



St. Louis Language Immersion School

The mission of the St. Louis Language Immersion School, an innovative, diverse, socially-conscious, public charter school, is to develop empathetic, high-achieving, bilingual, globally-minded students by providing a rigorous academic foundation that fosters critical thinking and problem solving.

SLLIS Board of Directors Meeting

February 19, 2020

Location: 1881 Pine St., 63103

Board Room (417)

6:00 pm

Preliminary Agenda

1. Call to order
2. Roll Call
3. Adoption of Agenda
4. Consent Agenda
 - a. January and February 2020 minutes (1/15, 1/21, and 2/12)
 - b. January 2020 check register
 - c. Personnel Report
 - d. Approve updated Finance Policy #4070
 - e. Approve Board Annual Meeting to be moved to May
5. New business
 - a. Approve Sandra Walker as new Member of SLLIS Board of Directors
 - b. Approve Board Member Vince Scheomehl's second three-year term on SLLIS Board
 - c. Monthly Financial Report - Rich Carver, LDR
 - d. Approve payment of July checks by June 30, 2020 - Rich Carver
 - e. Review and Approve Updated SLLIS Salary Schedule - SLLIS Board Finance Committee
 - f. Progress Report SLLIS Strategic Plan Action Plans - Meghan Hill, Executive Director
6. Reports
 - a. Board Chair
 - b. Executive Director
7. Public Comment
8. Motion to enter Closed Session
 - a. Purchase, lease or sale of real estate 610.021.2 RSMo.
 - b. Legal 610.021.1 RSMo.
 - c. Personnel 610.021.3 RSMo.
 - d. Motion to adjourn the Closed Session and return to Open Session
9. Motion to Adjourn

Board of Directors Open Meeting, January 15, 2020
1881 Pine St., STL Louis, MO 63103
6:00 pm
Minutes - OPEN SESSION

Call to order

The meeting was called to order at 6:01 PM. Roll was called. Board members present are Christina Foster, Judy Fisher, Lori Marusic, John Heskett, and Vince Schoemehl. David Roodman arrived at 6:02. Arun Varadhachary arrived at 6:10.

Judy announced and presented a photo of 3rd grade Chinese Music class receiving 100 donated recorders from the MFLA.

Judy and board welcomed Kara Mank as Executive Assistant.

Adoption of Agenda

Motion to approve December 2019 minutes, December 2019 check register, and personnel report. So moved by Chirstina Foster, seconded by Vince Schoemehl. David Roodman, Judy Fisher, Arun Varadhachary, John Heskett, and Lori Marusic were in agreement. Motion carried.

Consent Agenda

Motion to approve December 2019 minutes, December 2019 Check Register, and Personnel Report. So moved by Lori Marusic, seconded by Vince Schoemehl. All in favor. Motion carried.

New Business

- *Motion to approve Kate Brothers as SLLIS 504 Plan Contact:* So moved by Lori Marusic, seconded by Vince Schoemeh. Definition of 504 Plan explained by Meghan Hill, along with a brief explanation of the role. All in favor. Motion was approved.
- *Monthly financial report* presented by Rich Carver: For the first 6 months of FY 20, there is a surplus of \$104,221 compared to the FY budget deficit of \$24,084. Budget surplus is due mainly to selling the parking lot as well as the IFF principal repayment of \$409,000 combined with debt reduction of \$350,741. Without the sale of the lot and subsequent debt refinancing, the deficit would have been at \$45,038. The budget has been revised to reflect the sale of the parking lot and debt refinancing. In revenue, local revenue is above budget due mainly to the Ameren HVAC incentive received in December. In expenses, salaries are below budget by \$14,337 due to vacancies. Benefits are below budget by \$15,252. Purchase services are below budget by \$3,884. Supplies are slightly below the revised budget; the budget was revised to move funds to the beginning of the school year when supplies are typically purchased. Capital and debt service is \$11,572 above budget mainly due to timing differences on interest expense payments; two checks were paid to this in December. The difference between the actual revenue of FY20 and the budgeted revenue expected for FY20 is \$102,504.
- *Salary schedule discussion:* Board referred to current SLLIS Teacher Salary Schedule as well as projections of if teachers had an increase to starting salaries of \$2000 (resulting in 6.70% increase at a cost of \$127,644), projections of if teachers moved up 1

step (resulting in 2.87% increase at a cost of \$72,285), and projections of if teachers moved up 2 steps (resulting in 4.52% increase at a cost of \$113,777). Referring to comparisons with other districts: Clayton is the highest at \$45,000, followed by Ladue at \$44,084, Kirkwood at \$44,000, and Webster at \$42,976. The board asked questions of Meghan Hill and Rich Carver regarding long-term affordability and risk/ benefit factors. Board will deliberate and make a final salary decision at the February board meeting.

- *Preschool Study presented by Anne Miller:* Anne gave a 32 minute presentation to share findings of a Preschool feasibility assessments performed over the last few months in St. Louis. There is dedicated state funding currently not being utilized for preschool seats in Missouri, which is capped at 4% of the district's free and reduced lunch student population. SLLIS is able to qualify for 12 preschool students from 3-4 years old. Local momentum shows there is more public investment in early childhood education. There is a model in Kansas City that is a few years old to refer and guide SLLIS's progress if we participate. In October the feasibility assessment was started. Anne conducted stakeholder interviews, family focus groups, and family financial/ geographical surveys. Landscape analysis: there are just over 3,000 3-4 year olds in STL city. There are just over 3,300 free pre-K spots available in STL city. SLPS are offering just over 2,000 pre-K slots. 40% of 3-4 year olds in STL have access to pre-K. 8 zip codes have sizable service gaps. 4 charter schools are already offering pre-K. About \$2.3 million in state pre-K funding is not being utilized each year. 8 districts in STL County are currently using the funding. Anne identified other LEAs who could be potential partners. After conservatively budgeting (with certain assumptions based on enrollment and funding), the study found that it is operationally feasible for SLLIS to participate and open preschool seats. After conducting online surveys and focus groups with SLLIS parents, parents have shown a preference for free pre-K. Transportation surveyed as being non-critical, which means the school should be close to the family's travel zone. Parents are strongly looking for quality teachers and instructional content. Recommendations: LEAs should consider working together to deploy funding use. Immediate next steps: and RFP was issued asking LEAs to formally raise their hand to participate in the planning process to pilot in August 2020. We need to include the community in what the programs need for parents to send their kids. LEAs who have returned the RFP by February 4 will be able to discuss all their individual resources and abilities and figure out sensible partnering. The board would like to involve SLLIS families in further decision-making.

Reports

- *Board Chair Judy Fisher:*
 - *Strategic plan update-* Meghan and Judy are talking to 4 different agencies to look at scope and timeframes.
 - *Marketing-* In the packet are mock-ups of signage for the building, and the proposed cost for this signage is \$34,000 plus another approximately \$2,500 for branding and marketing. We want to create something visible and attractive that

can be seen from the new soccer stadium. This will likely a long-term plan after the next year's budget is set.

- *SLLIS Professional Development*- Members of the board donate annual money to SLLIS. Part of that money could be allocated specifically for PD of staff and teachers. Teachers could go to conferences or workshops with these funds. Motion to approve board donations on a yearly basis to SLLIS will go toward a PD fund. So moved by John Heskett. Seconded by Vince Schoemehl. All were in agreement. Motion passed.
- *Executive Director Meghan Hill:*
 - *Enrollment*- Between 3 administrators, we will have made 7 preschool visits by the end of next week. We currently have 25 total new applications for next year. 16 seat offers have been accepted. This is about the same place we were at Jan. 2019. We hope recruitment practices will enhance our enrollment. Attendance summary: 89% for Jan. 2020.
 - *Target language assessment (AAPPL)*- Students finished assessments in December. The test was brand new for kids and staff. We will be sharing the results with parents at PT conferences, as parents will likely need a conversation to interpret the results. The test proved to be very challenging for 2-3 grades, and 2nd graders especially had trouble accessing the test appropriately; we will only give the test to 3rd grade and up from now on. We expect improved results in May due to user comfort increasing. The general trends were difficult to interpret; writing skills proved to be difficult. This is likely due to the dual-language model being new. The strongest areas were receptive listening and speaking. There was no strong trend for any program or grade level. Nearly every program scored at- or above- national level in at least one area tested.
 - *UMSL academic achievement report*- We previously expressed a desire to perform at the same level with competitive REACH districts. In general, we did not meet the state average for ELA, Science, or Math. We did meet goals within subgroups, who met or outperformed the national average in all areas. Specifically, SLLIS African American students outperformed students from SLPS and other county districts.

Public Comment

No public comments.

Motion to enter Closed Session

Motion to enter closed session at 8:24 PM. So moved by Lori Marusic, seconded by John Heskett. All were in agreement, the motion passed.

Motion to Adjourn Closed Session and Enter Open Session

Motion to adjourn closed session and enter open session, so moved by Judy Fisher. Seconded by John Heskett. All were in agreement, the motion passed.

Motion To Adjourn Open Session

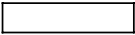
Motion to adjourn open session, so moved by Judy Fisher. Seconded by John Heskett. All were in agreement, the motion passed.

Saint Louis Language Immersion Schools, Inc.
Bank Account Register

St. Louis Bank

January 1, 2020 - January 31, 2020

Date	Reference	Payee ID	Description	Checks/ Payments	Deposits/ Additions	Balance
			Beginning Balance			754,571.17
01/02/20	562	DELAGE	De Lage Landen Financial Services, Inc.	12,464.23		742,106.94
01/02/20	563	MARCOPHIL	Marco Technologies LLC	1,023.00		741,083.94
01/02/20	564	METROPOL	Metropolitan Taxicab Corp.	498.00		740,585.94
01/02/20	ACH	WASTE	Waste Connections of Missouri - Trash removal	971.64		739,614.30
01/03/20	565	PSRS		22,086.70		717,527.60
01/03/20	Deposit		The CLM Group - MealTime online student payments		25.00	717,552.60
01/07/20	Deposit				165.00	717,717.60
01/08/20	566	ATTElev	AT&T	139.57		717,578.03
01/08/20	567	CITYWIDE	Citywide Maintenance of St. Louis	13,653.34		703,924.69
01/08/20	568	CULLIGAN	Culligan	100.00		703,824.69
01/08/20	569	ENT	Essential Network Technologies	1,380.00		702,444.69
01/08/20	570	FIRSTSTUDNT	First Student, Inc	25,526.90		676,917.79
01/08/20	571	LDR	LDR ADMServices	13,875.30		663,042.49
01/08/20	572	MAXIM	Maxim Healthcare Services, Inc.	725.59		662,316.90
01/08/20	573	Miriam	Miriam Foundation	1,125.00		661,191.90
01/08/20	574	OHARA	O'Hara Outdoors	647.55		660,544.35
01/08/20	575	PARALLEL	Parallel Education Division, Inc.	1,600.80		658,943.55
01/08/20	576	PROFDEV	Professional Development & Construction	100.00		658,843.55
01/08/20	577	STAPLES	Staples	1,284.38		657,559.17
01/08/20	578	TORRISI	Torrissi Plumbing Services, Inc.	210.19		657,348.98
01/09/20	579	MODERN	Modern Chinese School	100.00		657,248.98
01/09/20	Deposit		The CLM Group - Mealtime online student payments		275.00	657,523.98
01/10/20	580	GRANDVIEW		630.00		656,893.98
01/14/20	581	PSRS	Public School Retirement System	22,559.46		634,334.52
01/14/20	ACH	STLBANK	St. Louis Bank - Dec 2019 cc stmnt	5,440.17		628,894.35
01/14/20	PR - Fees		PR - Fees	555.60		628,338.75
01/14/20	PR - Garn		PR - Garnishment	87.01		628,251.74
01/14/20	PR - Garn		PR - Garnishment	162.64		628,089.10
01/14/20	PR - Taxes		PR - Taxes	24,396.48		603,692.62
01/14/20	PR -403b		PR-403b remittance	1,116.38		602,576.24
01/14/20	PR- Dir Dep		P/R - Direct Deposits	67,599.35		534,976.89
01/15/20	ACH	AMEREN	Ameren Missouri	7,496.54		527,480.35
01/17/20	Deposit		The CLM Group - Mealtime online student payments		465.00	527,945.35
01/17/20	Deposit				1,046.00	528,991.35
01/21/20	Deposit		Remote Deposit - student meal payments, Box Tops, State of MO assets		4,907.23	533,898.58
01/21/20	DESE				407,444.90	941,343.48
01/22/20	582	WALTJIM	Jim Walters	2,375.00		938,968.48
01/22/20	583	MODERN	Modern Chinese School	100.00		938,868.48
01/22/20	ACH	MISSOURIEMP	Missouri Employers Mutual - workers comp - Jan 2020	1,380.63		937,487.85
01/23/20	584	ADVANSEC		926.00		936,561.85
01/23/20	585	BLUELINE	Blueline Security	1,280.00		935,281.85
01/23/20	586	DANIELJONE	Daniel Jones & Associates	10,500.00		924,781.85
01/23/20	587	EDUCATIONP	Education Plus	1,328.00		923,453.85
01/23/20	588	MARCODAL	MARCO	2,384.94		921,068.91
01/23/20	589	MARCOMINN	Marco Technologies, LLC	38.75		921,030.16
01/23/20	590	MAXIM	Maxim Healthcare Services, Inc.	1,330.23		919,699.93
01/23/20	591	PARALLEL	Parallel Education Division, Inc.	1,725.00		917,974.93
01/23/20	592	MICHELPEG	Peggy Michelson	1,800.00		916,174.93
01/23/20	593	ROTTLER	Rottler Pest & Lawn Services	258.00		915,916.93
01/23/20	594	STLCHINAM	St. Louis Chinese American News	195.00		915,721.93



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Date	Reference	Payee ID	Description	Checks/ Payments	Deposits/ Additions	Balance
01/23/20	595	STANDPART	Standing Partnership, Inc.	6,679.67		909,042.26
01/23/20	596	STATE	State Chemical Solutions	136.33		908,905.93
01/23/20	597	TORRISI	Torrissi Plumbing Services, Inc.	190.00		908,715.93
01/23/20	598	TUETHKEENE	Tueth, Keeney, Cooper, Mohan & Jackstadt	7,270.86		901,445.07
01/23/20	599	MICHELPEG	Peggy Michelson	51.57		901,393.50
01/23/20	ACH	STLBANK	St. Louis Bank - Jan 2020 cc stmnt	3,123.05		898,270.45
01/23/20	Anthem		Anthem Health/Dental/Vision Benefits - Feb	15,375.54		882,894.91
01/27/20	600	METROPOL	Metropolitan Taxicab Corp.	2,112.00		880,782.91
01/27/20	601	AMTRUST	AmTrust North America	2,447.60		878,335.31
01/27/20	602	CNA	CNA Insurance	2,136.21		876,199.10
01/27/20	603	OHARA	O'Hara Outdoors	540.00		875,659.10
01/27/20	604	WAGNER	Wagner Portrait Group	1,020.00		874,639.10
01/27/20	605	ZUMWALT	Zumwalt Corporation	330.00		874,309.10
01/27/20	Omaha		Mutual of Omaha - Feb 2020	1,337.05		872,972.05
01/28/20	ACH	BUSEY	Busey Bank - cc statement Dec 2019	371.93		872,600.12
01/28/20	ACH	STLBANK	St. Louis Bank - interest on LOC	571.45		872,028.67
01/28/20	STL tax refund		MyPay - STL tax refund for incorrect retirement calculations		344.36	872,373.03
01/31/20	606	CERES		16,140.45		856,232.58
01/31/20	607	PSRS	Public School Retirement System	23,124.03		833,108.55
01/31/20	DESE Deposit		DESE Deposit - Food & Nutrition		13,840.31	846,948.86
01/31/20	DESE Deposit		DESE Deposit - SPED/Title - January		110,033.71	956,982.57
01/31/20	PR - Fees		PR - Fees	231.60		956,750.97
01/31/20	PR - Garn		PR - Garnishment	249.65		956,501.32
01/31/20	PR - Taxes		PR - TAXES	24,983.82		931,517.50
01/31/20	PR -403b		PR-403b remittance	1,116.38		930,401.12
01/31/20	PR- Dir Dep		P/R - Direct Deposits	71,715.05		858,686.07
			Totals	434,431.61	538,546.51	858,686.07

Transaction count = 76



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Finance 4070

Title: Federal Fiscal Compliance Policy

The governing body ("Board") of the St. Louis Language Immersion School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Fiscal Requirements under **IDEA**, Title I, Title II and Title IV of NCLB

SECTION 1.1. Supplement not Supplant. The St. Louis Language Immersion School shall ensure that federal funds will be used to supplement, not supplant regular non-federal funds.

SECTION 1.2. Documentation. Documentation shall be maintained, or caused to be maintained, by the Executive Director or the Executive Director's designee. The documentation must clearly demonstrate the supplementary nature of federal funds.

SECTION 2. Federal Grant Allowable Expenditures. Prior to expending funds, the Executive Director shall consult the appropriate OMB Circular (OMNI Circular) or other federal guidance to determine what costs are allowable. The Executive Director shall ensure that all grant funds are expended in accordance with the Circular or other applicable federal law or rule. The Executive Director or designee will request a drawdown of federal funds using the system required by the Missouri Department of Elementary and Secondary Education only after payment for the expenditure has been made

SECTION 3.

Standards for Documentation of Personnel Expenses (2 C.F.R. § 200.430, OMNI DESE Memo FAS-15-003 Time and Effort under the OMNI Circular, April 2, 2015),

Time and Effort: Records are required for all employees, including teachers, paraprofessionals, administrators, and other staff that are paid with federal funds to document the time and effort they spend within the program. The portion of the federally paid salary should be reflective of the actual activity, not budgeted, the individual has put forth for that federal program. Time and effort reporting is required when any part of an individual's salary is charged to a federal program or used as match for a federal program.



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Semi-Annual Certification: Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications are required to be prepared at least semi-annually.

Monthly Personnel Activity Report (PAR): Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages will be supported by personnel activity reports (PARs). Salaries and wages of employees used in meeting cost sharing or matching requirements of Federal awards must be supported in the same manner as those claimed as allowable costs under Federal awards.

Charges for salaries must be based on records that accurately reflect the work performed. These records must be:

- Supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- Incorporated into the official records;
- Reflecting the total activity for which the employee is compensated, not to exceed 100%;
- Encompassing all activities (federal and non-federal);
- Compliant with established accounting policies and practices; and
- Distributed among specific activities or cost objectives.

SECTION 4. Charter Schools Program (CSP), NCLB Title V, Part B

SECTION 4.1. Compliance. If the St. Louis Language Immersion School receives CSP grants, the Executive Director shall ensure that the St. Louis Language Immersion School shall comply and use the federal funds in accordance with all statutes, regulations, and approved applications.

SECTION 4.2. Fiscal Control. The Executive Director shall directly administer or supervise the administration of any projects funding through CSP funds, and shall use fiscal control and fund accounting procedures that ensure proper disbursement of, and accounting for, federal funds.

SECTION 4.3. Procurement. When using CSP funds to enter into a contract for equipment or services the Executive Director shall comply with the applicable federal procurement standards.



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SECTION 5. Use of Federal Grant Funds for Procurement

SECTION 5.1. Open and Free Competition. The Executive Director shall ensure that all procurement transactions are conducted in a manner that provides open and free competition. Awards must be made to the bidder/offeror whose bid/offer is responsive to the solicitation and is most advantageous to the St. Louis Language Immersion School considering price, quality, and other relevant factors deemed appropriate by the St. Louis Language Immersion School.

SECTION 5.2. Conflicts of Interest. Pursuant to the Conflict of Interest Board Policy, no employee, officer, or agent of, who has a real or apparent conflict of interest, will participate in the selection, award, or administration of a contract supported by federal funds. Employees, officers, and agents may also not solicit or accept favors, gratuities, or anything of monetary value from contractors or their agents.

SECTION 5.3.

- a. The solicitation of bids or offers must provide a clear and accurate description of the requirements to be fulfilled by the bidder, technical requirements to be performed including the minimum acceptable standards and specific features of brand name or equal descriptions that bidders are required to meet;
- b. Positive efforts shall be made to utilize small businesses, minority-owned firms, and women's business enterprises whenever possible;
- c. The type of procurement instruments used (e.g. purchase orders) must be appropriate for the particular procurement;
- d. Contracts are made only with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of the proposed procurement;
- f. Procurement documents shall be made available, upon request, to appropriate government officials.

SECTION 5.4. Record Documentation. The Executive Director shall ensure there is a cost or price analysis made and documented with every procurement action as well as appropriate documentation for the basis for contractor selection. The Executive Director or Executive



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Director's designee shall also ensure the evaluation of the contractor performance and document whether the contractor has met the terms, conditions, and specifications of the contract.

SECTION 6. Travel Costs.

Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. These costs are reimbursable with appropriate approval and documentation of expenses. Travel costs charged to Federal awards/funds must meet the requirements of 2 C.F.R. § 200.474.



SANDRA V. WALKER, Ph.D.

Vince

Sandra V. Walker was born in Little Rock, Arkansas and attended the city's public schools. In 1963, she was one of 13 African American students to be admitted to Little Rock Central High School. After the tumultuous events surrounding the entry of the "Little Rock Nine" required President Eisenhower to call in the National Guard in order to enforce the historic court ordered public school desegregation in Little Rock, Arkansas. Public high schools were subsequently closed the following year by the Governor.

When public high schools finally reopened, the desegregation plan in Little Rock for Central called for the addition of only one more African American student each year. In 1963, Sandra Walker, and 12 other African American students began a three year journey through the halls of the infamous Central High School. Indignations were experienced as part of school life on a daily basis, in the hallways and in the classrooms.

After being told by her Little Rock Central High school counselor that she "was not college material" (like many minority students in public schools), Dr. Walker was highly motivated by her parents towards higher education. She graduated from high school and attended the University of Missouri Kansas City where she was awarded both a B.A. and M.A. degrees in Sociology and where she was the first African American to be elected as a representative to the student governing body, the All Student Association. By the age of 27, she had completed her Ph.D. at Washington University in St. Louis.

Dr. Walker has taught at numerous institutions of higher learning including Washington University in St. Louis, Forest Park Community College (St. Louis), St Louis Metropolitan Police Academy, Southern Illinois University at Edwardsville, Park University, and for almost fifteen years at the University of Missouri Kansas City where she also held the administrative posts of both Assistant and Associate Dean of the College of Arts and Sciences.

Research has been a continuing interest of Dr. Walker, as she has worked and consulted with such institutions as the Exxon Foundation, the Detroit Public Schools, Mid-Continent Regional Educational Laboratory, the University of Missouri - St. Louis, the Black Archives of Mid America, and the Urban League of Greater Kansas City. In 1990, Dr. Walker was primary researcher and author of the Urban League's report "The State of Black Kansas City". Dr. Walker has also authored numerous articles and has reviewed several publications. She has been featured in local news articles and national magazines as an expert in her field.

Professionally, Dr. Walker was elected to serve as both National Secretary/Treasurer and National President of the Association of Black Sociologists. She has been active also in statewide women's organizations and was elected as the President of Greater Missouri Focus on Leadership. Dr. Walker has been professionally active on committees with a number of other organizations such as the Midwest Sociological Society, the National Association of Black School Educators, the American Sociological Society, and the Society for the Study of Social Problems.

Civically, Dr. Walker was elected at large in Kansas City to a seat on the Kansas City Missouri School Board and served four years as its Vice President. She also was a member of the Board of Directors of the Missouri School Boards Association. She has served on the Boards of Truman Medical Center and the Western Missouri Mental Health Center.

Dr. Walker's civic involvement has also encompassed memberships on the Region VII Federal Executive Board, Kansas City Tomorrow, Kansas City Chamber of Commerce Small Business Committee, and the Board of Directors of Truman Medical Center, just to name a few.

President Clinton appointed Dr. Walker as Secretary's Regional Representative to head the Region VII Offices of the U.S. Department of Education covering Missouri, Kansas, Iowa and Nebraska. She served in that capacity for eight years functioning as the Chief Executive Officer of the Regional VII Offices which encompassed five major program operating components, and 127 regional federal employees that provided services throughout the four-state region of Missouri, Kansas, Iowa and Nebraska.

Through June, 2012, Dr. Walker worked for the City of Kansas City, Missouri as its Section 3 Administrator and Manager of the Small Business Development Division. The U.S. Small Business Administration recognized Dr. Walker in May, 2012 as "Minority Economic Development Champion of the Year" for Region VII, for the 2011 division's record of 48 million dollars in area economic development impact. The Kansas City Missouri City Council also bestowed special recognition upon Dr. Walker for the accomplishments of her division, in May, 2012 upon her retirement.

From 2014-2017, Dr. Walker taught Sociology at Rockhurst University in Kansas City Missouri. Dr. Walker believes strongly in civil rights and equal opportunity and the obligation of those who have navigated to levels of success to reach out and help others to blaze their pathways to achieve highly placed educational and career goals. Dr. Walker has dedicated her life to public service and has a positive approach towards continuing to make meaningful contributions in society as a whole.

Dr. Sandra Walker is the proud mother of one son who graduated from Princeton University and completed graduate studies at the University of Chicago Booth School of Business pursuing a career in global finance with a top tier international investment firm. She also enjoys her five beloved granddaughters. In June, 2019, Dr. Walker relocated back to St. Louis to be closer to family and to re-connect with the university communities in the St. Louis area.

Sandra V. Walker, Ph.D.
Unit 502, 1226 Olive Street, St. Louis, Missouri 63103
swalker011@yahoo.com
314-571-9167



St. Louis Language Immersion School

	First 7 Months		First 7 Months	
	Actual	Budget		
	<u>FY 20</u>	<u>FY 20</u>	<u>Difference</u>	
Revenue				
Local Revenue	\$ 480,824	\$ 509,242	\$	(28,418)
Sale of Parking Lot	500,000	500,000		-
State Revenue	2,934,171	2,846,338		87,833
Federal Revenue	391,253	424,270		(33,017)
Total Revenue	\$ 4,306,248	\$ 4,279,850	\$	26,398
Expense				
Salaries	1,357,227	1,370,146	\$	(12,919)
Benefits	423,981	459,191		(35,210)
Purchased Services	1,149,364	1,199,154		(49,790)
Supplies	226,194	211,270		14,924
Debt Service	920,168	920,397		(229)
Total Expense	4,076,934	4,160,158		(83,224)
Surplus/(Deficit)	\$ 229,314	\$ 119,692	\$	109,622

St. Louis Language Immersion School

- The first 7 months of FY 20 reflects a surplus of \$229,314, compared to the FY 20 budget of \$119,692.
- The surplus is primarily attributable to the sale of the parking lot partially offset by the IFF principal repayment of \$409,000 combined with the debt reduction of \$350,741 as part of the parking lot transaction.
- The month of January resulted in a surplus of \$125,094. This surplus reflects federal revenue of \$122,936 received for the month combined with below budget Purchased Services and Interest Expense.

St. Louis Language Immersion School

- Revenue
- Local Revenue is below budget by about \$28,418. for the first 7 months. This is mainly due to Gifts/Grants which is about \$46,000 below budget to date.
- State revenue is above budget by about \$87,833, which is due mainly to higher State Formula.
- Federal revenue of \$122,936 was collected in January, and it is about \$33,000 below budget year to date.

St. Louis Language Immersion School

- Expense
- Salaries are (\$12,919) below the revised budget year-to-date due to vacancies. Benefits are (\$35,210) below budget for the same period due primarily to lower medical insurance.
- Purchased services are (\$49,790) below the revised budget, which reflects a number of offsetting factors which include higher legal fees and lower food service payments (timing).
- Supplies are \$14,924 above budget due to higher classroom supplies and utilities.
- Capital and Debt service are (\$229) below budget for the first 7 months of this year, which is mainly attributable to a timing difference on interest expense payments.

St. Louis Language Immersion School

Significant Expense Items						
First 7 Months, FY 20						
IFF Loan Payment-July					\$ 409,000	
Debt Reduction-October					350,000	
HVAC Lease- 6 payments (Aug.-Dec.)					70,011	
First Student- May Transportation					52,736	
Standing Partnership, incl. Ads					63,162	
Total					\$ 944,909	

St. Louis Language Immersion School

	January 31,2020			
	Fund Balance			
	Actual	Budget	Actual	
	FY 20	FY 20	FY 19	
Beginning Fund Balance	\$ 1,272,751	\$ 1,272,751	\$ 807,374	
Revenue	4,306,248	4,279,850	7,256,613	
Expense	4,076,934	4,160,158	6,791,236	
Surplus(deficit)	229,314	119,692	465,377	
Ending Fund Balance	<u>\$ 1,502,065</u>	<u>\$ 1,392,443</u>	<u>\$ 1,272,751</u>	
Fund Balance % (a)	21.50%	19.53%	18.74%	
Cash and C/D Balance	\$ 1,008,686			
(a) Ending Fund Balance/Expense.				

St. Louis Language Immersion School

	Key Revenue Factors			
	Revised Budget	Original Budget	Variance	
Enrollment	480	500	(20)	
ADA (a)	387	400	(13)	
Free & Red. Lunch Count	50.9	52.6	(2)	
IEP Count	13	9.6	3	
LEP Count	47	47.4	(0)	
Weighted ADA Count	497.9	509.6	(12)	
Payment per WADA (a)	\$ 9,150	\$ 9,100	\$ 50	
(a) ADA= Average daily attendance.				
(b) WADA= weighted average daily attendance.				

SLLIS

Salary & Benefits

FY19 Paid in July, 2019 (FY 20)

	<u>Salaries</u>	<u>Benefits</u>
Classroom	\$ 104,182	\$ 25,625
Spec. Ed.	17,237	5,440
Spec. Ed.-PT	2,167	
Spec.Ed.-Non-Cert.	1,667	
Classroom-Non-Cert.	5,610	
Support Serv.	17,691	4,165
	\$ 148,554	\$ 35,230



**SLIS TEACHER SALARY SCHEDULE
2019-2020**

Steps	BA	MA	MA +30	PHD
1	39,000.00	41,000.00	44,800.00	47,800.00
2	40,200.00	41,738.00	45,606.40	49,528.00
3	40,803.00	42,489.28	46,427.32	50,370.00
4	41,415.05	43,254.09	47,263.01	51,226.00
5	42,036.27	44,032.66	48,113.74	52,097.00
6	42,666.81	44,825.25	48,979.79	52,983.00
7	43,306.82	45,632.00	49,861.42	53,884.00
8	43,956.42	46,453.38	50,758.93	54,800.00
9	44,615.77	47,289.54	51,672.59	55,732.00
10	45,285.00	48,140.75	52,602.70	56,679.00
11	45,964.28	49,007.28	53,549.55	57,642.00
12	46,653.74	49,889.41	54,513.44	58,622.00
13	47,353.55	50,787.42	55,494.68	59,619.00
14	48,063.85	51,701.60	56,493.58	60,633.00
15	48,784.81	52,632.22	57,510.47	61,664.00
16		53,579.60	58,545.66	62,712.00
17		54,544.04	59,599.48	63,778.00
18		55,525.83	60,672.27	64,862.00
19		56,525.30	61,764.37	65,965.00
20		57,542.75	62,876.13	67,086.00

Note: Lane change requests are considered at the start of school year only.

SLLIS FY21 and FY22 Projections: Summary Level



	Actual FY 19	Budget FY 20	Forecast FY 20	Prelim Budget FY 21(a)(b)	Prelim Budget FY 21(a)(c')	Projection FY 22(d)
Students	540	500	480	450	450	450
Revenue						
5100 · Local Revenue	\$ 1,002,228	\$ 865,693	1,359,415	2,587,000	2,587,000	719,700
5300 · State Revenue	5,419,789	4,967,003	4,851,437	4,583,524	4,583,524	4,585,400
5400 · Federal Revenue	834,597	704,345	705,116	656,223	656,223	637,293
Total Revenue	7,256,614	6,537,041	6,915,968	7,826,747	7,826,747	5,942,393
Operating Expense						
6100 · Salaries	2,544,437	2,500,269	2,379,398	2,477,058	2,569,792	2,621,188
6200 · Benefits	797,903	853,847	779,382	811,088	840,322	857,128
6300 · Purchased Services	2,935,050	1,870,833	2,054,841	1,930,240	1,930,240	1,928,045
6400 · Supplies and Materials	267,422	300,000	326,800	326,800	326,800	333,336
6500 · Equipment						
6500 · Debt Service	246,425	769,639	1,044,583	2,039,134	2,039,134	199,134
Total Operating Expense	6,791,237	6,294,588	6,585,004	7,584,320	7,706,288	5,938,831
Surplus	\$ 465,377	\$ 242,453	\$ 330,964	\$ 242,427	\$ 120,459	\$ 3,562

(a) assumes sale of parking lot for \$1,840,000 and corresponding principal repayment on 7/1/2020.

(b) assumes a 5.6% salary increase for teachers.

(c) assumes a 10% salary increase for teachers and 4.5%-10% for all other staff.

(d) assumes a 2% salary increase for all staff.

Region: St. Louis Area

School District	Ranking of 39		Bachelor's Degree				Master's Degree				Non-Doctorate			Schedule				
	BA	Sched	Min	State	Max	State	Steps	Min	State	Max	State	Steps	Max	State	Steps	Max	State	Steps
	Min	Max	Salary	Rank	Salary	Rank		Salary	Rank	Salary	Rank		Salary	Rank		Salary	Rank	
Affton 101	28.5	20	\$38,500	40.5	\$48,575	58	10	\$42,000	36.5	\$78,474	17	35	\$86,096	19	35	\$88,096	20	35
Bayless	18	29	\$40,500	20	\$43,944	140	20	\$44,000	23	\$71,253	32	20	\$80,009	37	20	\$80,009	39	20
Brentwood	11	9.5	\$41,429	12.5	\$45,749	100.5	7	\$44,460	19.5	\$84,829	7.5	25	\$90,926	11.5	25	\$96,041	9.5	25
Clayton	1	1	\$44,428	1	\$54,517	23	10	\$49,078	2	\$95,068	1	30	\$104,520	1	30	\$108,321	1	30
Crystal City 47	37	36	\$34,000	140.5	\$58,480	12	35	\$37,120	137	\$61,600	65	35	\$65,414	79	35	\$67,148	78	35
DeSoto 73	33	37	\$35,200	105.5	\$61,250	9	31	\$38,350	103	\$64,400	50	31	\$67,025	73	31	\$67,025	79	31
Dunklin R-5 (Herculaneum)	35	34	\$35,000	110.5	\$41,750	199	31	\$39,700	75	\$65,450	43	31	\$68,450	65	31	\$69,200	71	31
Ferguson-Florissant	27	30	\$38,674	38	\$54,947	22	12	\$42,374	34	\$73,161	29	19	\$79,742	38	19	\$79,742	41	19
Festus R-6	22	13	\$39,100	29	\$78,950	1	37	\$44,850	14	\$85,650	4	37	\$93,150	9	37	\$94,150	13	37
Fox C-6 (Arnold)	31	28	\$37,119	58	\$52,039	33	15	\$41,148	54	\$73,624	27	25	\$80,659	32	25	\$80,659	37	25
Francis Howell R-3	14	7	\$41,287	15	\$55,564	20	16	\$47,479	4	\$76,365	21	25	\$90,737	14	25	\$96,290	7	25
Ft. Zumwalt R-2 (O'Fallon)	20	31	\$40,100	22	\$57,616	15	17	\$44,540	15	\$73,837	26	17	\$78,270	40	17	\$79,676	42	17
Grandview R-2 (Jefferson Co.)	38	39	\$32,900	190.5	\$37,100	330	15	\$34,600	230.5	\$47,600	249	27	\$52,550	215	30	\$55,250	187.5	30
Hancock Place	15	24	\$41,125	16	\$48,125	63	9	\$45,675	11	\$74,425	25	28	\$86,675	18	28	\$86,675	25	28
Hazelwood R-1	17	23	\$40,941	18	\$63,026	5	15	\$46,966	7	\$81,043	10	20	\$84,080	26	20	\$87,269	24	20
Hillsboro R-3	34	33	\$35,098	107	\$48,776	56	17	\$38,828	92	\$61,537	66	30	\$68,225	67	30	\$70,297	67	30
Jefferson County R-7	36	35	\$34,750	118	\$53,950	26	25	\$38,390	102	\$63,770	53	32	\$67,820	69	32	\$67,820	76	32
Jennings	26	26	\$38,740	37	\$51,990	34	15	\$38,740	94	\$76,454	20	20	\$84,324	25	20	\$84,324	28	20
Kirkwood R-7	5	2	\$43,000	6	\$52,895	30	13	\$45,965	10	\$85,510	5	25	\$94,410	6	25	\$99,670	2	25
Ladue	3	3	\$43,551	4	\$50,855	40	8	\$47,047	5	\$86,112	3	25	\$93,854	8	25	\$97,420	3	25
Lindbergh R-8	21	18	\$39,234	28	\$46,800	80	11	\$40,298	69	\$68,500	34	17	\$88,600	16	21	\$88,600	18	21
Maplewood-Richmond Heights	19	17	\$40,323	21	\$51,323	37	25	\$43,825	25	\$79,792	11	25	\$86,079	20	25	\$90,393	17	25
Mehlville R-9	28.5	19	\$38,500	40.5	\$62,800	6	31	\$40,500	65.5	\$79,475	12	31	\$88,400	17	31	\$88,400	19	31
Normandy Schools Collaborativ	23	8	\$39,060	30	\$67,910	3	29	\$45,129	13	\$78,463	18	29	\$90,656	15	29	\$96,095	8	29
Northwest R-1 (High Ridge)	32	32	\$36,800	68.5	\$42,550	173.5	9	\$41,635	44	\$63,035	58	24	\$73,120	53	24	\$73,120	60	20
Orchard Farm (St. Charles Co.)	8	15	\$42,700	9	\$47,700	70	9	\$49,700	1	\$68,200	35	18	\$92,000	10	25	\$92,000	15	25
Parkway C-2 (Chesterfield)	7	4	\$42,800	8	\$47,900	66	14	\$47,000	6	\$85,150	6	21	\$97,200	2	21	\$97,200	4	21
Pattonville R-3	2	14	\$43,800	2	\$52,969	29	18	\$46,410	9	\$86,920	2	18	\$90,870	13	18	\$92,900	14	18
Ritenour	16	22	\$41,113	17	\$54,055	25	17	\$44,347	22	\$78,559	16	30	\$84,765	23	30	\$87,869	22	30
Riverview Gardens	30	27	\$38,433	42	\$66,115	4	19	\$42,343	35	\$74,523	24	20	\$80,550	33	20	\$82,641	30	20
Rockwood R-6 (Eureka)	12	9.5	\$41,429	12.5	\$45,749	100.5	7	\$44,460	19.5	\$84,829	7.5	25	\$90,926	11.5	25	\$96,041	9.5	25
Special School District	4	12	\$43,329	5	\$59,732	10	13	\$47,803	3	\$78,936	15	15	\$94,325	7	18	\$94,325	12	18
St. Charles R-6	10	25	\$41,548	11	\$47,756	69	18	\$44,498	18	\$79,365	13	18	\$85,214	22	18	\$85,214	26	18

Region: St. Louis Area

School District	Ranking of 39		Bachelor's Degree				Master's Degree				Non-Doctorate			Schedule				
	BA	Sched	Min	State	Max	State	Steps	Min	State	Max	State	Steps	Max	State	Steps	Max	State	Steps
	Min	Max	Salary	Rank	Salary	Rank		Salary	Rank	Salary	Rank		Salary	Rank		Salary	Rank	
St. Louis City	24	16	\$39,015	31	\$57,815	14	12	\$41,616	45	\$73,026	30	17	\$85,325	21	24	\$91,915	16	24
Sunrise R-9	39	38	\$30,000	361	\$48,850	53	30	\$34,000	268.5	\$52,850	157	30	\$56,850	156	30	\$56,850	160	30
University City	13	6	\$41,374	14	\$53,689	27	14	\$45,615	12	\$79,327	14	23	\$96,352	3	30	\$96,352	6	30
Valley Park	9	11	\$42,000	10	\$47,860	67	13	\$44,500	16.5	\$62,317	62	15	\$95,993	4	27	\$95,993	11	27
Webster Groves	6	5	\$42,976	7	\$55,339	21	35	\$46,460	8	\$83,470	9	35	\$95,068	5	35	\$96,719	5	35
Wentzville	25	21	\$39,000	32.5	\$44,813	116	23	\$43,839	24	\$73,556	28	23	\$83,737	27	23	\$87,922	21	23



St. Louis Language Immersion School

The mission of the St. Louis Language Immersion School, an innovative, diverse, socially-conscious, public charter school, is to develop empathetic, high-achieving, bilingual, globally-minded students by providing a rigorous academic foundation that fosters critical thinking and problem solving.

SLIS Salary Schedule Approved February 19, 2020

Step	BACHELORS	MASTERS	MASTERS +30	PHD
1	\$ 42,541	\$ 44,299	\$ 48,406	\$ 52,516
2	\$ 43,179	\$ 45,096	\$ 49,277	\$ 53,409
3	\$ 43,827	\$ 45,908	\$ 50,164	\$ 54,316
4	\$ 44,484	\$ 46,734	\$ 51,067	\$ 55,240
5	\$ 45,152	\$ 47,576	\$ 51,986	\$ 56,179
6	\$ 45,829	\$ 48,432	\$ 52,922	\$ 57,134
7	\$ 46,516	\$ 49,304	\$ 53,875	\$ 58,105
8	\$ 47,214	\$ 50,191	\$ 54,844	\$ 59,093
9	\$ 47,922	\$ 51,095	\$ 55,832	\$ 60,098
10	\$ 48,641	\$ 52,014	\$ 56,837	\$ 61,119
11	\$ 49,371	\$ 52,951	\$ 57,860	\$ 62,158
12	\$ 50,111	\$ 53,904	\$ 58,901	\$ 63,215
13	\$ 50,863	\$ 54,874	\$ 59,961	\$ 64,290
14	\$ 51,626	\$ 55,862	\$ 61,041	\$ 65,383
15	\$ 52,400	\$ 56,867	\$ 62,139	\$ 66,494
16	\$ 53,186	\$ 57,891	\$ 63,258	\$ 67,624
17		\$ 58,933	\$ 64,396	\$ 68,774
18		\$ 59,994	\$ 65,556	\$ 69,943
19		\$ 61,074		
20		\$ 62,173		

Lane changes are considered at the start of the school year only.



SLIS Strategic Plan Updates February 2020

Key
Behind
Initial Steps Started
In Progress
Completed
No Longer Relevant

February 2020 updates are highlighted in purple.

Curriculum and Instruction A.1 Evaluate Current Model				
STRATEGY.PLAN	STATUS	Description of Work	Start Date	Completion Date
A.1.1 Performance	Completed	Dual language model studied, approved by Board in February 2017, and implemented in 2018-2019.	Fall 2017	Winter 2018
A.1.2 Parent Perceptions	Completed	Dual language model studied, approved by Board in February 2017, and implemented in 2018-2019.	Fall 2017	Winter 2018



St. Louis Language Immersion School

A.1.3 Student Perceptions	No longer relevant	Change to dual language model complete but student perceptions were never measured.		
A.1.4 Staff Perceptions	Completed	Dual language model studied, approved by Board in February 2017, and implemented in 2018-2019.	Fall 2017	Winter 2018
A.1.5 IB Implementation	No longer relevant	In order to stop paying invoices to the IB, SLLIS submitted a letter asking to pause implementation at this time.	N/A	Letter sent November 2019
A.1.6 Social Skills Outcomes	Behind	Tier 1 K-5 Social and Emotional Learning curriculum, Second Step, in place. Staff is still learning how to implement this program, but this has been very challenging due to staff turnover and the amount of new programs to monitor.	Fall 2017	Ongoing
A.1.7 Research blended model	Completed	Dual language model studied, approved by Board in February 2017, and implemented in 2018-2019.	Fall 2017	Winter 2018

Curriculum and Instruction				
A.2 Evaluate IB and Immersion				
STRATEGY.PLAN	STATUS	Description of Work	Start Date	Completion Date
A.2.1 Evaluate Immersion	Completed	Dual language model studied, approved by Board in February 2017, and implemented in 2018-2019.	Fall 2017	Winter 2018



St. Louis Language Immersion School

A.2.2 Evaluate IB	No longer relevant	In order to stop paying invoices to the IB, SLLIS submitted a letter asking to pause implementation at this time.	N/A	Letter sent November 2019
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Curriculum and Instruction				
A.3 Develop Curriculum Guides				
STRATEGY.PLAN	STATUS	Description of Work	Start Date	Completion Date
A.3.1 Organize committees	In Progress	Curriculum Review Committee(CRC) selected Benchmark Advance (ELA) and ReadyMath (mathematics) in Spring 2018. Work must continue for target languages, science, and social studies.	Spring 2018	Ongoing
A.3.2 Obtain exemplars	In Progress	CRC reviewed exemplars to select math and ELA curriculum. Work scheduled to continue for target languages, science, and social studies in Summer 2020.	Spring 2018	Ongoing
A.3.3 Review and customize	In Progress	Teacher representatives for each grade level developed customized curriculum guides for ELA. Work scheduled to continue for target languages, science, and social studies in Summer 2020.	Spring 2019	Ongoing
A.3.4 Develop guides	In Progress	Teacher representatives for each grade level developed curriculum guides for ELA. Work scheduled to continue for target languages, science, and social studies in Summer 2020.	Spring 2019	Ongoing
A.3.5 Prepare faculty	In Progress	Ongoing training has been provided to all staff on ReadyMath and Benchmark. Training must continue on curriculum guide use.	Fall 2018	Ongoing



St. Louis Language Immersion School

Curriculum and Instruction A.4 Develop Intervention Systems				
STRATEGY.PLAN	STATUS	Description of Work	Start Date	Completion Date
A.4.1 Establish Tier 1 behavioral systems	In Progress	Staff began to review Tier 1 systems as part of the move to 1881 Pine. Student Success Plan completed in Summer 2019 and implemented in Fall 2019. New administrators must prioritize this work.	Spring 2019	Ongoing
A.4.2 Established trauma informed practices	In Progress	Staff receives ongoing trauma informed training. Student Success Plan includes trauma informed practices.	Fall 2017	Ongoing
A.4.3 Implement social/emotional curriculum	Behind	Tier 1 K-5 Social and Emotional Learning curriculum, Second Step, in place. Staff is still learning how to implement this program. This has been challenging due to the amount of new programs being implemented at once.	Fall 2017	Ongoing
A.4.4 Establish Tier 2 behavioral systems	In Progress	Student Success Plan includes Tiers 1-3. Tier 2 systems are supported in the Student Success Centers via the Student Success Team. Student Success Plan completed in Summer 2019 and implemented in Fall 2019.	Summer 2019	Ongoing
A.4.5 Establish Tier 3 behavioral systems	In Progress	Student Success Plan includes Tiers 1-3. Tier 3 systems are supported in the Student Success Centers via the Student Success Team. Student Success Plan completed in Summer 2019 and implemented in Fall 2019.	Summer 2019	Ongoing
A.4.6 Establish Tier 1 academic practices	Completed	Dual language model addresses Tier 1 academic practices.	Winter 2018	Fall 2018



St. Louis Language Immersion School

A.4.7 Establish Tier 2 academic practices	Completed	Dual language model addresses Tier 2 academic practices.	Fall 2018	Fall 2019
A.4.8 Establish Tier 3 academic practices	In Progress	New Interim Director is leading the SLLIS Student Success Team to address academic and behavioral issues using the tiered model.	Fall 2018	Ongoing

Curriculum and Instruction A.5 Develop Data Driven Strategies				
STRATEGY.PLAN	STATUS	Description of Work	Start Date	Completion Date
A.5.1 Conduct a SWOT analysis	No longer relevant	There is no longer a need to conduct a SWOT analysis as the dual language model and the Professional Learning Community model provide a data driven strategy.		
A.5.2 Study data driven instructional models	Completed	The dual language model and the Professional Learning Community model provide a data driven strategy.	Fall 2018	Fall 2019
A.5.3 Develop a SLLIS model	Completed	The dual language model and the Professional Learning Community model provide a data driven strategy.	Fall 2018	Fall 2019

Curriculum and Instruction A.6 Study Preschool Possibilities				
STRATEGY.PLAN	STATUS	Description of Work	Start Date	Completion Date



St. Louis Language Immersion School

A.6.1 Review existing data	In Progress	SLLIS reviews student data on an ongoing basis.	Fall 2017	Ongoing
A.6.2 Determine goals	Initial Steps Started	SLLIS plans to participate in the St. Louis preschool collaborative.	Spring 2020	Ongoing
A.6.3 Outline pros and cons	Initial Steps Started	SLLIS plans to participate in the St. Louis preschool collaborative.	Spring 2020	Ongoing
A.6.4 Research requirements	Initial Steps Started	SLLIS plans to participate in the St. Louis preschool collaborative.	Spring 2020	Ongoing
A.6.5 Research funding needs	Initial Steps Started	SLLIS plans to participate in the St. Louis preschool collaborative.	Spring 2020	Ongoing
A.6.6 Survey SLLIS stakeholders	Initial Steps Started	SLLIS plans to participate in the St. Louis preschool collaborative.	Spring 2020	Ongoing
A.6.7 Consult with experts	Initial Steps Started	SLLIS plans to participate in the St. Louis preschool collaborative.	Spring 2020	Ongoing
A.6.8 Determine feasibility	Initial Steps Started	SLLIS plans to participate in the St. Louis preschool collaborative.	Spring 2020	Ongoing

Curriculum and Instruction				
A.7 Study Summer School Possibilities				
STRATEGY.PLAN	STATUS	Description of Work	Start Date	Completion Date



St. Louis Language Immersion School

A.7.1 Identify needs, requirements, resources	Initial Steps Started	SLLIS plans to participate in the St. Louis preschool collaborative.	Spring 2020	Ongoing
A.7.2 Outline plan to determine feasibility	Initial Steps Started	SLLIS plans to participate in the St. Louis preschool collaborative.	Spring 2020	Ongoing

Curriculum and Instruction A.8 Study After School Possibilities				
STRATEGY.PLAN	STATUS	Description of Work	Start Date	Completion Date
A.8.1 Evaluate considerations that impact sports/clubs	Initial Steps Started	Some initial research is underway. SLLIS is exploring a grant opportunity that could provide funding for such programs.	Fall 2019	Ongoing
A.8.2 Evaluate possible academic clubs	Behind	SLLIS has not yet started developing plans for after school programs.		
A.8.3 Evaluate possible sports clubs	Behind	SLLIS has not yet started developing plans for after school programs.		
A.8.4 Evaluate possible art/hobby clubs	Behind	SLLIS has not yet started developing plans for after school programs.		

Staffing and Professional Development B.1 Define Staffing Needs
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St. Louis Language Immersion School

STRATEGY.PLAN	STATUS	Description of Work	Start Date	Completion Date
B.1.1 Provide extended hour support	Completed	Instructional Leadership Team, Welfare Committee, Vision Committee are all ways staff have accessed extended hour support.	Winter 2018	Spring 2018
B.1.2 Assign leads for specific events	Completed	Language and Culture Teacher Leaders are the leads on events for each language.	Fall 2017	Fall 2017
B.1.3 Evaluate hiring for intervention services	Completed	SLLIS must focus on instruction in Tiers 1 and 2 at this time. This need is re-evaluated on an annual basis but is highly dependent on budget.	Fall 2017	Fall 2019

Staffing and Professional Development				
B.2 Develop Professional Development Plan				
STRATEGY.PLAN	STATUS	Description of Work	Start Date	Completion Date
B.2.1 Provide professional development aligned with school improvement plan	Completed	SLLIS Professional Learning Plan is completed and is being implemented. Ongoing dual language model training is offered on an annual basis.	Spring 2019	September 2019
B.2.2 Disseminate school improvement plan	Completed	School Improvement Plans have been developed and shared with the community annually since 2016-2017. For 2019-2020 SLLIS staff and PTO has reviewed the current SIP.	Fall 2016	Ongoing



St. Louis Language Immersion School

Staffing and Professional Development				
B.3 Plan to Recruit, Retain, Recognize Staff				
STRATEGY.PLAN	STATUS	Description of Work	Start Date	Completion Date
B.3.1 Recruit staff for exceptional contributions	Completed*	SLLIS filled every classroom teaching position by July 2019. Partnership with Teach For America has helped attract high quality candidates to SLLIS. *This must be reviewed continually so that SLLIS can compete with other districts to attract experienced staff.	Summer 2017	Summer 2019
B.3.2 Build in-house training	Completed	Staff new to SLLIS in 2019 received initial training in dual language, curriculum, and SLLIS background.	Summer 2019	Summer 2019
B.3.3 Create visual resources to attract new members	Initial Steps Started	Executive Director and Talent Director have begun discussions regarding a vision for attracting new employees to SLLIS using stronger visual resources.	Fall 2019	Ongoing
B.3.4 Create a screening protocol	Completed	The hiring process involves a phone screening interview (Talent Director), a team interview (administrators and teacher leaders), and a final interview (Executive Director).	Spring 2019	Spring 2019
B.3.5 Retain exemplary staff and contributors	Completed*	*This will require ongoing improvement. The salary schedule should be reviewed regularly. Legal permanent residency process has helped with retention in recent years.	Summer 2017	Summer 2019
B.3.6 Develop and implement staff recognition	Completed	SLLIS is implementing annual awards such as Staff Recognition (student achievement) and Service to SLLIS Awards (10 years of service). Teacher Appreciation Week, Birthday celebrations are ongoing. Central Office Team completed a systematic staff appreciation routine effective 10/2019.	Summer 2017	October 2019



St. Louis Language Immersion School

Staffing and Professional Development B.4 Develop Onboarding for New Staff				
STRATEGY.PLAN	STATUS	Description of Work	Start Date	Completion Date
B.4.1 Develop administrative orientation plan	Initial Steps Started	Executive Director has started aligning resources and information to create an orientation plan for principal and assistant principal.	Spring 2020	Ongoing
B.4.2 Develop city/culture orientation plan	Behind	Onboarding for 2019 was focused on SLLIS background and curriculum. Additional elements will be added to the induction plan in the future. Teach For America staff received training on this through TFA.		
B.4.3 Develop data/school improvement orientation	Completed	New staff received training on Strategic and School Improvement goals in Summer 2019.	Summer 2019	Summer 2019
B.4.4 Develop curriculum/PYP orientation plan	Completed	New staff received training on dual language model, math curriculum, ELA curriculum, and target language curriculum in Summer 2019.	Summer 2019	Summer 2019
B.4.5 Develop school culture orientation plan	Completed	New staff received training on SLLIS culture and history in Summer 2019.	Summer 2019	Summer 2019



St. Louis Language Immersion School

B.4.6 Identify staff responsible for new teachers	Completed	New staff are participating in Mentorship or Buddy program and are paired with experienced staff members. Time for observations and feedback are built into the instructional schedule.	Summer 2019	Summer 2019
B.4.7 Create a new teacher handbook	Completed	The Staff Induction Plan is complete. All staff receive the same handbooks annually. New staff members receive additional training, guidance from mentors, and regular meetings with Executive Leadership so that they can be properly oriented.	Summer 2019	Fall 2019
B.4.8 Create new teacher training	Completed	New staff received training on SLLIS history and goals, dual language model, math curriculum, ELA curriculum, and target language curriculum in Summer 2019.	Summer 2019	Summer 2019

Student Recruitment				
C.1: Strategize to Reduce Attrition and Sustain Enrollment				
STRATEGY.PLAN	STATUS	Description of Work	Start Date	Completion Date
C.1.1 Meet enrollment minimums	In Progress	Target is 75 students in TSP, 40 in TCP, and 40 in TFP (155 total). SLLIS enrolled (and retained) 99 total new students for 2019-2020. This included 84 kindergarteners. Enrollment process has been streamlined and will continue to be improved.	Fall 2017	Ongoing
C.1.2 Create parent/community network	Completed	PTO is a 501(c)3. PTO and SLLIS Council are focused on including more families. SLLIS website has been greatly improved.	Fall 2017	Summer 2019



St. Louis Language Immersion School

C.1.3 Seek transparency regarding behavior and discipline	Completed	Student Success Plan shared with parent representatives in October 2019. SLLIS is continuing to focus on transparency in communications and decisions regarding this plan - especially in conversations with concerned parents.	Fall 2017	Fall 2019
C.1.4 Design internal communication for families	Completed	<ul style="list-style-type: none"> ● Back to School Block Party event gathered most families in August 2019. ● Electronic Buzz Book implemented since 2017. ● More parents using SLLIS Facebook page to connect or provide feedback to school. ● SLLIS newsletters are distributed monthly the week following the board meeting. ● SLLIS families now utilize a Wednesday folder routine, where all important communications are sent home in hard copy in red folders on Wednesdays only. ● SLLIS PTO further facilitates communication between families and school. ● SLLIS Council allows families direct access to Executive Leadership. 	Fall 2017	Fall 2019

Student Recruitment C.2 Recruit and Sustain Partnerships				
STRATEGY.PLAN Description	STATUS	Description of Work		
C.2.1 Identify preschools for recruitment possibilities	Completed*	SLLIS is actively partnering with multiple preschools. *Although listed as completed, this work is continuous.	Summer 2019	Fall 2019



St. Louis Language Immersion School

C.2.2 Identify community organizations for recruitment possibilities	Completed*	Enrollment Specialist is working on relationship with St. Louis Public Library and YMCA. Enrollment Specialist is working on distributing enrollment information and scheduling events as well as adding more community partners to the list. *Although listed as completed, this work is continuous.	Summer 2019	Fall 2019
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School Funding D.1 Diversify Revenue				
STRATEGY.PLAN Description	STATUS	Description of Work		
D.1.1 Plan for a 10% cash reserve	Completed	SLLIS purchased a new facility and has maintained a strong cash reserve.	Fall 2017	Summer 2019
D.1.2 Identify revenue streams, timelines, goals	In Progress	Potential SLLIS Fundraising Consultant is helping SLLIS identify potential fundraising venues, including donors and grants.	Summer 2019	Ongoing
D.1.3 Evaluate software and gift receipt process	Initial Steps Started	Potential SLLIS Fundraising Consultant can assist with this process.	Summer 2019	Ongoing
D.1.4 Establish gift processes	Initial Steps Started	Potential SLLIS Fundraising Consultant can assist with this process.	Summer 2019	Ongoing



St. Louis Language Immersion School

D.1.5 Create cross-functional collaboration	In Progress	SLLIS held the 10 Year Anniversary Gala in May 2019. SLLIS also received a \$25,000 grant from the Dana Brown Foundation in Summer 2019. SLLIS will continue fundraising efforts.	Spring 2019	Ongoing
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School Funding				
D.2 Study Budget Allocations, Programs, Priorities				
STRATEGY.PLAN Description	STATUS	Description of Work		
D.2.1 Inspect budget obligations	Completed*	*This is an ongoing process at SLLIS that involves the Board, CFO, and Executive Director.	Fall 2017	Ongoing
D.1.2 Identify budget flexibility	Completed*	*This is an ongoing process at SLLIS that involves the Board, CFO, and Executive Director.	Fall 2017	Ongoing

Communication				
E.1 Develop a Communication Strategy				
STRATEGY.PLAN Description	STATUS	Description of Work		
E.1.1 Outline responsibilities	Completed*	SLLIS updated its website and communication channels in 2017. *SLLIS' communication system and channels should be consistently evaluated for improvement.	Summer 2017	Fall 2017



St. Louis Language Immersion School

and channels of communication				
E.1.2 Develop a communication strategy	In Progress	SLLIS Communications Plan complete is being implemented.	Spring 2020	Ongoing
E.1.3 Develop an organizational strategy for communication	In Progress	SLLIS Communications Plan complete is being implemented.	Spring 2020	Ongoing
E.1.4 Develop a parent-administration strategy	In Progress	SLLIS Communications Plan complete is being implemented.	Spring 2020	Ongoing
E.1.5 Develop a new parent onboarding strategy	In Progress	SLLIS Communications Plan complete is being implemented.	Spring 2020	Ongoing
E.1.6 Develop a SLLIS branding and marketing strategy	Initial Steps Started	SLLIS must consider how to effectively brand itself. Conversations have started regarding this topic.	Spring 2020	Ongoing
E.1.7 Develop an elevator speech	In Progress	SLLIS Communications and Marketing Plan underway.	Summer 2019	Ongoing



St. Louis Language Immersion School

Communication E.2 Write Handbooks				
STRATEGY.PLAN Description	STATUS	Description of Work		
E.2.1 Determine how to produce handbook information	Completed	Handbooks for Families and Staff issued annually since 2017.	Summer 2017	Summer 2017

Communication E.3 Develop School, Community Events				
STRATEGY.PLAN Description	STATUS	Description of Work		
E.3.1 Plan event for inclusion of all SLLIS families	Completed	SLLIS Back to School Block party and other PTO events are designed for the entire community.	Fall 2017	Summer 2019
E.3.2 Plan events that build community across languages	Completed	SLLIS Back to School Block party and other PTO events are designed for the entire community.	Fall 2017	Summer 2019
E.3.3 Offer events that establish traditions	Completed	Each language hosts annual events that have built traditions at SLLIS.	Fall 2017	Fall 2018

St. Louis Language Immersion School
Executive Director Report
February 19, 2020



Curriculum and Instruction

SLLIS Strategic Plan Strategies A.1-A.8

SLLIS Strategic Plan Goals:

- All students will be proficient or advanced by the end of grade 3, 5, and 8 in English Language Arts, mathematics, and science, as measured by the Missouri Assessment Program.
- All students will meet established bilingual and biliterate grade level benchmarks in speaking, writing, reading, and listening as measured by the AAPPL assessment.

SLLIS 2019-2020 School Improvement Plan Goals

- By the end of the 2019-2020 school year, the number of students scoring proficient or advanced in English Language Arts will increase from 36.4% to 45.0% as measured by the Missouri Assessment Program.
- By the end of the 2019-2020 school year, the number of students scoring proficient or advanced in mathematics will increase from 37.2% to 45.0% as measured by the Missouri Assessment Program.

Current Strategies	Current Performance	Next Steps
<p>Monitor Academic Achievement <i>Objectives for Strategies A.1-A.8</i></p>	<p>Students have finished NWEA and AAPPL testing.</p>	<ul style="list-style-type: none"> ● Results for NWEA and AAPPL will be shared with families at conferences March 5-6. ● MAP testing window begins April 1.
<p>Student Support and Success Plan Implementation <i>Strategy A.4</i> <u>2019-2020 School Improvement Plan Goal:</u> Decrease Out of School Suspensions and classroom level incidents by 50%.</p>	<p>Suspensions have decreased by 27.4% when compared to 2018-2019.</p>	<p>Continue staff training on restorative practices and implementation of Student Success Plan.</p>
<p>Dual Language Model Implementation <i>Strategies A.1, A.2, A.5</i> <u>2019-2020 School Improvement Plan Goal:</u> 100% of classrooms implement the Gomez and Gomez Dual Language Enrichment Model with fidelity.</p>	<p>On 2/14 Professional Learning Day staff shared best practices for journal writing and word walls. 52.9% of staff said this was helpful in a feedback survey.</p>	<p>Continue to develop model classrooms so staff can learn from their peers.</p>
<p>Curriculum Implementation <i>Strategy A3</i> <u>2019-2020 School Improvement Plan Goal:</u> 100% of classrooms implement Second Step, Benchmark Advance, and ReadyMath with fidelity.</p>	<p>Some staff are requesting more training on how to best implement the curriculum programs SLLIS offers.</p>	<ul style="list-style-type: none"> ● Begin planning for summer curriculum work in all subject areas, including math, ELA, target languages, science, and social studies. ● Ensure curriculum training for all staff in August 2020.
<p>Collaborative Cultures <i>Not currently a Strategic Plan strategy but requires attention.</i> <u>2019-2020 School Improvement Plan Goal:</u> Improve staff cultural responsiveness and collaboration across programs.</p>	<p>SLLIS Staff had professional learning on 2/14 and worked in small groups to discuss their own identities. In a feedback survey 64.7% of staff members described this experience as helpful.</p>	<p>Meet with session facilitators to discuss next steps.</p>

Staffing and Professional Development

SLLIS Strategic Plan Strategies B.1-B.4

SLLIS Strategic Plan Objectives:

- 100% of teachers will report that they are trained and prepared to deliver program expectations.

Current Strategies	Current Performance	Next Steps
<p>SLLIS 2019-2020 Professional Learning Plan <i>Strategy B.2</i></p> <p>This plan is being implemented and is aligned with School Improvement Plan goals.</p>	<p>Professional Learning Plan is being implemented with fidelity.</p>	<ul style="list-style-type: none"> ● Review Professional Learning surveys from the full year ● Being to engage staff in planning for next school year
<p>SLLIS 2019-2020 Induction Plan <i>Strategy B.3</i></p> <p>SLLIS Induction Plan for new staff is being implemented with fidelity.</p>	<p>Induction Plan is being implemented with fidelity.</p> <ul style="list-style-type: none"> ● 100% of new teachers are meet monthly with mentors. ● New staff members meet monthly with leadership to provide feedback and communicate needs. 	<p>Continue to implement with fidelity; collect feedback from new staff to make any necessary adjustments.</p>
<p>Recruitment and Retention of Staff <i>Strategy B.3</i></p>	<ul style="list-style-type: none"> ● Positions are posted for 2020-2021, including principal position. ● Teachers will receive contracts by March 2020 and will return them by no later than April 3. 	<ul style="list-style-type: none"> ● Finalize process for principal selection.

Student Recruitment and Retention

SLIS Strategic Plan Strategies C.1-C.2

SLIS Strategic Plan Goal:

- We will meet the kindergarten minimum enrollment targets of 75 students in Spanish, 40 in students in Chinese, and 40 students in French.

Current Enrollment Data

(Strategic Plan Strategy C.1)

Enrollment by Grade Level					
	September 2019	October 2019	November 2019	December 2019	February 2020
K	72	72	70	70	70
1st	76	77	75	75	75
2nd	71	71	71	70	69
3th	72	71	70	70	71
4th	54	54	54	53	51
5th	58	58	57	57	59
6th	25	25	23	22	23
7th	37	37	38	38	38
8th	20	20	20	20	20
TOTAL	488	485	478	475	476

K-8 Enrollment by Program					
	September 2019	October 2019	November 2019	December 2019	February 2020
TCP	143	143	142	142	142
TFP	110	110	110	108	106
TSP	235	232	226	225	228

Disenrolled / Transfer Students	
August 2019	1
September 2019	4
October 2019	4
November 2019	2
December 2019	3
January 2020	3
February 2020	3

2020-2021 Recruitment Strategy

(Strategic Plan Strategy C.2)

Current Strategies	Current Performance	Next Steps
Enrollment Tours	Two tours took place in January and	Continue enrollment tours twice per

Tours are underway for 2020-2021 enrollment season.	one tour in February. 11 out of 13 families attended.	month.
<p>Enrollment Applications</p> <p>2020-2021 enrollment opened on October 1, 2019 and closes on February 28, 2020.</p>	<p>Total applications: 37</p> <ul style="list-style-type: none"> ● 20 out of 37 applications are complete. <p>Completed applications by program:</p> <ul style="list-style-type: none"> ● TCP: 7 ● TFP: 1 ● TSP: 12 	Stay in touch with new families throughout this year through newsletter and events.
<p>Online Recruitment</p> <p>Advertisements through Facebook and Paid Search and marketing automation through SharpSpring are the systems currently in place.</p>	<p>Online marketing campaign:</p> <ul style="list-style-type: none"> ● In July through December 2019, the campaign generated 126 total leads and enrolled 10 students. <p>Marketing automation through SharpSpring has streamlined enrollment communication.</p> <ul style="list-style-type: none"> ● SLLIS has an email open rate of 52.5% and a click-through rate of 20%, compared to primary school averages of 24.7% and 9.3% respectively. ● The re-engagement campaign aimed to reach older leads to confirm their current interest/relevance, continued to produce results. A total of 8 parents responded to the email indicating they were still looking for schools for their kindergartner or first grader. 	Continue to monitor online marketing campaign results as well as SharpSpring systems to enhance performance.

<p>Community Partnerships SLLIS is identifying key community partners.</p>	<p>Preschool visits in 2020</p> <ul style="list-style-type: none"> ● First-time visits: 9 ● Pick-up time visits: 2 ● Directors visiting SLLIS: 1 <p>Number of Kindergarten Fairs attended: 3</p>	<p>Increase daycare and preschool visits from March to May 2020.</p>
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Finance and Fundraising

SLLIS Strategic Plan Strategies D.1-D.2

Current Strategies	Current Performance	Next Steps
<p>Improve Attendance <i>Objective D</i> <u>SLLIS Strategic Plan Goal:</u> Maintain 95% Average Daily Attendance rate. <u>SLLIS 2019-2020 School Improvement Goal:</u> Meet Missouri's 90/90 attendance standard.</p>	<ul style="list-style-type: none"> ● Current ADA: 93.19% ● Current 90/90 score: 85.4% ● Academic Year 90/90 score: 86.7% 	<ul style="list-style-type: none"> ● Provide attendance incentives. ● Promote timely arrival and dismissal for all students.
<p>Fundraising <i>(Strategic Plan Strategy D.2)</i> <u>SLLIS 2019-2020 Fundraising Goal:</u> Raise \$150,000 SLLIS Fundraising Consultant is working with community organizations and potential donors.</p>	<p>Community connections:</p> <ul style="list-style-type: none"> ● Annual SLLIS event will take place in Fall 2020. ● SLLIS hosted visits from the St. Louis Cardinals and US Bank in January 2020. <p>Pending grant requests:</p>	<p>Upcoming visits:</p> <ul style="list-style-type: none"> ● Emerson ● Commerce Bank ● Boeing (pending)

	<ul style="list-style-type: none"> ● Saigh Foundation: \$15,000 ● Tilles Foundation: \$25,000 ● Total Access Urgent Care: \$25,000 	
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Communication

E.1 Develop a Communication Strategy

Current Strategies	Current Performance	Next Steps
<p>Communication <i>(Strategic Plan Strategies E.1.1-1.4)</i></p> <p>Outline responsibilities and channels of communication Develop a communication strategy Develop an organizational strategy for communication</p>	<p>SLLIS Communications Plan implementation is underway.</p> <ul style="list-style-type: none"> ● SLLIS Council restructured in January to enhance parent participation in decision-making processes. 	<p>Continue to implement the plan with fidelity.</p>

Facilities and Operations

Not currently mentioned in Strategic Plan but requires ongoing attention.

- A school dismissal app called "PikMyKid" is being implemented at SLLIS. Using this tool will increase our efficiency and accountability with dismissal procedures.
- All of our security features are complete. We are now shifting our focus towards weekly safety audits for the next month in efforts to gain baseline data before setting a final goal.
- Transportation complaints have been minimal. On February 13th (coldest instructional day to date) we received 0 phone calls asking for an ETA on bus arrival times.

St. Louis Pre-K Collaborative

Strategy A.6: We will evaluate the possibility of opening preschool classes.

RFP responses were due from LEAs and ECE operators by no later than February 4.

- LEA Responders
 - SLLIS
 - Lafayette Preparatory Academy
 - KIPP St. Louis
 - Eagle College Prep
 - Confluence Academies
- ECE Operator Responders
 - Southside Early Childhood Center
 - Apple Tree

The first collaborative meeting was held on February 11, 2020. Key takeaways included:

- None of the providers or LEAs involved could open more seats independently for varying reasons, from lack of building space to financial constraints. The goal of the meeting was to share what has worked in Kansas City and to explore the possibilities given the landscape in St. Louis.
- ECE Operators and LEAs held a Q&A with Kansas City partners to develop a sense of how the partnerships worked.
- The preschool seats provided through the collaborative would be income-tested and reserved for students who qualify for free or reduced lunch.
- The attached continuum demonstrates the possibilities for potential partnerships.

Next steps for SLLIS:

- SLLIS has follow-up meetings with potential partners later this month.

- The next collaborative meeting is the first week of March.
- If SLLIS continues in the partnership, the following will need to be accomplished (in addition to navigating partnerships and resources to launch):
 - Charter amendment
 - Add a grade level with DESE
 - Finalize MOU for partnership

Option 1 – One Pre-K Cooperative



Proposed Design Elements

- One building
- Central geographic location
- Administered by single, shared entity
- Governed by coordinating body

Opportunities

- Most centralized option to drive efficiencies/economies of scale
- Attractive to community partners attempting to reach young children and families (“one stop shop”)

Challenges

- Facilities acquisition and maintenance
- Central geographic location may not be accessible to families living in pre-K deserts, especially if no transportation is provided
- Number of students determined by facility capacity
- Some regulatory challenges

Option 2 – Network of Pre-K Cooperatives



Proposed Design Elements

- Several buildings
- Locations strategically placed across the city
- Administered by single, shared entity
- Governed by coordinating body

Opportunities

- Reduced facilities cost and oversight by utilizing available classrooms in schools and community partners across the city
- Various geographic locations more accessible to families living in pre-K deserts
- Ostensibly more attractive to parents if located in their neighborhood or close to siblings' charter school
- Ability to more closely attune to student needs related to family background/culture if school is located in neighborhood attuned to those backgrounds/cultures

Challenges

- Somewhat less attractive to community partners attempting to reach young children and families (not quite a "one stop shop")
- Potential for less cost savings/economies of scale than a single building housing a cooperative
- Administrators would likely have to travel possibly jeopardizing oversight and quality
- Less centralized operational and financial administration to oversee compliance
- Some regulatory challenges

Option 3 – Pre-K Cooperative “Certification”



Proposed Design Elements

- Each school houses its own pre-K program
- Some shared administration/operations/resources
- Must meet certain quality criteria to be a certified cooperative site

Opportunities

- Schools maintain independence/autonomy
- Certification promotes quality in pre-K settings
- Some opportunities for cost savings around program design and administration
- Few regulatory challenges

Challenges

- Schools take on most administrative and operational responsibilities
- Some schools do not have space for pre-K classrooms
- Reduced efficiencies
- Competition for philanthropic resources
- Competition for hiring top-notch teachers and administrators

Source: Kansas City Charter School Pre-K Cooperative Feasibility Study (2018)

ORGANIZATIONAL PLAN - OPTIONS



Option 1

- *LEAs employ teacher
- *LEAs operate classrooms in their buildings.
- *LEAs contract with ECE Operators for some services
- *STL Pre-K Cooperative provides evaluation, quality enhancement, technical assistance, philanthropic support, and policy/advocacy work.

Option 2

- *LEAs employ teacher
- *LEAs contract with ECE Operator to fully operate classrooms in LEA buildings
- *STL Pre-K Cooperative provides evaluation, quality enhancement, technical assistance, philanthropic support, and policy/advocacy work.

Option 3

- *ECE Operator employs teacher
- *LEAs contract with ECE Operator to fully operate classrooms in LEA buildings.
- *STL Pre-K Cooperative provides evaluation, quality enhancement, technical assistance, philanthropic support, and policy/advocacy work.

Option 4

- *ECE Operator employs teacher
- *LEAs contract with ECE Operator to fully operate classrooms offsite in ECE Center.
- *STL Pre-K Cooperative provides evaluation, quality enhancement, technical assistance, philanthropic support, and policy/advocacy work.