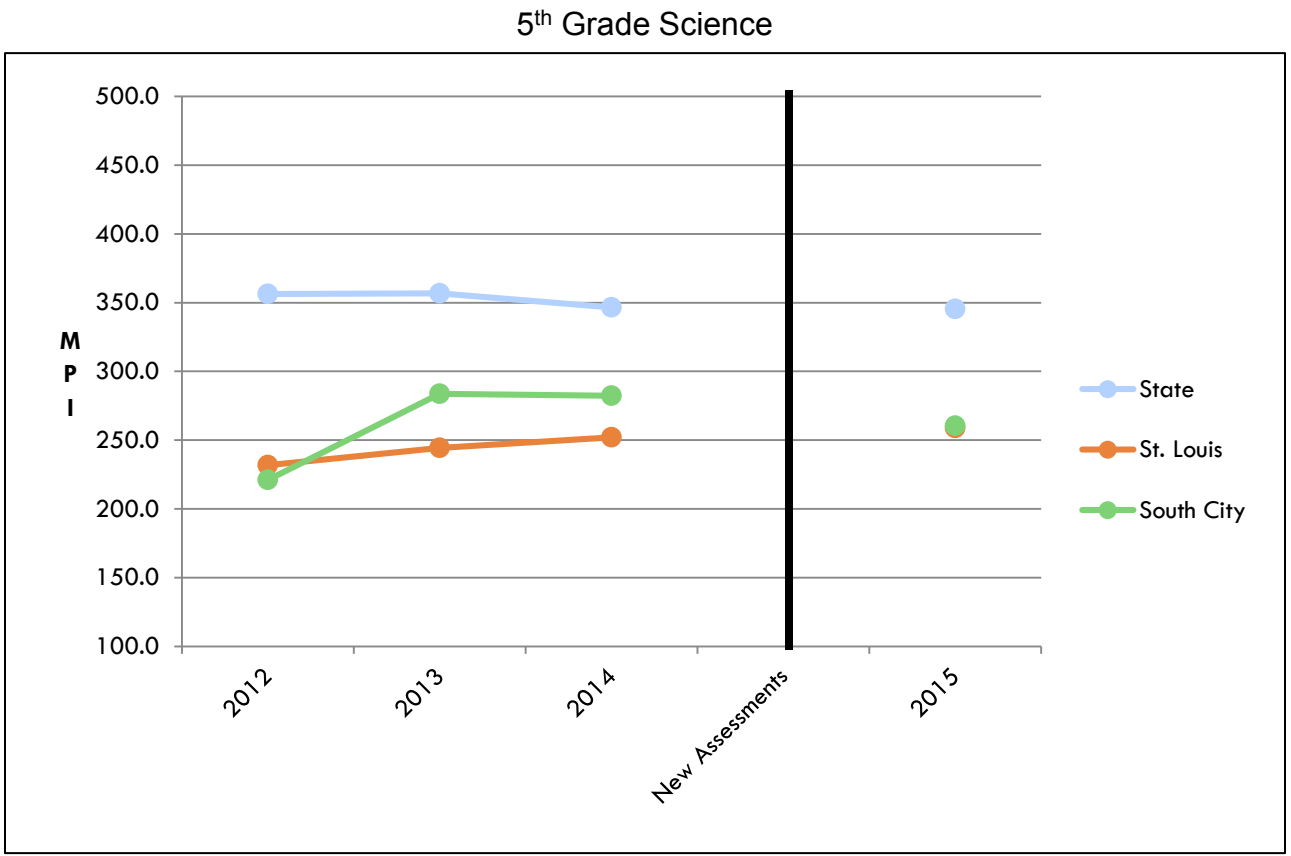


7th Grade Mathematics



8th Grade Mathematics




5th Grade Science
500.0
450.0
400.0
350.0
300.0
250.0
200.0
150.0
100.0
MPI
2012
2013
2014
New Assessments
2015
State
St. Louis
South City

Contact Us

dese.mo.gov

communications@dese.mo.gov

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

UMSL

Charter Schools Office
3651 Olive Street Suite 203D
St. Louis, MO 63108
O: 314.516.4872

Dec. 10, 2015

Charlie Shields: President, Missouri State Board of Education
Vic Lenz: Vice-President
Members of the State Board of Education

This letter serves as notification that the University of Missouri-St. Louis has carefully reviewed the charter school renewal application submitted by the Board of Directors of St. Louis College Prep (formerly known as South City Prep) and fully endorses its contents. We support the school's renewal request.

UMSL is proud to sponsor St. Louis College Prep. In the past five years, it has expanded into a high school and will graduate its first class of students in 2019. We are excited to support the school's efforts to provide a quality, college preparatory education to the students it serves.

Sincerely,

Carole Basile
Dean, College of Education

Glen Cope
Provost and Vice Chancellor for Academic Affairs

Bill Mendelsohn
Executive Director, Charter Schools Office

Gloria Leonard
Director, Business Services

UMSL | Education
Charter Schools Office

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF QUALITY SCHOOLS – EDUCATIONAL SUPPORT SERVICES

CHARTER SCHOOL RENEWAL APPLICATION for schools with less than 70% APR

SCHOOL/LOCAL EDUCATIONAL AGENCY (LEA) NAME: St. Louis College Prep (South City Prep)	COUNTY-DISTRICT CODE: 115-920
NAME OF SCHOOL/LEA CONTACT PERSON: Mike Malore	SCHOOL/LEA CONTACT PHONE NUMBER: (314) 315-1393
SPONSOR NAME: UMSL	APPLICATION FORM DUE DATE: **JANUARY 1**
NAME OF SPONSOR CONTACT PERSON Bill Mendelsohn	SPONSOR CONTACT PHONE NUMBER (314) 606-2557

DIRECTIONS

Charter schools desiring to renew their charter must submit this application electronically by responding to the following sections. The application cover page must be signed by the authorized representative and then scanned into an electronic document.

The body of the application may be recreated in a word processing format with all appropriate section numbers and subparagraphs. Responses to each section should follow that order. Appendices and reference material are to be included at the end of the application.

The pages must be numbered and a minimum of a twelve-point font should be used. The document should be submitted in a PDF format.

EMAIL the completed form prior to **January 1** to: webreplyimprcharter@dese.mo.gov

QUESTIONS: Contact Educational Support Services at 573-751-2453 or webreplyimprcharter@dese.mo.gov

ASSURANCES

The authorized representative assures the Department of Elementary and Secondary Education (Department) that sponsor and all sponsored charter schools, in accordance with sections 160.400-160.425, RSMo, shall:

1. Receive and expend state/federal funds in a manner consistent with the intent of the approved application.
2. Acknowledge sponsor's intent to comply with the Standards for Charter Sponsorship as outlined in 5 CSR 20-100.260 and other applicable rules.
3. Keep such records for a period of three years and provide such information as may be necessary for the fiscal program auditing and for program evaluation; provide the Department any information it may need to carry out its responsibilities under the programs.
4. Adhere to the requirements of the applicable state statutes and regulations, the state rules governing the programs, and all other applicable statutes.

The board-authorized representative understands the assurances and the responsibility for compliance placed upon the applicant. The applicant will refund directly to the Department the amount of any funds made available to the applicant that may be determined by the Department, or an Auditor representing the Department, to have been misspent or otherwise misapplied.

SIGNATURE OF AUTHORIZED CHARTER REPRESENTATIVE	DATE 12/21/15
SIGNATURE OF AUTHORIZED SPONSOR REPRESENTATIVE	DATE 12/21/15

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

Table of Contents

UMSL Letter of Endorsement ---------- 1

Introduction and Assurances ---------- 2

Table of Contents ---------- 3

A. Mission, Vision, Goals and Educational Philosophy ---------- 4

Mission: ---------- 4

Vision: ---------- 4

Performance Goals: ---------- 4

Educational Philosophy: ---------- 5

B. Organizational/Governance Plan ---------- 9

C. Student Academic Performance ---------- 14

D. Financial Business Plan and Projected Budget ---------- 17

E. Intervention, Renewal, Revocation or Closure ---------- 18

Appendices ---------- 19

Appendix B ---------- 20

Appendix C ---------- 39

Appendix D ---------- 47

Appendix E ---------- 66

A. Mission, Vision, Goals and Educational Philosophy

Mission:

The mission of St. Louis College Prep (SCP) is to prepare students to enter, succeed in, and graduate from college by challenging students academically and emphasizing the importance of character and community responsibility.

Vision:

When SCP opened five years ago, the vision was to create a high performing school that was preparing all students, no matter who they were, for college bound success. Accordingly, the vision was to start with 5th and 6th grade, and then add one grade level per year until the school eventually included 5th-12th grade. Once that was accomplished, the goal for the school was to eventually open an elementary school so that the school could serve students from K-12.

Entering its fifth year, SCP has delivered on this vision and in the Fall of 2015, opened its high school to the first class of 9th graders.

Performance Goals:

The following academic goals are based on the current state assessment (MAP) and will be renegotiated based on any new assessment as necessary. Academic goals for the FY16 school year show a 25% increase from the academic achievement of the school during the 2014-2015 school year. In each subsequent year, the school hopes to maintain a 10% increase every year.

Table 1. St. Louis College Prep MSIP 5

Year	FY16	FY17	FY18	FY19	FY20
Student Retention (Year over year)	80%	80%	80%	80%	80%
Staff Retention	75%	78%	81%	83%	85%
MAP ELA (% Prof/Adv)	38%	42%	46%	51%	56%
MAP Math (% Prof/Adv)	26%	29%	31%	35%	38%
MAP Science (% Prof/Adv)	27%	30%	33%	36%	40%

Additional MSIP Targets:

The following goals assume the current state accountability system and structure (MSIP 5) is in place through the 2019-2020 school year.

Table 2. St. Louis College Prep MSIP 5					
Year	FY16	FY17	FY18	FY19	FY20
Student Attendance	80%	82%	84%	85%	85%
4 year Graduation Rate	N/A	NA	NA	90%	90%
Overall All APR Score	70%	75%	78%	80%	83%

Changes in the program to improve performance

Please refer to Section C for this information.

Educational Philosophy:

St. Louis College Prep is an academically rigorous college preparatory middle and high school. Over the first five years of the school's history, the school's educational philosophy remains the same, however, several key pieces of the philosophy have been updated and improved.

Strong Middle School Foundation:

To prepare all scholars to get to and through college, SCP believes it is important for students to start at the school in middle school. The middle school years are extremely formative and create the backbone for strong academic success in high school and college. In August 2015, SCP opened St. Louis College Prep High School with a freshman class of 75 scholars. Over the next five years, it is hoped that a majority of new SCP HS freshman matriculate from the middle school so that there is a continuum of learning and a foundation for high school success.

Year Round Model:

SCP Middle School and SCP High School continue to utilize the year round model. The school year has been divided into five instructional cycles, each of which lasts from 7-8 weeks. At the end of each

instructional cycle, scholars have a two week break and staff has one week of professional development followed by one week off. The school's internal data over the last five years demonstrates that the year round calendar is significantly cutting down on the summer learning loss; especially for those students who arrive at SCP two to three years below grade level in math, reading and writing.

Extended Learning Time:

As an organization, St. Louis College Prep believes that an extended school day and an extended school year are essential to preparing all students for college bound success. Both the middle school and high school start school at 8:15 and dismiss at 4:30. All scholars receive almost 2 hours worth of math and ELA instruction every day in addition to 30-45 minutes of homework at night. This extended time allows the school to average over one year's worth of academic growth per year in Math, Reading, Writing and Science as measured by the NWEA MAP assessment. Over time, it is expected that this strong academic growth will be backed up by improvements on the state assessments.

Data Driven Decision Making:

St. Louis College Prep is committed to using data to inform instruction. During the first week of school, students are assessed with an age-appropriate, standardized assessment tool. SCP uses the NWEA MAP for this purpose. This initial assessment gives teachers the guidance to design lessons with a clear understanding of current student mastery. The NWEA MAP is administered three times per school year to measure student progress over the course of the year.

Interim formative assessments are aligned to state standards and to the year round calendar and administered at the end of every instructional cycle. After each six-week period, teachers have one full week to collaboratively analyze the results of these assessments and design the lessons for the next six-week period. Specific focus is on developing strategies for meeting the needs of students significantly below grade level.

Structure and Order

Effective learning cannot occur in an atmosphere of chaos and disorder. Creating an environment of order and structure, in which teachers can focus on teaching and students can focus on learning, is essential for us to meet our mission. At SCP, there is a rigorous code of conduct that is clear, detailed, and consistent throughout the school. We adhere to the "Broken Windows" theory of school discipline, believing that if a big deal is made about the small issues, then many big problems can be avoided. Students at South City Prep are expected to wear uniforms, adhere to strict behavior requirements during the school day, and actively participate in classroom activities. Various positive and negative reinforcements are used to support these intense behavioral expectations.

College Bound Culture:

Studies show that a strong college-bound culture, one that ensures high school is not viewed as the endpoint of education is essential for success in the 21st Century workplace. Every aspect of our school emphasizes attending and succeeding in college. Reminders of this strong college culture are evident throughout the school. With banners in the classrooms and halls, college class names, and college school visits every year, students realize that college is an expected goal and that success in college is attainable with proper work ethic. In high school, students will participate in month-long internships where

they not only shadow successful college students, but also learn what the college experience looks like. Additionally, an extensive dual credit program will allow qualifying high school students to obtain high school and college credit at local colleges and universities and through dual enrollment.

Family Involvement

Highly effective schools partner with student families in collaborating towards extraordinary student achievement. With the help of each student's family, we work to convince students that they can reach their goals if they work hard enough, and in doing so will make a real difference in their lives. We assume responsibility for family involvement by engaging with families frequently and in a variety of methods. Teachers contact families frequently and in a variety of methods to keep them updated on student academic progress. This contact includes weekly phone calls and weekly academic and behavior paychecks generated from the school's grade book and behavior tracking system. All SCP parents have online access to this portal and can receive real time information on the academic and behavioral progress of their child.

Early College Model for High School:

Having opened in August 2015 with the first class of freshman, SCP High School is already creating one of the few early college high schools in the St. Louis region. A partnership has already been created with St. Louis Community College (STLCC) that will allow SCP HS scholars to take and obtain college courses on a STLCC campus in their junior and senior years of high school. This dual enrollment program will be supported with college counselors hired by SCP and embedded with SCP high school students on campus. These counselors will be employees of SCP and will make sure that SCP scholars have the skills and support to navigate college courses while in high school. SCP HS scholars will graduate from high school with a high school diploma and college credit hours; both of which are paid for by SCP.

Over the next few years, SCP will seek out and obtain partnerships with more area colleges and universities including, but not limited to St. Louis University's 1818 Advanced College Credit Program, University of Missouri-St. Louis' Advanced Credit Program, St. Louis Community College's Dual Enrollment Program.

Strong Assessments:

St. Louis College Prep is committed to using assessment data to drive instruction and decision-making. Visitors to St. Louis College Prep see a high performing school that is dedicated to using assessment and other student data extensively to improve student learning and teacher practice. Because of the unique school calendar, staff receives extensive training to effectively analyze and use student data. The results of frequent assessments are used to identify needs for improved teacher performance and to identify exemplary teacher practices. All instructional decisions at St. Louis College Prep are data-driven and based on the results of multiple forms of assessment.

Assessments at St. Louis College Prep encompass a variety of summative and formative evaluation pieces that are both national recognized and teacher created. These assessments include:

Northwest Evaluation Association's Measurements of Academic Progress (NWEA MAP):

The NWEA MAP is a computer-based adaptive formative assessment that is given three times per year. The NWEA MAP is aligned to the Common Core Standards and Missouri Learning Standards. NWEA MAP is the primary way SCP measure student growth over the course of the year in Reading, Writing, Math and Science.

Interim Assessments

Aligned to the Missouri Learning Standards, teacher created interim assessments are administered at the end of each six-week period. Assessments include various strategies to measure student progress including short-answer, essay, multiple-choice, and student portfolios. Each assessment follows the curriculum maps created by the teachers before the start of the school year. Curriculum maps are adjusted as necessary over the course of the year based on student progress.

Teachers accumulate the results from these assessments and use these results to inform their lesson planning and instruction for the next six-week period. Teachers use these assessments to benchmark student progress toward mastery of skills that are necessary to be promoted to the next grade level.

Assessment results are stored in the school's grading program (Kickboard) and are evaluated in concert with the state MAP scores, NWEA MAP scores, student attendance, discipline records and other relevant data. School wide decision-making is based on the data generated from these various assessment measures. St. Louis College Prep is committed to establishing a culture of continual improvement that is constantly making data driven decisions at every level of the organization.

Are the school's educational program goals and curriculum aligned with state standards?

Yes X

B. Organizational/Governance Plan

St. Louis College Prep is a non-profit corporation established for the sole purpose of educating students within the boundaries of St. Louis Public School District. St. Louis College Prep is subject to Missouri's Sunshine law, and declares itself as a local education agency (LEA). St. Louis College Prep is exempt from laws and rules regulating other Missouri public school districts except for regulations for charter schools articulated in 160.400-160.420 RSMo. Copies of the Articles of Incorporation and Bylaws illustrate St. Louis College Prep 's compliance with 160.400.5, 160.400.11, 160.405.1(5), and 160.405.2(1) RSMo.

St. Louis College Prep 's sponsor, the University of Missouri-St. Louis, provides public oversight and accountability. The Board of Directors of St. Louis College Prep act out their fiduciary responsibility, set the school's strategic direction, and set policy. The composition of the board contains a variety of skill sets and reflects the diversity of community where the school is located.

St. Louis College Prep encourages its sponsor to adhere to the National Association of Charter School Authorizers' (NACSA) Quality Standards. These standards help delineate clear roles and responsibilities between the sponsor and the Board of Directors.

Please see Appendix B for St. Louis College Prep 's Articles of Incorporation, Bylaws, Certificate of Incorporation as a Missouri Non-Profit, and 501c3 letter of application.

Board Member Roles and Responsibilities:

In accordance with R.S.Mo 105.450(6), St. Louis College Prep 's Board of Directors understand that they are "decision making public servants." The board's role as decision-making public servants is to set policy, exercise authority over the negotiations of contracts, and to hire and evaluate the Executive Director. All board meeting minutes and board meeting attendance rosters are maintained and kept for purpose of public record. The board members know and agree to the Missouri Sunshine Law and Missouri Ethics requirements. St. Louis College Prep's Board posts the board agenda and minutes on the school's website in accordance to the requirements outlined in the Missouri Sunshine Law. The agenda is posted at least 24 hours in advance of the board meeting and the minutes are posted after each board meeting. All documents subject to the Sunshine Law are available in the school's office three days after each board meeting.

No member of the Board of Directors is employed by the charter school while serving as a member of the board. Additionally, no board member has a substantial interest in an entity that is employed by or contracting with the school and no board member will be an employee of any company providing substantial services to the school.

The board reviews the school's finances, academic progress, and check registry at every board meeting. The board's job is to ensure that the school accomplishes the outcomes for which it was chartered; both academically and financially. The Board of Directors assures the school has sound internal control policies and makes sure the administration of the school is following these policies. Additionally, the board selects the school's auditor, requires the board treasurer to review all bank statements monthly, and makes policy that all bank accounts opened by the school be opened by the Board. Up-to-date financial

reports are delivered by the administration of the school to the Finance Committee and presented at every board meeting.

Time is allocated at every board meeting to evaluate how well the students are performing academically. Depending on the time of year and school calendar, the administration of the school presents results of the school's formative assessments (NWEA) and summative assessment (MAP). Additionally, results are given showing individual student gains, the school's relative performance compared to other schools in Missouri, individual student performance compared to other students across the country, and progress on other mission specific outcomes as determined by the Board of Directors and outlined in St. Louis College Prep's charter.

The Board of Directors meets ten times per year. Most committees will meet monthly. The full Board of Directors will meet formally at least six times per year. Committees have been created in the following areas: (1) Marketing/Development (2) Finance (3) Academic Excellence (4) Governance and (5) Human Resources. These committees are open for participation from school employees, parents, community members and other school stakeholders.

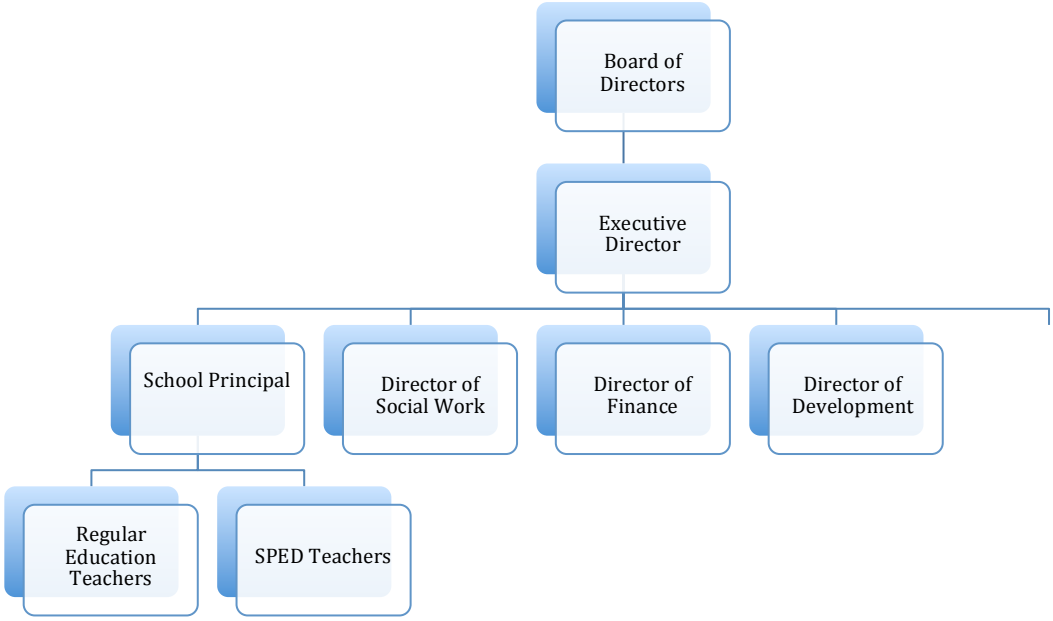
Board Officers and Personnel

Staff Positions	Position Descriptions
Board President	Work collaboratively with the Executive Director to St. Louis College Prep's mission and vision; determines policy and provides leadership to the board; chairs board meetings and works with the Executive Director to set meeting agendas; oversees committees; formally evaluates the Executive Director; monitors the school's performance; oversees financial planning and reporting.
Board Vice President	Works collaboratively with the Board President to assist the Executive Director in meeting the school's mission and vision. Fulfills duties of the Board President in his/her absence
Board Secretary	Keeps board meeting minutes; regularly attends board and committee meetings.
Board Treasurer	Sets financial policies; monitors the budget and reports back to the general board; prepares financial forms; maintains bank accounts; oversees financial transactions; chairs the finance committee.

All St. Louis College Prep board members have received a St. Louis College Prep Board Handbook which contains the school's charter, board bylaws, articles of incorporation, 501c3 documentation, board policies, board member biographies, copies of the Missouri charter law, past board minutes and any other important documents. This handbook insures that board members are aware of their duties and responsibilities as public servants on the board of a public institution.

Please see Appendix B for an updated list of current board members, assurance of their most recent fingerprints and Family Care Safety Registry check, and signed Conflict of Interest disclosure forms.

Organizational Chart



The sponsor has reviewed documentation and asserts that the school uses curriculum guides, Missouri Learning Standards, has evidence of student/staff handbooks, and other standard supports.

Yes X

The sponsor has reviewed documentation of ongoing Board training and minutes of three consecutive months of charter board meetings.

Yes X

Executive Director Evaluation Process

The Board has evaluated St. Louis College Prep's Executive Director annually over the past four years. These evaluations are conducted by the Board's Human Resources Committee and are presented to the full board during Executive Session.

Several changes to this process were implemented during the summer of 2015. These changes in include the frequency of evaluations from one to two evaluations of the Executive Director each school year. The Executive Director will be evaluated at the midpoint of the school year and at the end of the school year. Additionally, the Executive Director will give a survey to SCP staff five times of the course of the year and will share this survey data with board members. This survey will measure the school's progress in meeting non-academic goals like student retention and staff retention. Results of this survey will be used in the Executive Director's mid-year and end of year performance evaluation. Lastly, the Board will evaluate the Executive Director on his progress in meeting goals in five key areas. The areas include:

1) Student Retention

2) Staff Retention
3) Student Academic Achievement (measured by Missouri state assessment)
4) Financial Management
5) Fundraising

These goals are aligned to St. Louis College Prep's school wide goals for the 2015-2016 school year. A copy of these ED Goals can be found in Appendix B.

St Louis College prep has a strong and strengthening leadership team that is currently being lead by our school founder and Executive Director. The leadership team has over this past school year began to grow and function more effectively within roles of delegated authority to ensure their focus on key areas of performance. The school was awarded a grant last year from the Social Venture Partners of the Regional Business Council which has brought in some valuable support and development for our Executive Director which we believe is already paying dividends for the organization. Going into the future we have confidence in our ED and his ability to lead, learn and grow with the vision and execution of the SCP vision.

Sponsor/Partnerships to Increase Student Achievement

Over the course of our first five years of operation, St. Louis College Prep has formed strong partnerships with many high quality providers in the St. Louis area. These partnerships have helped the school meet student needs in areas like mental health, trauma counseling, special education compliance, after school programming and educational programming. This year, St. Louis College Prep increased its partnerships to help the school meet its mission and vision, specifically in the areas of increasing student achievement. These areas of focus and partnerships are as follows:

1) ***Governance:*** St. Louis College Prep received a $10,000 grant from the St. Louis Regional Business Council to assist the school with board training, adding board members, and completing a five-year strategic plan. All of these goals were accomplished leaving the school with a strong, healthy board that is laser focused on leading the school for the next five years. The success of this partnership led the RBC to award the school a $25,000 grant this year to help the school with Human Resources.
2) ***Instructional Support:*** A more detailed description of this area can be found in Section C of this application. Partnerships for instructional support include Washington University's MySci Institute, the Santa Fe Institute for Transformational School Leadership, and KIPP St. Louis.
3) ***Student Support:*** This year, St. Louis College Prep contracted with the Beyond School program to provide after school programming and academic support for middle school students. Beyond School brings a strong history of great academic results in supporting students in reading and math. Students in Beyond School have historically averaged three months worth of reading growth for every one month they are in the program. Beyond School is imbedded with St. Louis College Prep during the school day and after school and provides supports for nearly 50 middle school students.
4) ***Special Education:*** This year, 25% of the school's student population qualify for special education services. This percentage is one of the highest in the state of Missouri. To meet the needs of this student population, the school has formed partnerships with several organizations:
    a) UMSL: SCP hired a part time school psychology intern from UMSL to assist the school with SPED services and academic supports. Additionally, UMSL provides SCP with support from Dr. Thurma DeLoach who assists with program design, organization and compliance.

b) Miriam Institute: SCP contracts with the Miriam Institute to provide OT, PT and Special Education compliance support. This partnership helps plug the gap that small schools often have with meeting the needs of all students with IEP's.

Sponsor has reviewed evidence of ongoing professional development/training for all teachers and school leaders; minutes and compliance with Sunshine Laws of three consecutive months of charter board meetings; evidence of requisite surety bond for school financial officer(s) and evidence of requisite insurance coverage for directors/officers, and buildings; statement of compliance with any/all federal and state programs' requirements; and evidence that a copy of the renewal application has been sent to the school board of the district is which the charter school is located.

Yes X

C. Student Academic Performance

Please see Appendix C for a copy of the most recent performance contract with our sponsor.

Has this charter school been placed on probation within the last three years and, if so, specifically for what reasons?

No: X If no, please explain:

During its first four years, the school had an APR percentage at or above 70%. Though the percentage dropped to 63 this year, the sponsor's office did not deem it necessary at this time to place the school on probation. It is carefully monitoring student performance this year, and if necessary, will consider taking this action depending on the school's 2016 APR outcomes.

Why did the school perform below 70%?

In the first four years of operation, St. Louis College Prep had an APR percentage at or above 70%. These scores were attributed to strong student academic growth, financial stability and high student attendance rates. During 2014-2015 school year, St. Louis College Prep did not get an APR score over 70% and finished the year with a score of 63%. This drop in score can be attributed to several factors including a more robust state assessment, lower scores in Math and Science, high staff turnover and lower student academic growth compared to previous years. This school year, St. Louis College Prep expects to exceed the 70% benchmark based on the following indicators

1) Strong student attendance percentages. This year, the school will have over 80% of its students in attendance for at least 90% of time for the third year in a row. This will allow the school to get all 10 of its attendance points.
2) The 2015-2016 school year will be the third straight year the school has offered the Algebra EOC to 8th graders. As in previous years, we expect that nearly 80% of the 8th graders taking the assessment will be proficient or advanced. This will give the school points in the College Readiness category for the first time.
3) Strong partnerships and interventions have been implemented to improve student test scores, specifically in Math and Science. Specific details outlining these interventions are detailed later in this section of the application.

What interventions are in place and what additional steps/strategies are planned?

During the course of last year, St. Louis College Prep engaged with outside evaluators to assist the school in identifying organizational areas of weakness and areas for growth. Through a grant from the Kauffman Foundation, representatives of SchoolWorks spent a week at the school and provided a focused report to help St. Louis College Prep improve in years to come. The SchoolWorks team identified several areas for growth and interventions have been implemented to address these concerns. The following outline the areas for growth and interventions that are in place (or will be in place) to address each area:

1) Classroom Culture and Student Behavior

Interventions for 2015-2016: St. Louis College Prep hired a new Dean of Students to assist staff with classroom culture and managing student behavior. Additionally, a full time employee was hired to provide

support for the Dean of Students so that she can spend more time supporting teachers. This intervention is starting to pay dividends with decrease in office referrals of nearly 50% during the 2015-2016 school year. Additionally, the school's Student Behavior and Discipline policy was revamped in the Spring/Summer of 2015 to more closely align to the school's mission/vision and provide more support for teachers.

Intervention in future years: Over the next five years, St. Louis College Prep has committed to hiring more experienced teachers. At minimum, the school seeks to hire teachers with at least five years of teaching experience. Additionally, the school will continue to expand supports for students and teachers including expansion of the Social Work Team, SPED Team, and Dean of Students office.

2) Academic Rigor and Focus

Interventions for 2015-2016: In June 2015, St. Louis College Prep hired a School Principal who is responsible for all academic programming and support at the school. In previous years, the Executive Director held this position. The 2015-2016 school year is the first year that the Executive Director has been freed to take on a more traditional Superintendent role with the Principal managing the day-to-day operations of the school. The Principal works in tandem with two Instructional Coaches to provide support and feedback for staff members. Teaching staff meets weekly with the Instructional Coaches and are observed in class by the Principal every two weeks.

Additional interventions this year have included bringing in outside support and coaching for teachers in Special Education and Social Studies and increased investment in instructional resources. These resources include an online learning program called Edgenuity and curriculum resources in specific subject areas. The school has increased investment in curriculum materials by 50% over previous years.

Intervention in future years: In June 2016, St. Louis College Prep will hire a full time Director of Curriculum and Instruction. This leader will assist the Principal in providing support to teaching staff as well as managing the school's curriculum development process outlined in the next section. Additionally, the school will continue to provide academic instructional coaches for staff in core academic areas.

3) Curriculum Development

Interventions for 2015-2016: The lack of a clear curriculum scope and sequence in core content areas was a major issue for the school the past several years. This year, important steps were taken to improve in this area. The interventions include:

a. Year Long and Cycle Plans created by all teachers and reviewed by the Instructional Coaches and school Principal. These Year Long plans form the foundation of the school wide curriculum work conducted school wide.
b. Dedicated staff members for curriculum work in Math and ELA. Two of the school's most experienced Math and ELA teachers have at least one period every day to review teacher Year Long and Cycle Plans. These reviews include rewriting to create alignment and to increase rigor across content areas and grade levels. At the end of this year, this process will result in a 5th-9th grade scope and sequence for Math and ELA including unit plans and exemplar lesson examples.
c. Engagement with outside experts. In the summer of 2015, the school engaged with Washington University's MySci Institute and adopted the curriculum for 5th-8th grade Science. This curriculum includes example lessons, assessments, and materials and is aligned to Missouri State Standards. In October of 2015, the school engaged with an outside expert for support in Social Studies. This expert has experience creating the Social Studies curriculum for Clayton School District and as

well as Social Studies curriculum design and support for Teach for America. This expert is providing coaching and support for all of the school's Social Studies teachers. In December 2015, the school entered into a contract with Dr. Linda Henke from the Santa Fe Center for Transformational School Leadership. Starting in January 2016, Dr. Henke will lead the entire staff in the curriculum development process and will provide support for the school's internal and external curriculum development efforts.

Intervention in future years: Curriculum work started at St. Louis College Prep in the summer of 2015 will be continued in subsequent years. It can be expected that the school will continue to engage with outside experts and resources to continue building strength in this area.

What performance goals are expected to improve first?

As outlined in the first paragraphs of this section, St. Louis College Prep expects the performance goals of attendance and College Readiness to improve first. Additionally, the school expects student growth to improve this year, specifically in the areas of Math and Science.

Is administrative staff evaluated annually and do they each have personal development plans or goals? Do teachers have personal development plans, mentoring and professional development?

YES In all five years of operation, all St. Louis College Prep administrators and staff members are evaluated at least three times per year. Additionally, every St. Louis College Prep staff member has professional development goals aligned to student academic achievement (teachers) or professional metrics (non-teachers).

Although there has been a strong teacher-mentoring plan in previous years, the school has worked to improve the mentoring plan this year to provide support for teaching staff in their first or second year of teaching. St. Louis College Prep has always had a young teaching staff, and this stronger mentoring plan will help the school improve staff retention and improve student academic outcomes. The mentoring plan includes:

1) Individual coaching with content area academic coaches.
2) Classroom management support and coaching from the Dean of Students, Principal and Executive Director.
3) Curriculum support from internal and external curriculum experts.
4) Subject area mentoring from content area teachers.

The school's model for professional development also allows time for focused staff development. This year, St. Louis College Prep has instituted more differentiated professional development during Friday PD and PD Weeks during each cycle break. This differentiated PD allows school leadership to meet the needs of individual teachers rather than a one size fits all model used in previous years.

Are clear criteria for promotion from one grade/level to another in place?

Yes X

If the school is a recipient of a federal Charter School Program grant, the sponsor ensures that student performance is the most important factor in the determination of renewal/revocation.

Yes X

D. Financial Business Plan and Projected Budget

SCP Middle School and SCP High School are both located on the same campus and many of the day to day operations of both school are done at a centralized office. The central office team currently consists of a school Principal (Middle and High School), Director of Finance and Operations, Director of Social Work, Director of Development and Executive Director. Job description for all of these positions, outlining their key roles and responsibilities can be found in Appendix D.

Over the next few years, SCP expects to expand this capacity by dividing the Principal position into two positions: Middle School Principal and High School Principal. Additionally, SCP will add an Enrollment Coordinator and Director of Curriculum and Instruction in subsequent years to build capacity for the school's academic and student growth development.

Over the Spring, Summer and Fall of 2015, SCP's Leadership Team and Board of Directors engaged in a strategic planning process. One of the results of this planning will be a five-year staffing and financial plan. A draft of St. Louis College Prep's Five-Year Staffing and Financial Plan can be found in Appendix D.

The costs of instruction, operation of plant services, and administration are above the state average, but still less than surrounding school districts and other charter networks. This increased cost is attributed to the Federal CSP Grant revenue and to school fundraising efforts.

The sponsor attests that the school adheres to generally accepted accounting practices, including a procurement plan/policy and board approval of checks/check register on a regular (monthly) basis and reviews bank statements and expense accounts annually.

Yes X

The sponsor attests that the school board regularly reviews/addresses such items as expenditures, low balances in operating funds, compliance with federal/staff programs, and staff hiring.

Yes X

The sponsor assures that the school reports outstanding debt as required in Section 37.850.1, RSMo.

Yes X

Discuss any building/facility plan changes anticipated in the next three-five years.

Over the next five years, St. Louis College Prep does not anticipate needing to move to a different location. As the school continues to grow and add grade levels, it is expected that a building expansion will need to take place by August 2017.

E. Intervention, Renewal, Revocation or Closure

St. Louis College Prep has never had an APR below 60% nor has it been placed on probation. The school develops a school improvement plan annually based on the sponsor's annual review and the school's annual goals. Currently the school has developed and implemented an improvement plan addressing student academic achievement outcomes. Please refer to section C for more details.

Describe/provide a checklist of items that the charter/sponsor regularly address to ensure the charter is fulfilling its mission of educating children. Documentation may be provided in Appendix E.

Please refer to Appendix C for the performance contract and Appendix E for additional performance measures that the sponsor uses for evaluation, accountability and renewal purposes.

Does the school have plans to replicate in the next five years?

No X

The sponsor assures that the charter school understands the procedures for closure, if necessary.

Yes X

APPENDICES

APPENDIX

B

STATE OF MISSOURI

Robin Carnahan
Secretary of State

CERTIFICATE OF INCORPORATION
MISSOURI NONPROFIT

WHEREAS, Articles of Incorporation of

South City Preparatory Academy, Inc.
N01043099

have been received and filed in the Office of the Secretary of State, which Articles, in all respects, comply with the requirements of Missouri Nonprofit Corporation Law;

NOW, THEREFORE, I, ROBIN CARNAHAN, Secretary of the State of Missouri do by virtue of the authority vested in me by law, do hereby certify and declare this entity a body corporate, duly organized this date and that it is entitled to all rights and privileges granted corporations organized under the Missouri Nonprofit Corporation Law.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the GREAT SEAL of the State of Missouri. Done at the City of Jefferson, this 15th day of March, 2010.

Robin Carnahan
Secretary of State

SOS #30 (01-2005)

State of Missouri

LIMITED EXEMPTION
FROM MISSOURI SALES AND USE TAX ON PURCHASES AND SALES
(Public School)

Issued to:

Missouri Tax I.D. 21118116

SOUTH CITY PREPARATORY ACADEMY INC
5951 MARWINETTE AVE
ST LOUIS MO 63116

Effective Date: 03/28/2011

Your application for sales/use tax exempt status has been approved pursuant to Section 144.030.2(19), RSMo. This letter is issued as documentation of the exempt status of your organization. The organization above must adhere to the requirements of this exempt status.

This is a continuing exemption subject to legislative changes and review by the Director of Revenue. Outlined below are specific requirements regarding this exemption. This summary is not intended as a complete restatement of the law. You should review the law to ensure your understanding and compliance.

- This exemption is not assignable or transferable. It is an exemption from sales and use taxes only and is not an exemption from real or personal property tax.
- Purchases by your organization are not subject to sales or use tax if conducted within your organization's exempt functions and activities. When purchasing with this exemption, furnish all sellers or vendors a copy of this letter.
- Individuals making personal purchases may not use this exemption.
- A contractor may purchase and pay for construction materials exempt from sales tax when fulfilling a contract with your organization only if your organization issues a project exemption certificate and the contractor makes purchases in compliance with the provisions of Section 144.062 RSMo.
- Sales by your organization are not subject to sales or use tax if conducted within your organization's exempt charitable and educational functions and activities.
- Any alteration to this exemption letter renders it invalid.

If you have any questions regarding the use of this letter, please contact the Taxation Division, P.O. Box 358, Jefferson City, Missouri 65105-0358, Email salestaxexemptions@dor.mo.gov, or call 573-751-2836.

(DT6041)

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: NOV 0 1 2010

SOUTH CITY PREPARATORY ACADEMY INC
C/O MIKE S MALONE
5951 MARWINETTE AVE
ST LOUIS, MO 63116

Employer Identification Number:
27-2404683
DLN:
17053194345020
Contact Person:
TERRY IZUMI
ID# 95048
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
March 15, 2010
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

Bylaws of
St. Louis College Prep

A Missouri Non-profit Corporation
Amended on January 20th, 2016

Article I- Name/Purpose

Section 1. Not For Profit.

The Corporation, St. Louis College Prep ("SCP") is organized under and shall operate as a Public Benefit Corporation, and shall have such powers as are now or as may hereafter be granted by the Missouri Nonprofit Corporation Act.

Section 2. Purposes.

The purposes of the Corporation are educational and charitable within the meaning of Section 501 (c) (3) of the Internal Revenue Code of 1986, as amended, including but not limited to the establishment and operation of charter schools and other educational institutions and services in the greater St. Louis metropolitan area pursuant to the laws of the State of Missouri. Consistent with the foregoing purposes and subject to all other limitations, restrictions, and prohibitions set forth in its Articles of Incorporation, the Corporation shall have the powers in furtherance of its corporate purpose specified in the Missouri Law, to do all and ever thing necessary, suitable and proper for the accomplishment of the purposes of attainment of the objects hereinabove set forth either alone or in association with other individuals, corporations or partnerships, including federal, state, county and municipal bodies and authorities, and, in general, to do and perform such acts and transact such business in connection with the foregoing not inconsistent with the law.

Article II- Offices

The corporation may have offices as such places as the Board of Directors may from time to time determine or the business of the Corporation may require.

Article III- Directors

Section 1. Number.

The affairs of the Corporation shall be managed by the Board of Directors. The numbers of Directors to constitute the Board of Directors shall not exceed fifteen (15), unless and until changed by amendment to this bylaw, provided, however, that there shall always be at least five (5) Directors.

Section 2.
The Directors may keep the books of the corporation at the principal business office of the corporation in this state or at such other place as they may from time to time determine and as may be permitted by law.

Article IV- Board Elections

Section 1. Tenure and Qualifications
The Board shall be divided into three classes with initial terms of one, two, or three years to expire at the corresponding annual meeting in Fiscal Year 2012, 2013, and 2014, currently schedule for the the first fiscal quarter of 2011, 2012, and 2013 respectively. All subsequent terms shall be for three years ending with the corresponding annual meeting. In any event, each Director shall continue in office until his or her successor shall have been elected and qualified, or until his or her earlier death, adjudicated incapacity, resignation, or removal. Directors may serve no more than two consecutive full, three-year terms, and Directors shall be eligible for additional terms after an absense from the Board for at least one full, fiscal year.

Section 2. Removal.
Directors may be removed, with our without cause, by the vote of a majority of all of the Directors at a meeting of the Directors called expressly for that purpose. Any vacancy created by such removal shall be filled for the unexpired term in respect of such vacancy by majority vote of the Directors present at such special meeting or, in the absence of such action at such special meeting, by resolution of the board.

Section 3. Vacancies.
If the office of a Director becomes vacant for any reason, other than by removal of Director in the manner prescribed in paragraph 2 hereof, the remaining Directors shall choose a successor or successors, which successor(s) shall hold office for the unexpired term in respect of which such vacancy occurred or until the next election of Directors. Vacancies on the board will be filled by majority vote of the members of the Board of Directors, regardless of whether the number of Directors remaining constitutes a quorum.

Article V: Meetings of the Board of Directors

Section 1. Meetings and Notices.
All meetings of the governing Board of Directors will comply with the Open Meetings Act (Sunshine Law)- Chapter 610, RSMo. The first meeting of each newly elected board shall be held at such time and place as shall be convenient to a majority of the directors. Thereafter scheduled meeting dates shall be fixed by the vote of the majority of Directors. Special meetings may be called with standard notice procedures subject to the provisions of Section 4 of this Article. Emergency meetings may be called subject to the provisions of Section 5 of this Article. Both Special and Emergency meeting notification will comply with the requirements of the Open Meetings Act. Notice of any annual, scheduled or special meetings shall be provided to Directors and newly elected Directors at least fifteen (15) days in advance of such meetings such time and place as shall from time to time be determined by the majority of Directors. Such notice may be by U.S. Mail, e-mail, facsimile or other written electronic communication addressed to an approved address, e-mail account or facsimile number. Each Director shall provide to the chairperson and the secretary an approved mailing address, e-mail account or accounts, facsimile number or other electronic address for such notice purposes. It will be the responsibility of each Director to update such notice destinations if changes occur. If mailed via U.S. Mail, such notices shall be deemed to be delivered when

deposited in the U.S. Mail in a sealed envelope so addressed with postage thereon prepaid. Electronic notice via facsimile, e-mail or otherwise shall be considered received if sent in a timely way consistent with these Bylaws.

In the event the dates, times and locations of a Directors Meetings cannot be agreed upon by a majority of the Directors the chairperson shall select a location for said meetings. Alternatively, the board may meet at such places, dates, and times as shall be fixed by a majority vote of the board or Directors in session or by a majority of all Directors in writing.

Section 2. Annual Meeting.
The annual meeting of the board shall be held in June at such time and place as shall be determined by the board.

Section 3. Scheduled Meetings.
The Directors may agree to an advance schedule of meetings as required and necessary for the orderly conduct of the business of the Corporation by a majority vote of the board of directors while in session or by a majority of all directors in writing.

Section 4. Special Meetings.
Special meetings may be called by the chairperson, any other two officers or a majority of all the directors in writing. A special meeting is any meeting of the Board not previously scheduled by the Directors. Such special meetings will require compliance with the standard notice provisions of these Bylaws or of the Open Meetings Act, whichever is more restrictive. At such special meetings only those matters requiring the timely attention of the Board shall be considered.

Section 5. Emergency Meetings.
In accordance with the Open Meetings Act (Sunshine Law)- Chapter 610.020, RSMo, an emergency meeting of the Board of Directors may be called provided that at least 24 hours public notice has been given before holding the meeting. Notwithstanding any other notice provisions of these Bylaws the chairperson or any other two officers of the board may call an emergency meeting of the board providing only that notice which is practicable given the emergent circumstances requiring the meeting. Such emergency meetings will require compliance with the standard notice provisions as outlined in these Bylaws or in the Open Meetings Act, whichever is more restrictive. At such meeting the chairperson or the most senior vice chairperson available shall chair such meeting. In the event that neither the chairperson or vice chairpersons are available, the treasurer shall chair the meeting or in the absence of the treasurer the secretary shall chair the meeting. If no officer is available the chairperson or vice chairperson in the order of seniority shall designate a chair for the emergency meeting. At such emergency meetings only those matters requiring the immediate attention of the Board shall be considered.

Section 6. Quorum
A majority of the incumbent directors shall constitute a quorum for the transacting of business at any meeting of the Board of Directors. Members of the Board of Directors may participate in a meeting of the Board by means of a conference telephone or similar communications equipment whereby all persons participating in the meeting can hear each other, and participation in a meeting in this manner shall constitute presence in person at the meeting.

Article VI- Committees

Section 1. Executive Committee

The Board of Directors, by a resolution adopted by a majority of the Directors in office, may designate an Executive Committee, which shall consist of at least three (3) Directors of the corporation. The Executive Committee shall have and exercise the authority of the Board of Directors between meetings of the Board of Directors.

Section 2. Standing Committees

The Board of Directors, by a resolution adopted by a majority of the Directors in office, may designate one or more other Board committees, each of which shall include at least one (1) Director. Such committees shall exercise authority only to the extent specified by the Board of Directors.

Section 3. Advisory Committees

The Board of Directors may establish one or more Advisory Committee(s) consisting of persons appointed by the Chairperson and approved by the Board of Directors for the purpose of guidance to the Board of Directors on matters of curriculum, students affairs and other matters related to the Corporations's activities and affairs. If established, any Advisory Committee(s) shall meet at such times and places as my be determined by the chairperson of said Advisory Committee(s). The chairperson of each Advisory Committee shall be designated by the Board of Directors. One third of the members of the Advisory Committee shall constitute a quorum for purposes of voting providing a quorum must consist of at least two people. Members of the Advisory Committee shall not receive salaries for their services, but , by resolution of the Board of Directors, expenses of attendance may be reimbursed. The members of any Advisory Committtee, including the chairperson, need not be Directors of the Corporation. Nothing in this section shall prohibit the Board of Directors from engaging any member of an Advisory Committee to provide professional service to the Corporation provided such serves are contracted for in writing and in accordance with all provisions of these Bylaws.

Section 4. Procedure

The act of a majority of the members of a committee present at any meeting at which there is a quorum shall be the act of the committee, unless the action is one upon which, by express provision of the statutes, the Articles of Incorporation, these Bylaws, or a resolution of the Board of Directors, a different vote is required, in which case such express provision shall govern and control. Provisions in these Bylaws pertaining to meetings of the Board shall also apply to committee or committees of the Board.

Section 5. Quorum

At all meetings of committees, a majority of the members of the committee shall be necessary and sufficient to constitute a quorum for the transaction of business.

Article VII- Officers

Section 1, Officers

The officers of the Corporation shall consist of a Chairman of the Board, Vice-Chairman, a Secretary and such other officers as may be elected by the Board of Directors. The Board may also have a Treasurer, one or more Assistant Secretaries and Assistant Treasurers, and such officers and agents as it shall deem necessary, who shall exercise such powers and perform such duties as shall be determined from time to

time by the Board of Directors.

Section 2, Terms

The officers of the Corporation shall hold office until successors are chosen and qualify in their stead. Any officer elected or appointed by the Board of Directors may be removed at any meeting of the Board of Directors by the affirmative vote of a majority of the Directors provided specific notice of such pending action is given as an agenda item for the meeting as provided in these Bylaws. If the office of any officer becomes vacant for any reason, the vacancy may be filled by the Board of Directors.

Section 3. President of the Board of Directors

The Board of Directors shall elect a President of the Board of Directors who shall be a director of the Corporation. The director so elected shall serve a three-year term as the President of the Board of Directors. The President shall preside at all meetings of the board and, in his or her absence, a vice-chairperson in order of seniority, if more than one, shall so preside. The President shall serve as an ex-officio member of all committees and perform such other duties as may be prescribed by the Board of Directors from time to time.

Section 4. Secretary and Assistant Secretary

The Secretary of the Board shall keep or cause to be kept a record of all meetings of the Board of Directors and shall record all votes and the minutes of all proceedings in a book to be kept for that purpose. He or she shall give, or cause to be given, notice of all meetings of the Board of Directors, and shall perform such other duties as may be prescribed by the board. He or she shall be responsible for authenticating the records of the corporation.

The Assistant Secretaries, if any, in order of their seniority shall, in the absence or disability of the Secretary, perform the duties and exercise the powers of the Secretary and shall perform such other duties as the Board of Directors may prescribe.

Section 5. Treasurer and Assistant Treasurer

At each regular meeting and at the annual meeting of the Board of Directors, the Treasurer of the Board of Directors shall provide a financial report for the preceding period. In addition to the foregoing, the treasurer shall perform all duties normally incident to the office of treasurer and as required by law, as well as such other duties as from time to time may be assigned by the Board of Directors. The treasurer shall serve as chairperson of the Finance Committee. The assistant treasurers, if any, in order of their seniority shall, in the absence or disability of the treasurer, perform the duties and exercise the powers of the treasurer and shall perform such other duties as the Board of Directors may prescribe.

Article VIII. Employees, Consultants, Contracts, Checks, Deposits, and Funds

Section 1. Employees and Consultants

The Board of Directors may engage such employees and consultants as it deems necessary to fulfill the purposes of the Corporation. The terms of such engagement or employment, including their respective duties and authority of such employees or consultants, shall be delineated in writing and approved by the Board of Directors.

Section 2. Contracts

The Board of Directors may authorize any officer or officers, agent or agents or the Corporation, in addition

to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances.

Section 3. Checks

All checks or demands for money and notes of the Corporation shall be signed by such officer or officers or such other person or persons as the Board of Directors may from time to time designate.

Article IX. Fiscal Year

The fiscal year of the corporation shall begin the first day of July in each year.

Article X. Alteration, Amendment or Repeal of Bylaws

These Bylaws may be altered, amended, or repealed at any regular or special meeting of the Directors by the affirmative vote of a majority of all the Directors in office.

Article XI. Records

Section 1. Records

The corporation shall keep as permanent records minutes of all meetings of its Board of Directors, a record of all actions taken by the Directors without a meeting, and a record of all actions taken by committees of the Board of Directors.

Section 2. Accounting Records

The corporation shall maintain appropriate accounting records. A copy of the following records shall be kept at the corporation's principle office: The Articles of Incorporation and all amendments to them currently in effect; these Bylaws and all amendments to them currently in effect; a list of the names and business or home addresses of the current Directors and officers; the most recent annual report delivered to the Secretary of State; and appropriate financial statements of all income and expenses.

Article XII. Conflicts of Interest

Section 1. Definition

For purposes of this Article, the following terms shall have the following meanings: A "conflict of interest" is defined as any instance where an individual's actions or activities on behalf of the Corporation or any subsidiary of the Corporation involve the obtaining of an improper gain or advantage to the individual, or have an adverse impact on the Corporation's interests or its subsidiary's interests.

"Immediate family" for the purpose of this Article, is defined as spouse, children, mother, father, siblings, or any other relative living in the individual's household. A conflict of interest transaction is "authorized, approved or ratified" if it receives the affirmative vote of a majority of the Directors of the Board or on the committee, who have no direct or indirect interest in the transaction, but a transaction may not be authorized, approved, or ratified by a single director. If a majority of the directors on the board of who have no direct or indirect interest in the transaction are present and vote to authorize, approve or ratify the transaction, a quorum is present for the purpose of taking action under this Article.

Section 2. Approval

A transaction in which a director or a director's immediate family has a conflict of interest may be approved if the material facts of the transaction and the director's interest are disclosed or known to the board of directors or committee of the board and the board or committee of the board and such the board or committee authorizes, approves, or ratifies the transaction.

Section 3. Staff Members

Staff members and their immediate families will not benefit materially from the organization beyond receipt of salaries, fringe benefits, and reimbursement for authorized expenses.

Article XIII: Indemnification of Officers and Directors.

Section 1. Indemnification

The Corporation will, to the fullest extent now and hereafter permitted by law, indemnify any Director or officer of the Corporation (and, to the extent provided in a resolution of the Board of Directors or by contract, may indemnify any volunteer, employee or agent of the corporation) who was or isa party to or threatened to be made a party to any threatened, pending or completed action, suit or proceeding by reason of the fact that the person is or was a Director, officer, volunteer, employee or agent of the corporation, or is or was serving at the request of the Corporation as a director, trustee, officer, partner, volunteer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, whether for profit or not for profit, against expenses including attorney's fees (which expenses may be paid by the Corporation in advance of a final disposition of the action, suit, or proceeding as provided by the law), judgments, penalties, fines and amounts paid in settlement actually and reasonably incurred by the person in connection with the action, suit or proceeding if the person acted (or refrained from acting) in good faith an din a manner the person reasonably believed to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, if the person had no reasonable cause to believe his or her conduct was unlawful.

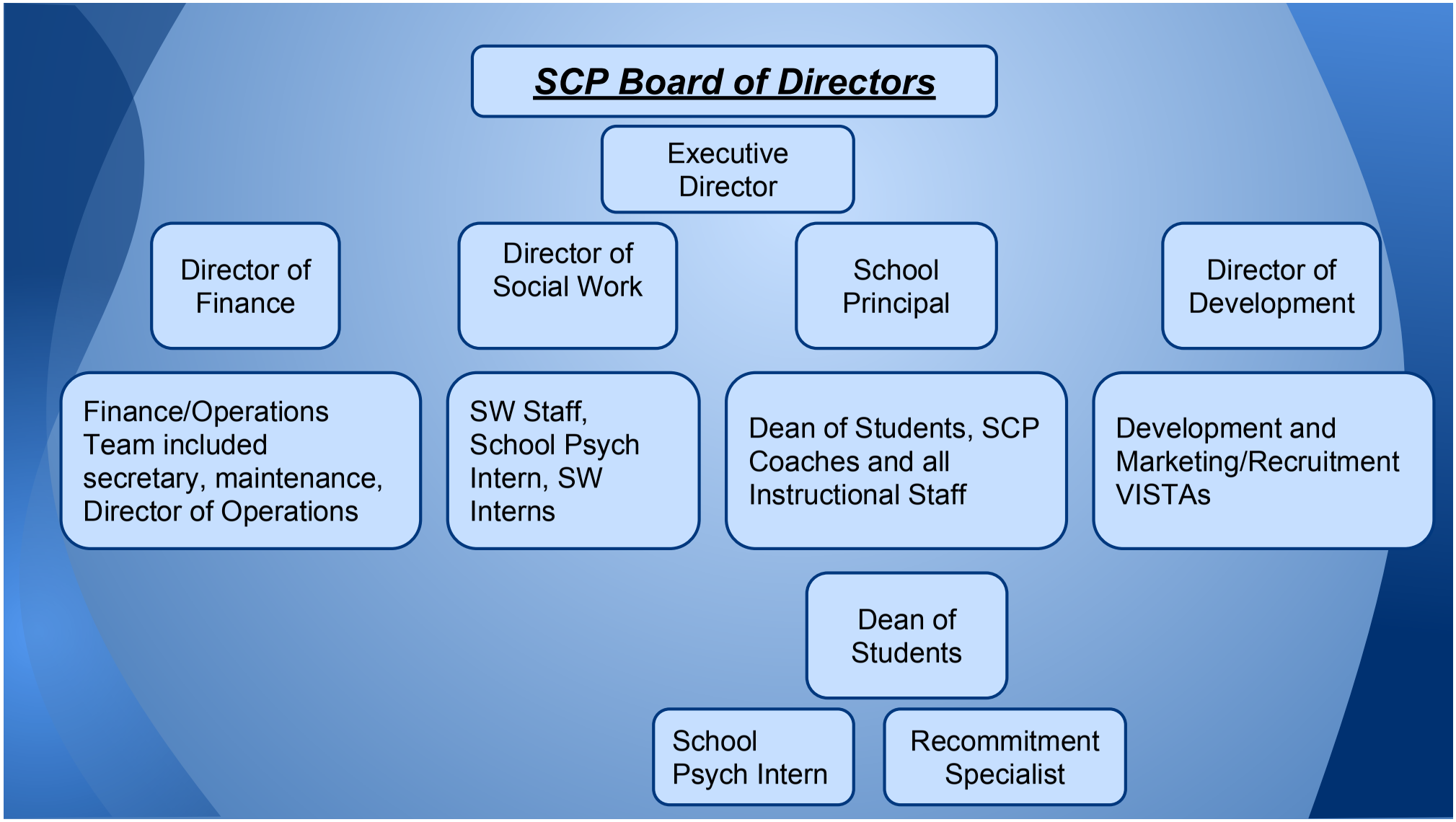
Section 2. Rights to Continue

This indemnification will continue as to a person who has ceased to be a Director or officer of the Corporation. Indemnification may continue as to a person who has ceased to be a volunteer, employee or agent of the Corporation to the extent provided in a resolution of the Board of Directors or in any contract between the Corporation and the person. Any indemnification of a person who was entitled to indemnification after such person ceased to be a Director, officer, volunteer, employee or agent of the Corporation will inure to the benefit of the heirs and personal representatives of that person.

Article XIV: Dissolution Policy

If, for any reason, the organization should dissolve, upon dissolution of the organization assets should be distributed for one or more exempt purposes within the meaning of section 501c3 of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government or to a public purpose. State funds and items purchased with state funds must be returned to state.

2015-2016 SCP Organizational Chart


SCP Board of Directors
Executive Director
Director of Finance
Director of Social Work
School Principal
Director of Development
Finance/Operations Team included secretary, maintenance, Director of Operations
SW Staff, School Psych Intern, SW Interns
Dean of Students, SCP Coaches and all Instructional Staff
Development and Marketing/Recruitment VISTAs
Dean of Students
School Psych Intern
Recommitment Specialist

Appendix B:

Board Members

Patrick Banks
Ryan Blackburn
Steve Brewer
Michael Dauphin
Javad Khazaeli
Steve Singer
Pete Weseloh
Lynn Yearwood

Appendix B:

Board Criminal Background Checks

As of 9/24/15, all SCP board members have undergone background checks as required by Missouri Law. This was submitted to UMSL on that date.

Appendix B:

Policy 0342 – Conflict of Interest Policy

The Board of Directors affirms that the directors, officers, administrators, faculty and other employees of South City Preparatory Academy have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of South City Preparatory Academy. They should avoid placing themselves in positions in which their personal interests are, or may be, in conflict with the interests of South City Preparatory Academy. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Directors of the circumstances resulting in the potential conflict so that the Board of Directors can provide such guidance and take such action as it shall deem appropriate. A member may have a potential conflict of interest if his/her immediate family member or any business in which the member is involved has a potential conflict of interest as defined below.

Areas of potential conflict of interest are:

1. Financial Interests

   (A) Ownership by the individual directly or indirectly of a material financial interest in any business or firm (i) from which the School obtains goods or services, or (ii) which is a competitor of the School.

   (B) Competition by the individual, directly or indirectly, with the School in the purchase or sale of property right or interest.

   (C) Representation of the School by the individual in any transaction or activity in which the individual, directly or indirectly, has a material financial interest.

   (D) Any other circumstance in which the individual may profit, directly or indirectly, from any action or decision by the School in which he or she participates, or which he or she has knowledge.

2. Insider Information

Disclosure or use by the individual of confidential information about the School, its activities or intentions, for the personal profit or advantage of the individual or any person or business.

3. Conflicting Interests Other than Financial

   Representation as director, officer, agent, or fiduciary of another company, institution, agency or person in any transaction or activity which involves the School as an adverse party or with adverse interests.

4. Gifts and Favors

   Acceptance of gifts or favors from any firm or individual which does or seeks to do business with, or is a competitor of, the School under circumstances which imply reasonably that such action is intended to influence the individual in the performance of his or her duties.

5. Nepotism/Favoritism Based Upon Relationship

   A potential area of conflict of interest may also occur where a board member, officer, director, administrator, faculty member or other employee of the School is in a position to influence a decision that may result in personal gain for a relative of that trustee, officer, director, administrator, faculty member or other employee. For purposes of this policy, a relative is any person who is related by blood or by marriage or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No member who directly or indirectly is involved in a potential conflict of interest shall be counted in determining the existence of quorum at any meeting of the Board where the potential conflict is considered, nor shall the director vote on any action of the Board regarding the potential conflict.

Signed: _____

Date: 1/18/16

SOUTH CITY PREPARATORY ACADEMY

Goal #1A Human resource management (scholar retention)

80% Student Retention **from the end of Cycle I to the end of Cycle V**
80% Student Retention from the end of Cycle V (15-16) to the start of Cycle I (16-17)

Goal #1B Human Resource Management (faculty/staff retention)

75% Staff Retention from the end of Cycle V (15-16) to the start of Cycle I (16-17)

Goal #2 Quality Outcomes: Scholar Academic Achievement

MAP ELA Goal: 38%
MAP Math Goal: 26%
MAP Science Goal: 27%

Goal #3 Financial Management (net cash on hand)

The goal for net cash on hand is $200,000 with no payables older than 45 days.

Goal #4 Board Effectiveness (engagement)

Goal #5 Development of community engagement (fund-raising; development; grants)

Development Department Goal: $100,000

SOUTH CITY PREPARATORY ACADEMY

	Beginning 1	Emerging 2	Developing 3	Proficient 4	Exemplary 5
Goal #1A Human resource management (scholar retention) *80% Student Retention* from the end of Cycle I to the end of Cycle V	<60%	60-69%	70-79%	80%	>80%
80% Student Retention from the end of Cycle V (15-16) to the start of Cycle I (16-17)	<60%	60-69%	70-79%	80%	>80%
Goal #1B Human Resource Management (faculty/staff retention) *75% Staff Retention from the end of Cycle V (15-16) to the start of Cycle I (16-17)*	<55%	55-64%	65-74%	75%	>75%
Goal #2 Quality Outcomes: Scholar Academic Achievement					
MAP ELA Goal: 38%	<30%	30-33%	33-37%	38%	>38%
MAP Math Goal: 26%	<19%	19-21%	22-25%	26%	>26%
MAP Science Goal: 27%	<20%	20-22%	23-26%	27%	>27%
Goal #3 Financial Management (net cash on hand) *The goal for net cash on hand is $200,000 with no payables older than 45 days.*	<$150,000	$150,000-$174,999	$175,000-$199,999	$200,000	>$200,000
Goal #5 Development of community engagement (fund-raising; development; grants) Development Department Goal: $100,000	<$80,000	$80,000-$89,999	$90,000-$99,999	$100,000	>$100,000

APPENDIX

C

UMSL | Education
Charter Schools Office

St. Louis College Prep
(Formerly South City Preparatory Academy)
Performance Contract 2016 – 2021
January 17, 2016

As the official charter school sponsor of St. Louis College Prep (SCP), the University of Missouri, St. Louis (UMSL) is legislatively required to monitor compliance and performance of the school, recommend sanctions, if necessary, and revocation and closure when the school demonstrates an inability to meet standards. This performance contract represents expectations in the renewal charter term.

A. Governance

Charter schools are governed by an independent board of directors that are required to abide by all laws governing 501(c)3 organizations, and public schools. For the term of this performance contract, the board of SCP will:

1. Consistently abide by all Missouri laws, including the Missouri Sunshine Law in all its operations.
2. Maintain an active, involved board as described in their charter.
3. Meet all standards for governance listed below as assessed by the UMSL sponsor during its annual review:

Standard		Metric
8.1	The school Board operates legitimately and in the best interest of its students and mission.	Governance records. Criminal background and FCSR checks as outlined in section RSMo160.400.14
8.2	All board members receive training in Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy and conflict of interest within their first year of service.	Board survey Board minutes
8.3	Appropriate Board Policies are developed, revised as needed, and followed.	Board Policies and appropriate school documents, such as enrollment procedures, student handbooks, etc.
8.4	Meetings are regularly scheduled and appropriately conducted.	Governance records.
8.5	Governance records and documentation are appropriately created and maintained.	Board Meeting Agenda, notices, minutes, and supporting documentation.
8.6	School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, Missouri Sunshine Law; free of conflict of interest, and models best practices regarding governance roles and responsibilities.	Fiscal records. Fiscal Audits and ASBR. Core Data Reports.
8.7	The Board implements a transparent process for evaluating the school leader that includes evaluation of core competency categories and progress made on yearly school goals.	School leader evaluation document
8.8	The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues.	Board-sponsor communications
8.9	The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication.	Board self-evaluation document
8.10	The Board officially reviews the sponsor's Annual Review at one of its board meetings.	Board minutes

B. School Leadership

For the term of this performance contract:

1. The Executive Director of SCP will meet all standards for school leadership listed below as assessed by the UMSL sponsor during its annual review:

Standard	Metric
5.1 Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented.	School policies, procedures, and practices. Enrollment and attendance documents. Core Data.
5.2 Student enrollment and attendance numbers are in line with the charter agreement, and provide evidence that the school is a viable school of choice for the community.	Student enrollment data. Student attendance data. Student retention data. Core Data reports. Charter agreement.
5.3. Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement.	Teacher and administrator retention data. School Improvement Plan. Professional Development Plan. Academic accountability indicators
5.4 School meets all state and local standards relative to health and safety; and maintains a clean and safe environment that supports the educational mission of the school.	Board Policies and documentation. Health and safely permits. Fiscal records. On-site observations and reports.

C. Financial Operations

The school depends on the board maintaining proper fiduciary responsibility. For the term of the charter, SCP will:

1. Comply with annual auditing and ASBR requirements, and remedy all audit findings.
2. Maintain adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and paying all obligations in a timely manner.
3. Maintain an Ending Cash Fund Balance that is no less than 10%.
4. Meet all standards for fiscal operations listed below as assessed by the UMSL sponsor during its annual review:

Standard	Metric
9.1 Fiscal records are appropriately maintained.	Governance records. Fiscal records. Independent Fiscal Audit. Annual Report to the Board (ASBR).
9.2 The school operates in a fiscally sound and appropriate manner.	Governance records. Fiscal reports. Independent Fiscal Audit. Annual Report to the Board (ASBR).
9.3 School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school.	Governance records. Fiscal reports and including payroll and retirement records. Independent Fiscal Audit. Annual Report to the Board (ASBR).
9.4 Core Data and other required school reporting is conducted in a timely and appropriate manner.	Fiscal reports. Governance records. Core Data Reports.

D. Reporting

Schools maintain and submit large amounts of data to all regulatory authorities. UMSL monitors compliance of all these requirements. For the term of the charter, SCP will:

1. Maintain a 90% compliance rate for submitting required data and reports to UMSL.
2. Consistently comply with DESE reporting requirements and requests, including MOSIS Submissions and Tiered Monitoring requirements.

E. Academic Achievement, Attendance and Annual Performance Report (APR)

Academic Achievement

The most important measure of success in any school is student outcomes and quality teaching is the most important input to successful outcomes. For the term of this performance contract, SCP will:

1. Maintain a professional development system that includes: a teacher evaluation system that meets state requirements, retention of excellent teachers, and removal or development of teachers that are not meeting expectations.
2. Meet MSIP-5 academic achievement targets below:

Measure	Annual Minimum Targets				
For All Tested Subjects	**2017**	**2018**	**2019**	**2020**	**2021**
Academic Achievement	Approaching	Approaching	On Track	On Track	On Track
Subgroup Achievement	Approaching	Approaching	On Track	On Track	On Track

These goals are based on the current state assessment (MAP) and will be renegotiated based on any new assessment as necessary.

Attendance

3. For the term of this performance contract, SCP will meet the following MSIP5 attendance targets:

Measure	Annual Minimum Target				
	2017	**2018**	**2019**	**2020**	**2021**
Student Attendance	Approaching	Approaching	On Track	On Track	On Track

Annual Performance Report (APR)

4. For the term of this performance contract, SCP will meet the following MSIP5 APR targets:

Measure	Annual Minimum Target				
	2017	**2018**	**2019**	**2020**	**2021**
Overall APR Score	$\geq$ 70	$\geq$ 70	$\geq$ 70	$\geq$ 70	$\geq$ 70

NOTE: These goals assume the current state accountability system and structure (MSIP5) is in place through the 2020 - 2021 school year.

St. Louis College Prep and UMSL agree that failure to meet any of the terms of performance stated above will result in St. Louis College Prep to develop a remediation plan to address the deficiencies. Failure to remediate the deficiencies will result in St. Louis College Prep to be placed on probation. Continued failure to remediate will result in a recommendation for closure.

Furthermore, this performance contract is for five years of operation of the school. In the fifth year, St. Louis College Prep and UMSL will determine, based on UMSL policy and procedures and successful completion of this contract, if the school is prepared for renewal. At that time, a new performance contract will be created to address the next five years of the proposed, renewed charter.

The Board of Directors of St. Louis College Prep approved this contract on January 20, 2016.

In agreement:

Signature

Bill Mendelsohn
Executive Director: Charter Schools and Partnerships
Charter Schools Sponsor Office
UMSL College of Education

January 17, 2016

Date

Signature

Pete Weseloh
Board President
St. Louis College Prep

1/17/16

Date

APPENDIX

D

Principal: 2015-2016 School Year

The Principal for South City Preparatory Academy is a dynamic instructional leader who spearheads the development of the school's curriculum and culture and has an unswayable belief that all students can achieve at high levels. The Principal will lead teachers and staff in the development and on-going improvement of a rigorous college preparatory academy, guide teachers in the implementation of school-wide best practices, discipline-specific curricula and assessments, and school culture; and train, supervise, and evaluate all staff and teachers. He or she will be responsible for all school programs, outcomes and student achievement and will manage the entire school staff. The Principal and other members of the School Leadership Team will be responsible for developing and maintaining a school culture that will meet South City Preparatory Academy's mission and vision.

Primary Responsibilities:

Teacher Development and Evaluation

- Lead instructional staff to achieve high performance through goal setting and evaluation.
- Coordinate with the Director of Curriculum and Instructional to organize and implement high quality Professional Development.
- Assist DCI and Executive Director with staff recruitment, selection, evaluation, supervision, retention, and dismissal.
- Coach teachers on best practices and interventions to raise achievement for struggling students
- Advise, support and mentor individual teachers to improve instruction through:
    - Daily classroom observation and feedback
    - Curriculum, unit, and lesson planning and review
    - Continuous, high-quality assessment preparation
    - Comprehensive and evolving professional development programming

Student Achievement:

- Set ambitious goals for student achievement and performance and hold staff accountable for achieving results.
- Assist this DCI to research, design, and align scope and sequence, and curriculum with Missouri and Common Core Standards.
- In partnership with the DCI and Executive Director, evaluate school performance data to make holistic and individual recommendations for improving instructional practices.
- Facilitate data driven discussions with instructional staff regarding student performance.

Management and Leadership:

- Embody and advocate the mission, vision, and strategic direction of SCP
- Work with parents and the community to achieve maximum involvement in and support of student performance.
- Manage staff recruitment, hiring and onboarding.

- Adhere to the policies, standards, and school-wide responsibilities described in the school's Employee Handbook.
- Supports Instructional Coaches to improve instructional content by monitoring their review and feedback on lesson plans, homework assignments, interims and materials.
- Model the school's values and set the standard for professional behavior.
- Responsible for all scheduling outside of special events, field trips and other incentives.
- Serves as main point of contact for parents for student questions and concerns.

Minimum Qualifications:

- Masters in Education related field (Administration, Curriculum & Instruction, etc.)
- Expert teacher and/or administrator with at least five years of demonstrated experience working with under-served populations
- Extensive knowledge of curriculum development
- Extensive knowledge of teacher and staff development
- Experience in assessment and achievement data analysis
- A record of success in supporting teacher development

Salary Range:

- Highly competitive salary
- Performance Based Pay Program
- Health, sick and retirement benefits

Job type:

- Full-time 12-month position, one year At-Will Agreement, renewable upon performance evaluation

Director of Finance

South City Prep's Director of Finance provides leadership and strategic oversight to all matters of the school's finance and operations. This individual has direct leadership in ensuring South City Prep's ongoing financial viability and stability. As a part of the school's Leadership Team, the Director of Finance will work with the Executive Director to manage operations, in addition to his or her core finance and accounting functions; in this role, the Director of Finance holds a critical role, seeking to relieve the other members of the Leadership Team of non-instructional obligations so that they can focus almost exclusively on student achievement and the professional development of direct staff. This position reports to the Executive Director.

Duties & Responsibilities

- Reconcile cash receipts, prepare cash disbursements, and manage cash flow
- Review monthly reconciliation of bank accounts, monthly closings and financial statements.
- Prepare monthly financial statements and monthly budget variance analysis.
- Maintain fixed assets schedule.
- Identify and administer liability lines of coverage.
- Review employee expense reports.

Other Responsibilities include the following:

- Ensure South City Prep 's compliance with Missouri's Financial Accounting Manual (MFAM) and accounting principles.
- Develop and maintain South City Prep 's accounting system to adhere to and comply with applicable accounting principles.
- Maintain accurate records of all financial transactions and submit to the Executive Director for regular review.
- Participate in regularly scheduled meetings to review/account for budget variances.
- Monitor usage of school credit card.
- Sustain and maximize the efficiency of South City Prep 's financial systems and internal controls.
- Assist in writing and managing South City Prep 's financial policies and procedures.
- Prepare and present all financial reports.
- Develop and manage the school's budget.
- Advise and assist the Executive Director in preparing the annual budget.
- Develop and manage multi-year business planning and financial forecasting functions consistent with South City Prep 's strategic plan.
- Manage school purchasing and vendor relationships by placing orders with vendors, tracking

delivery, and maintaining inventory.
- Ensure that all invoices are processed and paid on time.
- Prepare for each new school year by ordering all needed furniture, equipment, and supplies and ensuring that school services (i.e., food services) are lined up and ready for action.
- Manage procurement of information technology services and equipment.
- Work with appropriate staff to prepare financial reports, budgets, and analyses for federal, state, corporate, and private foundation grant applications and reports
- Interface with the selected food service provider to monitor opportunities for cost-savings; provide Missouri's Department of Elementary and Secondary Education with all required reports to ensure that food service invoices are paid on time.
- Communicate with vendors to ensure services are provided at least cost.

Required and Preferred Education and Experience

- Bachelor Degree in Accounting, Finance, Business Management, or a related field is required.
- Master Degree in Business, Finance, Accounting, or a related field is preferred.
- Certified Public Accountant (CPA) is preferred.
- More than four years of work experience in accounting or finance.
- More than two years of work experience in a management role.
- Prior experience in school finance and operations is preferred.

SOUTH CITY PREPARATORY ACADEMY

Director of Social Work

South City Prep is seeking a visionary and committed Student Support Coordinator. Reporting to the Executive Director, the Student Support Coordinator's primary responsibilities include activities that will enhance the school's academic mission by providing services that alleviate barriers to learning. The Student Support Coordinator will maximize school success by addressing and affecting students' personal, social, and emotional needs in home, school, and community to ensure that children are physically, emotionally and socially prepared to learn.

Position Responsibilities:

Assessment

- Conducts assessments in accordance with parent/guardian and student rights.
- Designs, distributes and analyzes data accumulated from student and family surveys.
- Works with the Director of Special Education, Dean of Students, and school leadership to develop and implement student behavior plans and interventions as appropriate;
- Uses a variety of appropriate tools and techniques to evaluate progress of students and families.

Service Integration and Delivery

- Uses knowledge of student situation and understanding of the reciprocal influences of home, school, and community to intervene for student success.
- Identify and connect with external service providers to help meet the non-academic needs of students and their families.
- In coordination with the Dean of Students and other school staff, leads remediation meetings with students and communicates necessary information to staff.
- Working with the school's operations team, monitors student attendance and provides interventions as appropriate.
- Manages the expectations and performance of all Social Work Practicum students.
- Provides services to students in ways that build upon individual strengths and offers students maximum opportunities to participate in their own learning experience.
- Utilizes evidenced-based practice and research to assist students, families, the school, and community.
- Conducts outreach, particularly home and school-based visits with families, and promotes collaboration among community providers that have diverse offerings. Facilitate student and family access to these services.
- Adheres to appropriate statutes, case law, policies, and procedures.
- Works with the school's Leadership Team on such issues as attendance, confidentiality, ethnicity and diversity, mental health, behavior management, crisis intervention and child abuse and neglect.

- Serves as local homeless education liaison by: supporting the needs of the homeless student population and ensuring the delivery of mandated services to facilitate the student's attendance and access to appropriate education; assessing students and families; interpreting laws relating to homeless students; working as a team member to develop intervention strategies; providing case management; monitoring student progress; making referrals; and acting as a resource to school staff and conducting trainings related to homeless education.

Program Development, Implementation, and Evaluation

- Conducts individual and/or system-wide assessments and surveys to assess the school and/or community needs.
- Plans group and/or school-wide programs and activities to promote a safe, healthy, and caring school climate that fosters academic success.
- Assists the school and community in planning programs that provide positive resources and alleviate barriers to student learning.
- Develops and provides trainings that educate school's faculty on relevant social work issues.

Accountability

- Conforms to the National Association of Social Work (NASW) Code of Ethics and Standards for School Social Work Practice.
- Maintains accurate case records and documentation.
- Maintains current knowledge of and abides by federal and state laws and regulations with emphasis on persons with disabilities, mental health, confidentiality, and student and parent rights.
- Participates in appropriate professional development activities to improve knowledge and skills.

Minimum Qualifications

The ideal candidate will hold a MSW and have experience working with children and families in an urban school setting. The candidate will also have demonstrated skills in assessment, service delivery and integration, and program planning. An understanding of and/or exposure to a community schools models is ideal.

Salary Range:

- Highly competitive salary
- Performance Based Pay Program.
- Health, sick and retirement benefits

Job type:

- Full-time 12-month position, one year At-Will Agreement, renewable upon performance evaluation.

SOUTH CITY PREPARATORY ACADEMY

Director of Development

South City Prep is seeking a Director of Development who demonstrates a strong desire to work at an academically rigorous college preparatory environment and has a belief that all students can achieve at the highest levels. South City Prep is preparing to start our first high school in 2015-2016 and is looking to open future middle school and elementary school sites. We are committed to providing our students with a top quality education, making no excuses regarding background or previous educational experience, and recognize that there are no shortcuts to success.

South City Prep is seeking a Director of Development to lead the school's fundraising and marketing efforts. The Director of Development will be responsible for the vision, strategy, and design of school's development plan. The Director will report to the Head of School and will manage all development functions including grant writing, donor cultivation and relations, community engagement, volunteer support, managing the SCP brand, marketing, and public relations.

Essential Duties and Responsibilities:

- Develop, implement, and lead a broad-based fundraising plan that includes cultivating and managing individual and institutional donors, managing private and federal grants, and planning and managing fund-raising and brand-building events.
- Establish and maintain relationships with individuals, foundations and corporate donors.
- Collaborate with the Executive Director to effectively fund strategic priorities and growth.
- Oversee the research and writing of grants to charitable foundations. Maintaining regular contact with foundation staff and trust officers.
- Oversee the writing and management of all federal grants.
- Build and lead a Board Development Committee.
- Present and promote South City Prep at public events.
- Supervise the planning and execution of fundraising events and donor recognition.
- Cultivate long-term relationships with South City Prep donors.
- Promote South City Prep through in-person, phone, and email conversations and seek out potential donors.
- Maintain relationships with current SCP donors by keeping them informed about SCP news and by being accessible to answer any questions that donors may have regarding SCP.
- Ensure that the appropriate data is collected and tracked about each donor.
- Design market analysis to develop fundraising strategies.
- Develop and lead capital campaign.
- Identify opportunities for other South City Prep team members (e.g. Head of School, Board) to contribute to development efforts.

Minimum Qualifications:

- Bachelor's degree.
- Excellent written and oral communication skills. Ability to express SCP's mission and purpose to a variety of stakeholders and audiences.
- Excellent public speaking and presentation skills.
- Experience working with Board committees and volunteer committees.
- Demonstrated track record in essential development skills: annual fund, direct mail, major gifts, face-to-face asks, federal and foundation research and grant writing and management.
- Ability to work as part of a team and with diverse staff and volunteer committees.
- Experience in leading high-performing teams and managing a staff, while providing constructive and instructive feedback to team members.
- Knowledge of social media tools for both marketing and fundraising purposes.
- Passion for and knowledge of the SCP mission.
- Proficiency in Microsoft Office applications and donor management software.
- Financial acumen necessary for preparing budgets, analyzing financial reports, projecting revenues and expenses, and reviewing grant reports.

Salary Range:

- Highly competitive salary
- Performance Based Pay Program
- Health, sick and retirement benefits

Job type:

- Full-time 12-month position, one year At-Will Agreement, renewable upon performance evaluation.

Interested candidates should e-mail a resume and cover letter to Mike Malone at mmalone@southcityprep.org

SOUTH CITY PREPARATORY ACADEMY

Executive Director

South City Preparatory Academy's Executive Director will oversee strategic, programmatic, financial, and administrative operations. This person will also lead the efforts to establish the school and act as South City Preparatory Academy's primary representative in development and community affairs activities. The Executive Director is the public face of the school in the community, working to build a connection between school, families and other stakeholders that is strong, mutually respectful, and marked by continual communication about student performance and behavior. The Executive Director leads the staff in reaching out to families and the community to recruit students and staff and build a network of collaboration that supports student success.

Responsibilities:

Organizational Leadership:

- Establishes a culture of excellence that is centered on the school's mission.
- Oversees, continually evaluates, and is accountable for all school programs, finances, facilities and operations.
- Ensures compliance with all local, state, and federal policies and regulations
- Effectively leads a diverse staff and student population
- Facilitates a safe and orderly school environment.
- Effectively implements data-driven decisions following the school's accountability plan
- Promotes the school to the community and media
- Manages and supports the Dean of Students in all tasks related to their job description.
- Manages and supports the Director of Operations and Finance in all tasks related to their job description.
- Manages and supports the Director of Curriculum and Instruction in all tasks related to their job description.
- Manages and supports the Student Support Coordinator in all tasks related to their job description.
- Manages and supports the Director of Development in all tasks related to their job description.

Educational Leadership

- Supports a cycle of continuous academic improvement by providing strong leadership and regularly analyzing data to meet school-wide performance goals.

Administration and Financial Leadership

- With assistance from clerical staff, is responsible for all data reporting to DESE
- With assistance from contracted financial services provider:
    - Manages the budget, finances, and the relationship with vendors.

  - Tracks and assigns all purchases
  - Responsible for the Annual Report of school finances
  - Oversees the implementation of the school's annual Board-approved budget
  - Works with the Board of Directors to develop and manage the school's budget and annual cash flow projections.
  - Reports school financial and academic achievement data at each Board of Director's meeting.
- Oversees all programs, services, and activities to ensure school goals and objectives are met.
- Hosts visitors and cultivates relationships with community members
- Ensures the school is implementing its year long fundraising plan and meeting all fundraising goals for the year.

Minimum Qualifications

- Masters in Education related field (Administration, Curriculum & Instruction, Linguistics, etc.)
- Expert teacher and/or administrator with at least five years of demonstrated experience in under-served populations
- Able to create and sustain positive, ambitious school culture among staff and students
- Experience in assessment and achievement data analysis
- Communicate effectively with all stakeholders: students, parents, staff, board, DESE and greater community

Salary Range:

- Highly competitive salary
- Health, sick and retirement benefits

Job type:

- Full-time 12-month position, one year At-Will Agreement, renewable upon performance evaluation

SOUTH CITY PREPARATORY ACADEMY

Dean of Students: 2015-2016 School Year

South City Prep is seeking a visionary and committed Middle School Dean of Students. Reporting to the Middle School Principal, the Dean of Students serves as the primary caretaker and promoter of South City Prep's culture and values. Working with staff, families, and students, the Dean of Students will facilitate communications and information dissemination between the school and families. The Dean of Students will be responsible for planning and implementing systems and procedures that contribute to the overall health of the school and the academic performance of its students.

Primary Responsibilities

Policies and Procedures

- Develop, implement, enhance, and enforce school discipline policies and procedures;
- Ensure all school discipline policies and practices adhere to state statute and mandated state policy;
- Develop school-wide processes and procedures designed to create a positive learning environment for all students;
- Lead collaborative effort to develop, implement, and manage the processes for in-school suspensions, expulsions, demerits, rewards, and parent communications consistent with school philosophy and values;
- Work with Special Education staff, Student Support Coordinator, and school leadership to develop student behavior plans and interventions as appropriate;
- Ensure consistent implementation of school policies and procedures in all areas of school operations.
- Manages the expectations and performance of the PE/Intervention Teacher and VISTA Activities Coordinator.
- Serves as a member of the Middle School Leadership Team.

Communications and Relationships

- Develop and manage system of consistent and value-added communications with parents/guardians of all students enrolled in South City Prep;
- Maintain and communicate high academic and personal expectations for all students, interns, volunteers, and staff;
- Serve as primary facilitator in conflict-resolution scenarios between staff, families, students, and the community;
- Plans and coordinates school-wide events and programs to build a positive school culture;
- Conduct individual and small group meetings with students when necessary;

- Analyzes exit surveys and related information for families leaving South City Prep to identify reasons why families leave the school.
- Collects appropriate data to enhance school culture and performance.
- Identify and coach specific team members on strategies to improve classroom management and school culture.
- Coordinates school-wide incentives and field trips including school wide celebrations and recognition.
- Coordinates with Middle School Principal in implementing the school-wide Response to Intervention Plan (RTI).

Information Collection and Sharing

- Store and maintain all records on student discipline and parent communication in designated school database;
- Track, evaluate, and report behavior trends through collection and analysis of detailed data;
- Provide reports on relevant data and analysis to school leadership, staff, and families as appropriate;
- Plans and delivers professional development content related to school culture, student behavior, and appropriate policies.

Minimum Qualifications:

- Bachelor's degree required, Master's degree in teaching, counseling, or related field preferred
- Expert teacher and/or administrator with at least five years of demonstrated experience working with under-served populations
- Extensive knowledge of teacher and staff development
- Experience in assessment and achievement data analysis
- A record of success in supporting teacher development

Salary Range:

- Highly competitive salary
- Performance Based Pay Program
- Health, sick and retirement benefits

Job type:

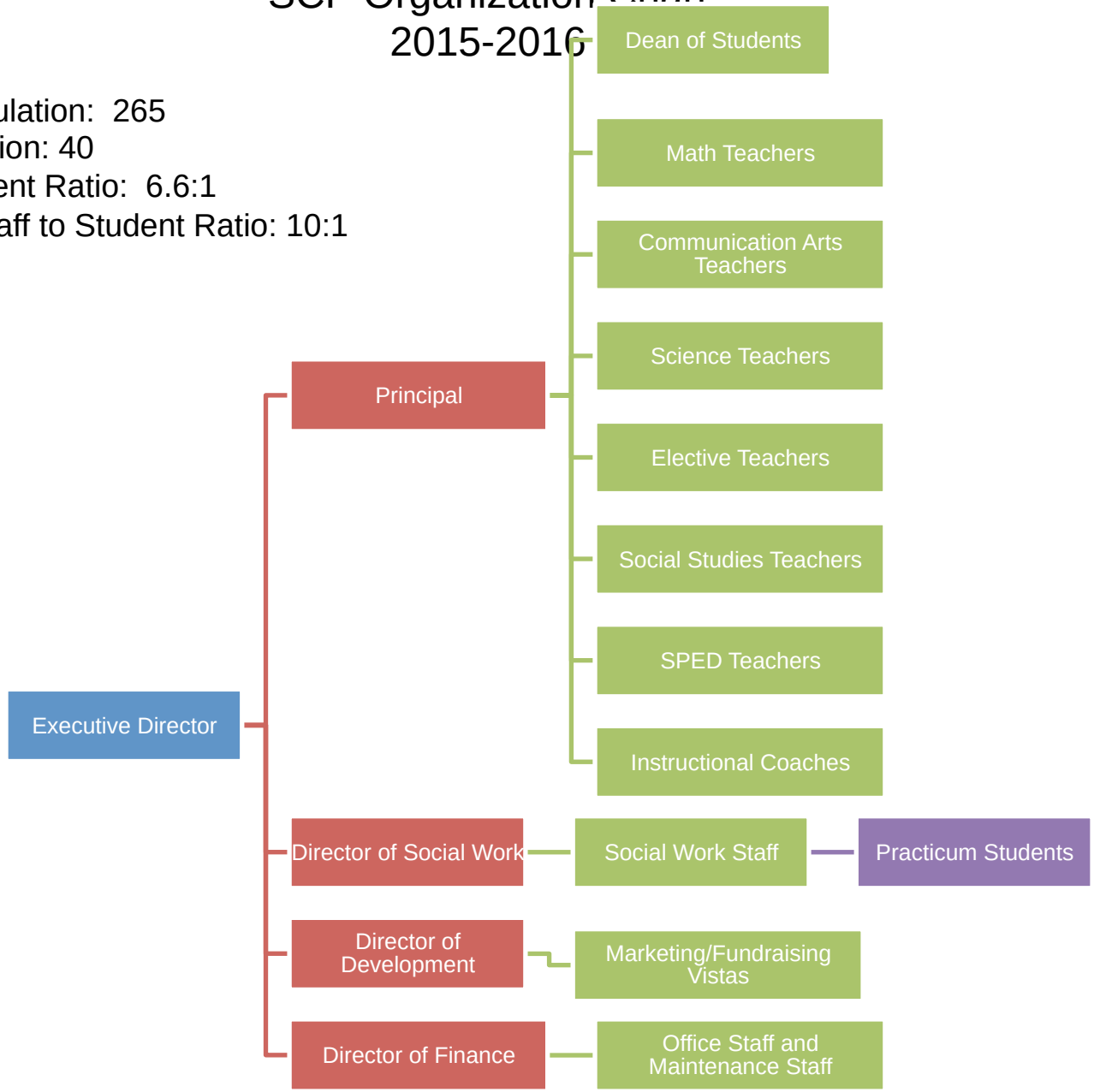
- Full-time 12-month position, one year At-Will Agreement, renewable upon performance evaluation

		South City Prep												
		FY 2016 Budget												
			FY16		**FY17**		**FY18**		**FY19**		**FY20**	
Revenues														
	5100	Local	$ 308,250	8%	$ 459,033	11%	$ 534,738	9%	$ 717,791	11%	$ 828,178	12%
	5300	State	$ 2,795,255	75%	$ 3,163,904	76%	$ 4,450,509	77%	$ 5,048,479	76%	$ 5,384,835	75%
	5400	Federal	$ 646,625	17%	$ 563,217	13%	$ 812,304	14%	$ 895,761	13%	$ 939,679	13%
	5899	**GRAND TOTAL REVENUES**	**$ 3,750,130**	**100%**	**$ 4,186,154**	**100%**	**$ 5,797,551**	**100%**	**$ 6,662,031**	**100%**	**$ 7,152,692**	**100%**
Expenditures												
	1100	Regular Programs	$ 1,180,392	35%	$ 1,464,703	37%	$ 2,083,772	37%	$ 2,373,382	38%	$ 2,518,918	39%
	1200	Special Programs (SPED)	$ 376,067	11%	$ 321,782	8%	$ 338,097	6%	$ 351,723	6%	$ 363,695	6%
		TOTAL INSTRUCTION	**$ 1,556,459**	**46%**	**$ 1,786,484**	**45%**	**$ 2,421,868**	**43%**	**$ 2,725,105**	**44%**	**$ 2,882,614**	**44%**
	2100	Support Services-Pupils	$ 142,344	4%	$ 178,660	4%	$ 276,378	5%	$ 346,586	6%	$ 357,862	6%
	2200	Support Services-Instructional Staff	$ 334,860	10%	$ 469,834	12%	$ 678,051	12%	$ 707,527	11%	$ 732,460	11%
	2320	Executive Administration Services	$ 546,758	16%	$ 707,543	18%	$ 877,756	16%	$ 970,396	16%	$ 1,032,813	16%
	2510	Support Services-Business	$ 7,475	0%	$ 8,290	0%	$ 10,514	0%	$ 11,391	0%	$ 11,953	0%
	2540	Operation of Plant Services	$ 371,084	11%	$ 404,901	10%	$ 739,422	13%	$ 721,391	12%	$ 725,066	11%
	2550	Transportation	$ 198,750	6%	$ 230,730	6%	$ 332,772	6%	$ 366,962	6%	$ 384,953	6%
	2560	Food Services	$ 183,053	5%	$ 212,507	5%	$ 306,490	5%	$ 337,979	5%	$ 354,550	5%
	2660	Technology Services	$ 7,000	0%	$ 7,000	0%	$ 10,500	0%	$ 10,500	0%	$ 10,500	0%
		TOTAL SUPPORT SERVICES	**$ 1,791,323**	**54%**	**$ 2,219,465**	**55%**	**$ 3,231,883**	**57%**	**$ 3,472,731**	**56%**	**$ 3,610,158**	**56%**
		GRAND TOTAL EXPENDITURES	**$ 3,347,782**		**$ 4,005,949**		**$ 5,653,752**		**$ 6,197,836**		**$ 6,492,771**	
Total Revenue Over/(Under) Total Expenses			**$ 402,348**		**$ 180,204**		**$ 143,800**		**$ 464,195**		**$ 659,921**	
Beginning Balance, July 1			**$ 185,798**		**$ 588,146**		**$ 768,350**		**$ 912,150**		**$ 1,376,344**	
Ending Balance, June 30			**$ 588,146**		**$ 768,350**		**$ 912,150**		**$ 1,376,344**		**$ 2,036,265**	
Ending Fund Balance Percentage			**17.57%**		**19.18%**		**16.13%**		**22.21%**		**31.36%**	

	South City Prep	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Enrollment	265	308	444	489	513
	ADA	246	286	413	455	477
	FRL	265	308	444	489	513
	LEP	0	0	0	0	0
	IEP	60	46	53	59	62
	Summer School	20	28	33	47	52
	Revenue	329	369	517	581	612
5100 Local Revenue						
10 5113	Prop C	$ 190,000	$ 313,651	$ 351,303	$ 493,014	$ 553,374
10 5192	Fundraising	$ 100,000	$ 125,000	$ 156,250	$ 195,313	$ 244,141
10 5165	Uniforms	$ 13,250	$ 15,382	$ 22,185	$ 24,464	$ 25,664
10 5179-110	PTO Revenue	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
	5100 Total Local Revenue	**$ 308,250**	**$ 459,033**	**$ 534,738**	**$ 717,791**	**$ 828,178**
5300 State Revenue						
10 5311	5311 Basic Formula	$ 2,613,567	$ 2,971,221	$ 4,232,316	$ 4,821,738	$ 5,153,597
10 5311	5311 Remedial Program	$ 132,000	$ 135,000	$ 135,000	$ 135,000	$ 135,000
10 5312	5312 Transportation	$ 49,688	$ 57,683	$ 83,193	$ 91,740	$ 96,238
	5300 Total State Revenue	**$ 2,795,255**	**$ 3,163,904**	**$ 4,450,509**	**$ 5,048,479**	**$ 5,384,835**
5400 Federal Revenue						
10 5441	Special Ed Part B	$ 27,711	$ 30,764	$ 44,370	$ 48,928	$ 51,327
10 5445	School Lunch Program	$ 138,807	$ 161,142	$ 232,408	$ 256,286	$ 268,851
10 5446	School Breakfast Program	$ 41,596	$ 48,289	$ 69,645	$ 76,800	$ 80,566
10 5451	Title IA Program	$ 205,175	$ 230,730	$ 332,772	$ 366,962	$ 384,953
10 5465	Title IIA Program	$ 30,336	$ 30,764	$ 44,370	$ 48,928	$ 51,327
	Medicaid Reimbursement	$ 53,000	$ 61,528	$ 88,739	$ 97,856	$ 102,654
	5497 Federal CSP Grant	$ 150,000				
	5400 Total Federal Revenue	**$ 646,625**	**$ 563,217**	**$ 812,304**	**$ 895,761**	**$ 939,679**
5899 GRAND TOTAL REVENUES		**$ 3,750,130**	**$ 4,186,154**	**$ 5,797,551**	**$ 6,662,031**	**$ 7,152,692**

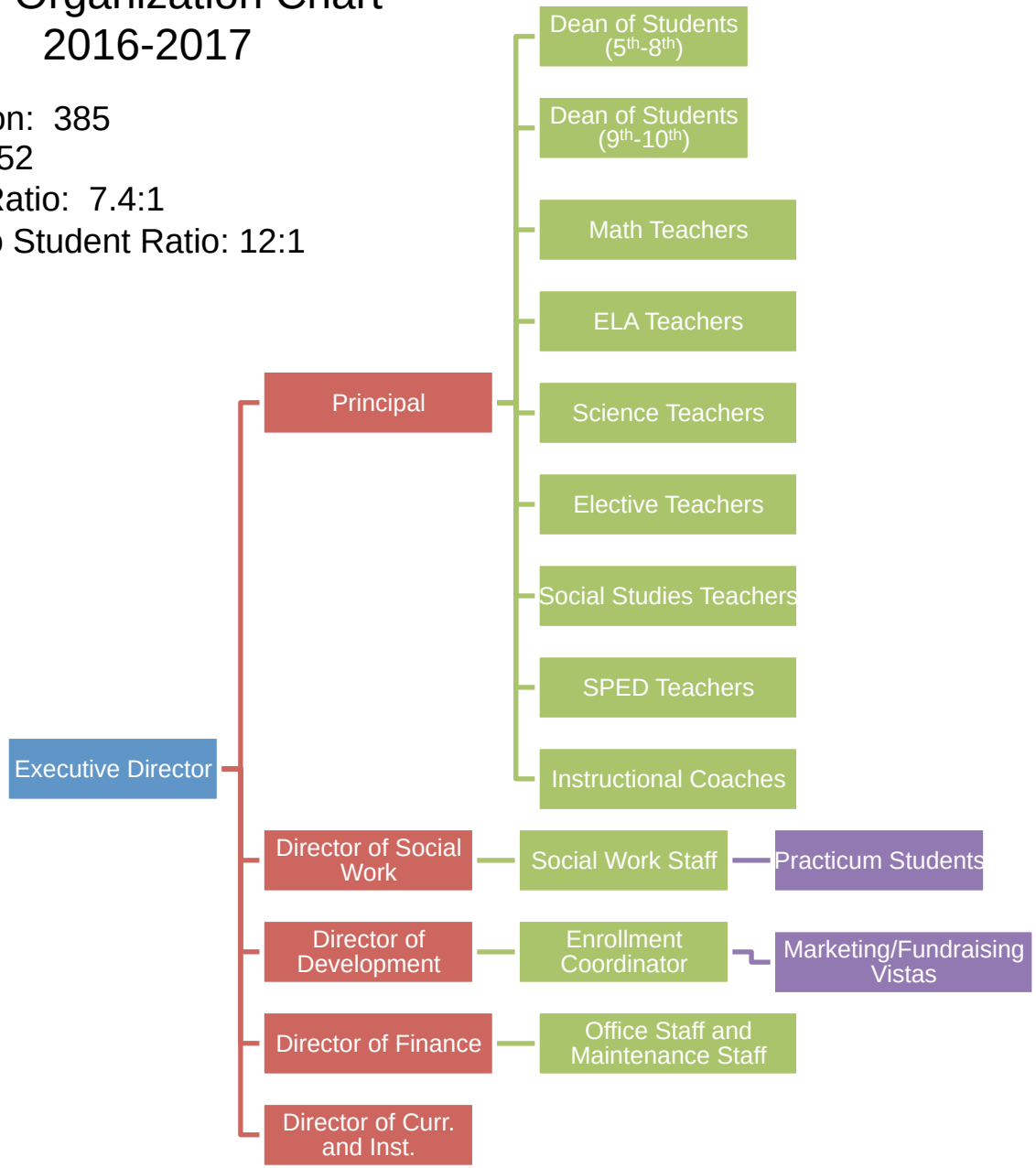
SCP Organization Chart 2015-2016

Student Population: 265
Staff Population: 40
Staff to Student Ratio: 6.6:1
Academic Staff to Student Ratio: 10:1



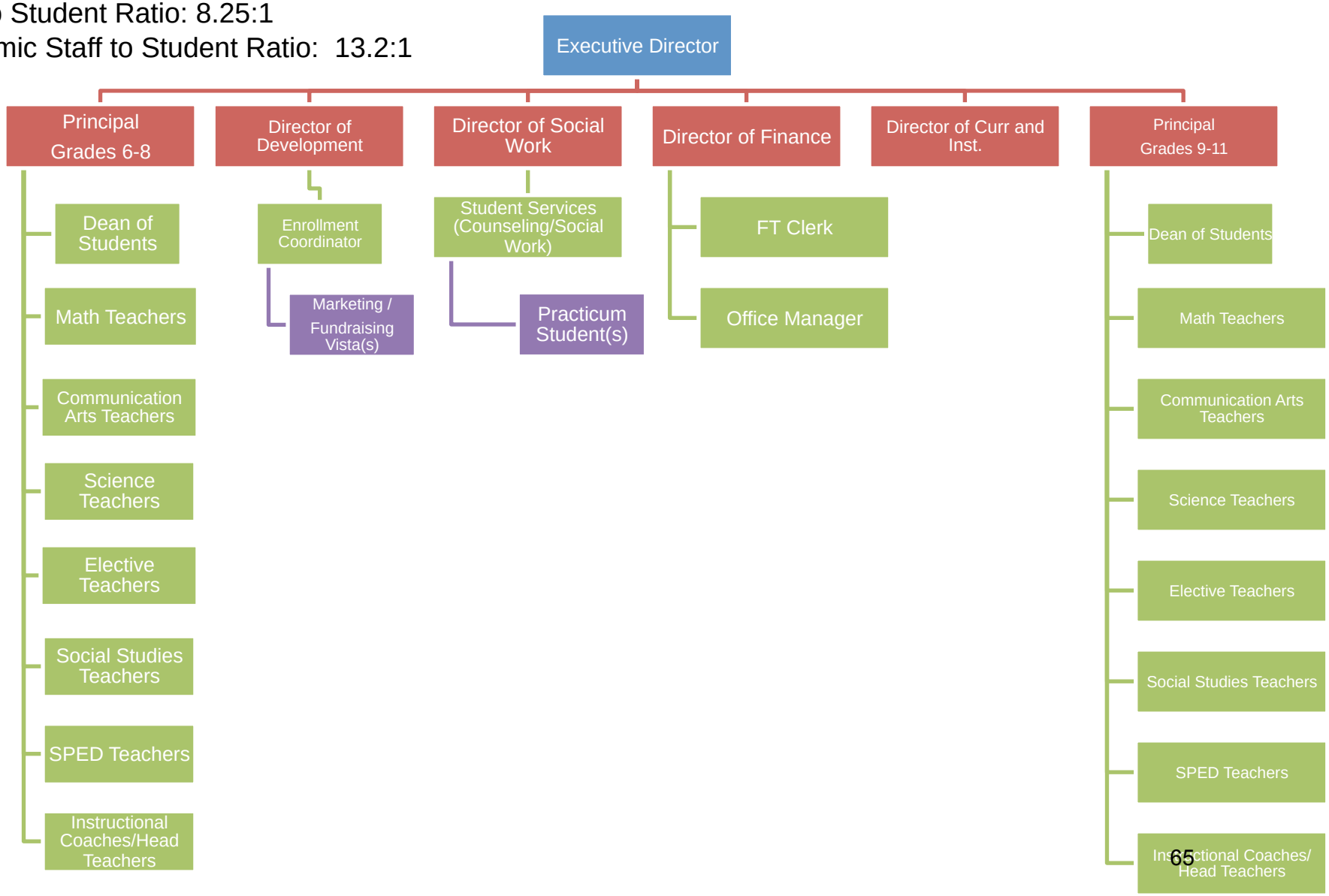
SCP Organization Chart 2016-2017

Student Population: 385
Staff Population: 52
Staff to Student Ratio: 7.4:1
Academic Staff to Student Ratio: 12:1



SCP Organization Chart
2017-2018

Student Population: 528
Staff Population: 64
Staff to Student Ratio: 8.25:1
Academic Staff to Student Ratio: 13.2:1



APPENDIX

E

2015 Annual Review Report
<Name of School>

Contents:

Summary Page (page 2)

Evaluation Standards
Ten elements of school evaluation:

I. Transformative and Innovative Vision
II. Substantive Student Academic Achievement
III. Transformational Curriculum
IV. Empowering Culture of Achievement
V. Strong School Leaders
VI. Transformational Teachers
VII. Comprehensive Student Support System
VIII. Responsible Board Governance
IX. Sound Financial Operations
X. Engaged Parents and Community

NOTE:
In the Evidence columns, under Required Documents:

- Documents in **bold blue** must be submitted to the Charter School Office.
- Documents in **bold black** must be on hand, but do not need to be submitted to the Charter School Office.

Summary Page

Please note that the comments in this report reflect our analysis as of the end of the 20<XX-XX> school year.

1. Areas of Strength
   Here are the top strengths that you can leverage to continuously improve and move you towards your vision.

2. Areas for Improvement
   Here are the key areas for improvement that are holding you back from reaching your vision.

I. Transformative and Innovative Vision A transformational school:		
Standard	Indicators	Evidence
a. Develops a transformational mission and vision for its students and their families.	i. Reaching the vision clearly places students on paths of greater opportunity in life.	**Required Documents**: • **Charter Application**: (Met as part of the charter application approval process.) • **Approved Charter Amendments**
		Other Evidence
b. Students, parents and staff understand and are invested in the mission and vision.	a) Students, parents and staff can articulate the mission and vision. b) In their classrooms, teachers and students are mission driven as indicated by their enthusiasm, active and consistent participation and task completion.	**Required Documents**:
		Other Evidence • Student, parent and staff interviews and survey data • Classroom observations

Areas of strength	Areas for improvement

II. Substantive Student Academic Achievement: A transformational school:		
Standards	Indicators	Evidence
a. Sets and meets clear, meaningful, and measureable academic goals and student learning objectives as stated in the charter through an accountability plan (performance contract) with its sponsor b. Demonstrates high expectations for student achievement	i. Articulates its curricular content and performance standards, including minimum student performance standards for advancement or graduation. ii. Student achievement targets in the accountability plan (performance contract) propel students towards proficient and advanced scores on state assessments and success in future educational and occupational settings. iii. Uses multiple forms of assessment, including growth-measures assessments, to inform instructional decision-making. iv. Implements assessments that collect data about students' short-term acquisition and long-term mastery of essential knowledge. v. Analyzes assessments to gauge students' progress towards meeting school performance goals and makes instructional adjustments, as needed, to improve student achievement. vi. Tracks and disseminates growth data for students over time using both norm referenced measures and state assessments. vii. Closes the achievement gap among sub-groups of students. viii. Complies with the accountability plan (performance contract) established with its sponsor. ix. Maintains an attendance rate that aligns with the school's performance contract. x. Maintains a high graduation rate (secondary schools) that aligns with the school's performance contract.	**Required Documents**: • **Accountability Plan** **Other Evidence** • Teacher and instructional coordinator interviews • Internal formative and summative assessment data • MSIP-5 student achievement, attendance and retention data.

Note:
1) Due to DESE's implementation of a new MAP test, it has been challenging to accurately assess our school's performance in the area of academic achievement. We are reluctant to compare this year's outcomes with last year's. Where possible we have compared our school's performance with schools in the region with similar demographics.
2) DESE does not plan to release APRs until late September or early October. Our office has decided not to wait for that data.

Areas of strength	Areas for improvement

III. Transformational Curriculum

A transformational school:

Standards	Indicators	Evidence
a. Curriculum and instruction are aligned to the mission, vision and educational philosophy of the school.	i. Curriculum scope and sequence provide opportunities for students to reach the school's mission and vision. ii. Instructional practices provide opportunities for students to reach the school's mission and vision. iii. Curriculum and instruction are aligned to the educational philosophy of the school as described in the charter.	**Required Documents**: • **Schoolwide Curriculum Scope and Sequence** **Other Evidence** • Classroom observations – including SPED and Title 1 programs • Student and staff interviews • Sample unit and lesson plans • Student work •
b. Provides a challenging, engaging, coherent, transformational curriculum that meets the academic needs of all students	i. Implements curriculum that clearly identifies and builds essential and enduring knowledge. ii. Structures a curriculum scope and sequence aligned to Missouri's Common Core Standards. iii. Ensures that the curriculum invests and prepares students to extend their learning and be successful beyond the classroom and beyond their school career (life-long learning, career readiness, college readiness, active citizenship). iv. Uses a variety of instructional techniques to enhance content acquisition and meet the needs of a diverse student population. v. Develops and implements clearly defined strategies to meet the needs of a diverse student population. vi. Utilizes high quality instructional materials, including technology, to support the curriculum	**Required Documents**: • Same as above **Other Evidence** • Same as above • MSIP-5 student achievement, attendance and retention data

Areas of strength	Areas for improvement

IV. Empowering Culture of Achievement A transformational school:		
Standard	**Indicators**	**Evidence**
a. Supports students in a safe, healthy, and nurturing environment that invests them in achievement, builds character, increases responsibility, fosters inclusion and inspires joy.	i. Creates a school environment conducive to learning and growth. ii. Maintains a safe school environment free of violence and the threat of violence. iii. Implements processes to promote student health and wellness. iv. Ensures that students feel supported and respected by teachers and staff. v. Communicates and consistently implements a comprehensive student discipline policy that complies with the Missouri Safe School Act and the requirements of the Individuals with Disabilities Education Act.	**Required Documents**: **Other Evidence** • Onsite observations • Parent surveys and interviews • Student surveys and interviews • Staff surveys interviews • Student support staff interviews (Counselors, nurses, social workers, School Psychologists) • Parent complaint/grievance records • Discipline, suspension and/or expulsion data

Areas of strength	**Areas for improvement**

V. Strong School Leadership and Operations

A transformational school leader:

Standards	Indicators	Evidence
a) Invests students, parents and staff in the mission and vision of the school.	i. Communicates the mission and vision on a frequent basis to students, parents and staff. ii. Monitors students, parents and staff to gauge their understanding of the mission and vision and the extent to which they're striving to reach it.	**Required Documents**: **Other Evidence** • School leader interview • Student, staff and parent surveys and interviews • School publications such as newsletters and announcements
b) Employs a clear strategic approach to meeting the goals of improving student academic achievement	i. With the Board of Directors, develops strategic plans that ensure fidelity to the school's vision by addressing critical issues; including school performance, financial management, human resource management, facilities, and quality improvement ii. Articulates and monitors the goals identified in the strategic plans. iii. Holds him/herself accountable for specific outcomes outlined in the charter and detailed in the school's performance contract with the sponsor iv. Engages in ongoing relevant professional development v. Utilizes an effective data communication instrument providing consistent, timely data regarding the school's progress toward meeting agreed upon performance expectations (academic, operational, and financial) vi. Implements the academic program in alignment with the school's charter and Missouri Common Core Standards vii. Collects, assimilates, and disseminates student achievement data to inform a continuous cycle of school improvement	**Required Documents**: • **School Annual Calendar** • **Strategic plan** • **School Leader Mentoring Plan** • **School Leader Professional Development Plan** • **Student Assessment Plan** **Other Evidence** • School leader interview • School leadership team interviews • Teacher interviews • Student data analysis plans
c) Implements recruitment and enrollment strategies and practices that respect diversity and are consistent with the school's charter, mission, and vision, as well as federal and state regulations	i. Implements student recruitment strategies that focus on the targeted population stated in its charter and that are inclusive of a diverse range of learners ii. Utilizes a public lottery process for open enrollment iii. Ensures no practices are implemented which may limit the opportunity for students with special needs to enroll iv. Ensures that student enrollment and attendance numbers are in line with the charter agreement, and provide evidence that the school is a viable school of choice for the community.	**Required Documents**: • **Enrollment Application** • **Marketing/Recruitment Materials** **Other Evidence** • School leader interview • Observation of lotteries • Enrollment and attendance data • Core data

d) Develops and sustains a school culture conducive to student learning	i. Maintains a clean and safe environment that supports the educational mission of the school. ii. Maintains open, consistent, clear communication among students, staff, parents, and administration iii. Maintains a school culture conducive to learning and continuous improvement iv. Communicates effectively to all stakeholder groups	*Same evidence sources as described in Element IV above.* **Required Documents**: **Other Evidence** • Onsite observations • Parent surveys and interviews • Student surveys and interviews • Staff surveys and interviews • Student support staff interviews (Counselors, nurses, social workers, School Psychologists) • Discipline, suspension and/or expulsion data • Parent complaint/grievance records
e) Employs qualified staff, provides professional development opportunities to improve their performance.	i. Conducts personnel procedures and practices in a manner that promotes instructional effectiveness and continuous school improvement. ii. Conducts personnel procedures and practices in a manner that promotes the recruitment and retention of an effective instructional staff. iii. Provides professional development opportunities for all staff members that are aligned to the school's vision and advances their effectiveness in their roles.	**Required Documents**: • **Staff Organization Chart** • **Employee School Handbook** • **Assurance of Faculty/Staff Background Checks (FCSR and fingerprinting)** • **Staff Professional Development Plan and Calendar** • **Staff Mentoring and Coaching Plan** • **Teacher Evaluation Plan (including blank evaluation forms)** **Other Evidence** • School leader interview • Staff interviews • Student interviews • Staff retention data
f) Understands and complies with the laws, policies, and state and federal requirements that govern charter schools	i. Participates regularly in professional development opportunities, which provide insight into the trends, issues, and potential changes in the environment in which charter schools operate ii. Allocates resources based primarily on their impact on student achievement, learning, and well-being iii. Implements business policies and procedures that promote school sustainability, operational integrity, and a focus on student achievement and learning results iv. Establishes programs and policies that enable all students to be served effectively v. Ensures timely submission of required data and reporting	**Required Documents**: ***Health and Safety*** • **Health Permits (food service)** • **Fire Safety Permit** • **Building Inspection/Certificate of Occupancy** • **Elevator Inspection Certificate** ***Special Education*** • **SPED Compliance Plans (IDEA & 504)** ***Title I*** • **Title I Parent Meetings (sign in sheets)** • **HQ Parent Notification Letters**

	vi. Ensures that school is in compliance with state and federal laws, policies and requirements and provisions in its contract with UMSL in these areas: a. Health and safety b. Student records c. Special Education d. Title I e. Free and reduced lunch f. Homeless and ELL students g. Fiscal management h. State testing i. Other operations	***Homeless and ELL Students*** • **ELL Intervention Plan** • **ELL Pupil Count/Percentages** • **Homeless Student Policy** ***Fiscal Management*** (Refer to Element IX: Sound Financial Operations below) ***State Testing*** • **Quality Assurance – Grade Level Assessment Assurance Document** • **State Exam Security Policy** • **State Exam Testing Calendar** ***Other Operations*** • **Student/Parent Handbook** • **Media Policy**
		Other Evidence • School leader interview • Document/MOSIS submission history with UMSL and DESE • Interviews with consultants: Shannon Spradling and Thurma DeLoach • FERPA compliance procedures • Student record keeping system
g) Conducts an annual school self-evaluation and report	i. With the Board of Directors, produces an annual school self-evaluation aligned to the school evaluation standards of the charter school sponsor.	**Required Documents**: • **School Annual Self-Evaluation**

Areas of strength	Areas for improvement

VI. Transformational Teachers

A transformational teacher:

Standard	Indicator	Evidence
a. Understands and believes in the vision and innovative identity of the school.	i. Develops an ambitious, measurable and inspiring course vision and goals aligned to the school's vision and innovative identity. ii. Provides students with a clear picture of what reaching the vision and goals looks like.	**Required Documents**: **Other Evidence** • Teacher and student surveys and interviews • Classroom observations
b. Takes responsibility for investing students in reaching their academic and personal growth goals.	i. Believes that all students can learn. ii. Holds high expectations for all students iii. Inspires and motivates students to reach the vision and goals. iv. Builds a strong culture of achievement where the classroom environment is conducive to learning and growing. v. Builds strong, trusting relationships with students and their families. vi. Is passionate about the content of the curriculum and conveys that passion to students.	**Required Documents**: **Other Evidence** • Teacher surveys and interviews • Classroom observations • Student and parent surveys and interviews • Course scope and sequence, unit and lesson plans
c. Develops and/or implements curriculum that is strongly aligned to student academic achievement and personal growth goals	i. Designs a course scope and sequence that is tightly aligned to the vision and goals. ii. Designs a course that engages students in both critical thinking and meaningful discourse around enduring understandings and essential questions. iii. Designs units and lessons that: o Are tightly aligned to course learning objectives and desired student outcomes. o Build on what students already know and do and provide the scaffolding they need to reach the level of success commensurate with the vision and goals. o Engage students with thought-provoking and ambiguous texts/materials that challenge their thinking and feelings. o Give students opportunities to conduct research to answer a question, explore and take a stand on an issue, or develop solutions to a problem. o Use writing to communicate their reflections and understandings o Incorporate a variety of teaching methods that meet the needs of diverse student learning styles	**Required Documents**: **Other Evidence** • School leader/Curriculum leader interview • Teacher surveys and interviews • Classroom observations • Course scope and sequence, unit and lesson plans • Assessment plans/performance tracking systems • Student performance data (including state, formative and internal benchmark assessments)

d. Employs best instructional practices to engage students in learning and raise academic achievement.	i. Keeps instruction student centered and inquiry oriented ii. Continually orients students to content iii. Continually orients students to each other iv. Continually checks for student understanding and makes appropriate adjustments as necessary	**Required Documents**: **Other Evidence** • School leader/Curriculum leader interviews • Teacher interviews • Classroom observations
e. Tracks student progress towards academic and personal growth goals and makes adjustments as necessary.	i. Uses multiple forms of assessment, including growth-measures assessments, to inform instructional decision-making. ii. Evaluates students' progress towards meeting course and school performance goals and modifies goals, as needed, to improve student achievement. iii. Tracks and disseminates growth data for students over time using both norm referenced measures and state assessments. iv. Builds student skills in tracking their own progress and motivates them to take charge of their own academic and personal growth. v. Pursues professional development opportunities to address areas for growth in their own teaching.	**Required Documents**: **Other Evidence** • School leader/Curriculum leader interviews • Classroom observations • Teacher surveys • Course scope and sequence, unit and lesson plans • Assessment plans/performance tracking systems • Student performance data (including state, formative and internal benchmark assessments)

Areas of strength	**Areas for improvement**

VII. Comprehensive Student Support System

The support staff of a transformational school:

Standard	Indicators	Evidence
a. Develops and utilizes a comprehensive, developmental student support system that proactively assists all students to develop and apply skills for maximum academic, career, and personal/social growth during the school years.	i. Collects and uses academic, behavior and attendance data to: o Plan appropriate programs for students both individually and collectively. o Monitor student performance and provide appropriate interventions in cooperation with all stakeholders for student success. ii. Assists all students with developing academic, career, and personal/social skills; helping them to utilize reasoning, understand connections and make complex choices. iii. Uses a variety of activities, resources and strategies; including individual and group counseling, classroom presentations, academic advising, parent education and other responsive services	**Required Documents**: • **SPED Compliance Plans (IDEA & 504)** • **ELL Intervention Policy** • **Title I Needs Assessment and Plan** **Other Evidence** • Student support team interviews • School leader interviews
b. Advocates for students and provides professional expertise to help school personnel, parents/guardians and community members to increase the effectiveness of student success.	i. Proactively facilitates communication and collaboration within and among the school, home and community to promote and build trust, understanding and partnerships with all segments of the school community. ii. Seeks solutions and provide referrals to overcome barriers to effective involvement in education and success of students.	**Required Documents**: **Other Evidence** • Student support team interviews • School leader interviews • Staff, student and parent surveys
c. Develops and implements policies and procedures to ensure that all children with disabilities are identified and evaluated; and if eligible, receive services that meet their specific needs.	i. Ensure that teachers have the expertise to identify students who may have special needs and communicates regularly with teachers to share concerns. ii. Follows protocol related to parent concerns in a timely manner. iii. Develops and implements a system (internal or external) to evaluate students. iv. Develops and implements appropriate services that meet each student's individual needs. v. Is in compliance with all special education statutes and procedures.	**Required Documents**: • **Other Evidence** • Student support team interviews • School leader interviews • DESE CAPs • Staff, student and parent surveys
d. Develops and implements policies and procedures to ensure that all children who qualify as homeless receive all necessary services and support to meet their specific	i. Develops and implements a plan that's in compliance with state and federal guidelines that ensures homeless students have an equal opportunity to a public education.	**Required Documents**: • **Homeless Student Policy** **Other Evidence** • Student support team interviews

needs.		• School leader interviews • DESE compliance reports • Staff, student and parent surveys
e. Develops and implements policies and procedures to ensure that all children who qualify as ELL receive necessary services and support to meet their specific needs.	i. Develops and implements a plan that's in compliance with state and federal guidelines that ensures ELL students receive necessary services and support to meet their specific needs.	**Required Documents**: • **ELL Intervention Plan** **Other Evidence** • Student support team interviews • School leader interviews • DESE compliance reports • Staff, student and parent surveys

Areas of strength	Areas for improvement

VIII. Responsible Governance

The Board of Directors of a transformational school:

Standard	Indicator	Evidence
a. Operates legitimately and in the best interest of its students and mission.	i. Considers implications of decisions on the mission of the school. ii. The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, communication with the school and community and oversight of school leadership. iii. Ensures the board and school have all necessary insurance policies in place.	**Documents** • **Board Self-Evaluation** • **Insurance Policies** o **Directors and Officer Coverage** o **General Liability** o **Professional Liability** o **Property** o **Workmen Compensation** o **Employee Dishonesty/Crime (minimum $500k)** **Other Evidence** • Observation of board meetings • UMSL Sponsor communication with board president and/or directors
b. Recruits and maintains a strong governing board with diverse backgrounds and skills sets	i. Includes individuals who are experienced in managing organizations and well versed in charter law ii. Maintains among its Directors a balance of skills and professional expertise (i.e. K-12 education, business, marketing, legal, accounting, fundraising, real estate etc.) necessary to fulfill all Board obligations. iii. Provides new board members a formal orientation on the purpose and educational vision of the school, the school's performance objectives, and their roles and legal responsibilities iv. Seeks information and professional development opportunities related to charter operation, laws, and effective non-profit board work	**Documents** • **Board Organizational Structure Chart** • **Board Director Profiles/Contact Information** • **Assurance of Board Criminal Background and FCSR (child abuse registry) Checks** • **Board Development Plans** • **Board Member Financial Disclosure Confirmation** **Other Evidence** • Director interviews
c. Conducts its business in compliance with all state statutes and regulations	i. Meetings are regularly scheduled and appropriately conducted. ii. Governance records and documentation are appropriately created and maintained. iii. School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, open meetings law; free of conflict of interest, and models best practices regarding governance roles and responsibilities.	**Documents** • **Board Meeting Agenda** • **Board Meeting Calendar** • **Board Meeting Document Packets** • **Board Meeting Minutes - Approved** **Other Evidence** • Observation of board meetings • Board meeting notices and signage •

d. Ensures that policies are complete, regularly reviewed, updated as needed, and followed in a fair and consistent manner	i. Develops, adopts, and follows a comprehensive set of bylaws which at a minimum include conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the charter school ii. Regularly reviews board policies, updating as necessary. iii. Organizes and makes available to the public the school policies utilizing multiple forms of communication	**Documents** • **Board Policy Manual and Bylaws;** **Other Evidence** • Observation of board meetings • Board meeting agendas and minutes • Evidence in board minutes that check registry has been reviewed and approved by the board.
e. Employs a clear strategic approach to meeting the school's vision	i. With the school leaders, develops strategic plans that ensure fidelity to the school's vision by addressing critical issues; including school performance, financial management, human resource management, facilities, and quality improvement ii. Monitors progress towards goals identified in the strategic plans	**Documents** • **Strategic Plan** (same as for School Leader) **Other Evidence** • Observation of board meetings • Board meeting approved minutes
f. Selects, supports, and annually evaluates the school leader	i. Selects a highly qualified school leader and defines the role the leader plays in the overall operation of the charter school ii. Supports the administrator's decision making iii. Establishes clear expectations of and assesses the performance of the school leader using a consistent evaluation instrument reflecting the mission and vision of the school, the performance goals set forth in the performance contract, the day-to-day management of the school and progress made on yearly school goals.	**Documents** • **Board Evaluation of School Leader (blank template)** **Other Evidence** • Chair and Director interviews • Board meeting observations
g. Monitors the school's education program, operational procedures, and fiscal health in cooperation with the sponsor.	i. Directs the school leader to provide an annual self-evaluation to the sponsor and regular reports of student performance, academic progress, and the school's fiscal health to the sponsor and to the Department of Elementary and Secondary Education. ii. Monitors student academic performance, curriculum and instruction, operational procedures and fiscal management.	**Documents** • **School Annual Self-Evaluation** (same as for School Leader) **Other Evidence** • Chair and Director interviews • Board meeting observations • Board meeting approved minutes
h. Fulfills its responsibilities to UMSL's sponsorship liaison.	i. The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues. ii. A written response from the Board that addresses the concerns and recommendations of the annual sponsor evaluation no later than one week following the board's regularly-scheduled October meeting.	**Documents** **Other Evidence** • Board-UMSL sponsor communications • Written response to Annual School Review

Recommendation: Board Policy Review

Our office strongly recommends that each of our boards review board policies to ensure that they are in good shape. The Missouri Charter Public Schools Association (MCPSA) recently published a list of board policies that its legal consultant identified as required by state or federal law. They are listed in your school's FY16 Required Documents spreadsheet in the tab titled, Required Board Policies. Your school leader has this document. We recognize that your board may be in the process of reviewing or developing these policies or do not have all of them in place at this time. You should consult your legal counsel or MCPSA for more information concerning what you must address in these policies. MCPSA has developed a Model Policy Series that costs $2,500 for members and $4,000 for non-members. A few law firms in the state that specialize in education also help school boards develop policies. If your school decides to join MSBA, that organization provides policy reviews free of charge. Finally, some school districts in Missouri publish their policies online, and they may serve as models for you. If any of this raises questions, feel free to reach out to our office.

Areas of strength	Areas for improvement

IX. Sound Financial Operations

A transformational school:

Standard	Indicator	Evidence
a. Fulfills its fiduciary responsibility for public funds by ensuring the school operates in a fiscally sound and appropriate manner.	i. Preserves a minimum of three percent budget surplus ii. Maintains accessible and appropriate fiscal records iii. Core Data and other required school reporting is conducted in a timely and appropriate manner iv. Conducts an annual financial audit v. Ensures that school business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school.	**Documents** • **Annual Secretary to the Board Report (ASBR)** • **Independent Annual Audit** • **Cash Flow Projection and Analysis** • **Annual Debt Report** • **Tear Sheet and Invoice for Locally Published Annual Audit** **Other Evidence** • Interview with CFO • Payroll and retirement records • Core Date Reports • Evidence in board minutes that check registry has been reviewed and approved by the board.
b. Establishes clear fiscal policies that use public funds appropriately	i. Adhere to an adopted and board approved fiscal policy and procedures manual ii. Ensure fiscal policies include procedures for the authorization of purchases and release of funds iii. Adopt a budget by June 30 for the upcoming fiscal year iv. Ensure that the budgeting process maintains a direct focus on teaching and learning needs with a fiscal balance to cover expenses with revenue	**Documents** • **Annual Budget** • **Monthly Financial Statements** • **Banking Information** • **Account Coding Data FED/LEA** • **Internal Control Policies and Procedures** • **Procurement Policy** • **Federally Funded Purchase Inventory** **Other Evidence** • Interview with CFO • Approved board meeting minutes
c. Ensures financial resources are directly related to the school's purpose: student achievement and learning	i. Ensure that the school's physical space, materials, and supplies are conducive to accomplishing the charter's school-wide learning goals as specified in the charter ii. Establish policies to ensure that contracts reflect fair market value iii. Determine compensation levels for employees that are appropriate for the positions and responsibilities and that are consistent with industry norms	**Documents** • **Staff Salary Records (including average staff salary)** **Other Evidence** • Building walk-through • Classroom observations • Vendor contracts

Areas of strength	Areas for improvement

X. Engaged Parents and Community A transformational school:		
Standard	**Indicator**	**Evidence**
a. Engages parents and community stakeholders in the vision and mission of the school	i. Develops and implements an effective communications plan consistently engaging the community in becoming educated regarding quality education and developing support for their charter school ii. Ensures the active engagement of administrators, board members, parents, and staff in communication and outreach planning and implementation iii. Communicates and engages all stakeholders in the mission and vision of the school iv. Involves students, parents, and community members as part of the school's support system. v. Fosters strong relationships between school staff and parents.	**Documents** **Other Evidence** • Parent interviews • Parent and community communication/involvement plan • Data on parent and community participation in school events • Parent-teacher contact data • Newsletters and other communications • Parent survey data • Board meeting agendas, notices, minutes and supporting documentation
b. Seeks input from relevant, critical, impacted stakeholders	i. Establishes regular opportunities and methods of communication among the stakeholders, administration, and the board ii. Conducts its meetings regularly and in an open, organized, and effective manner iii. Operates within the requirements of the Missouri Sunshine Law ensuring board meeting agendas and meeting minutes are posted in a timely manner for broad public review and all state non-profit requirements are met	

Areas of strength	Areas for improvement