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# **AFB Legacy Charter Academe (LCA)**

A Unique Charter School Proposal:  
Founded on the J.S. Chick School Model of  
Educational Excellence,  
Human Character and Community Building

*“Rooted in the Past, Committed to the Future”*

## **Charter Application May 2016**

**EDUCATE □ INNOVATE □ EXCEL**

**MISSOURI CHARTER SCHOOL APPLICATION COVER SHEET**

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NAME OF PROPOSED CHARTER SCHOOL:  
AFB Legacy Charter Academe (LCA)

NAME OF NOT-FOR-PROFIT 501(C) (3) ORGANIZATION THAT WILL HOLD THE CHARTER:  
AFB Legacy Charter Academe (LCA)

PRIMARY CONTACT PERSON:  
Kevin Bullard

TITLE/RELATIONSHIP TO NOT-FOR-PROFIT ORGANIZATION:  
Co-Founder/School Leader

MAILING ADDRESS:  
AFB Legacy Charter Academe, PO Box 301031, Kansas City, MO

TELEPHONE (PRIMARY)                      EMAIL ADDRESS:[kbullardacecc@gmail.com](mailto:kbullardacecc@gmail.com)  
(816) 786-3730

EDUCATION SERVICE PROVIDER (IF APPLICABLE)  
N/A

PHYSICAL ADDRESS OF SCHOOL (IF KNOWN)  
To be determined

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED:  
Kansas City Public School District

INTENDED OPENING SCHOOL YEAR  
SY 2017-18

**ENROLLMENT PROJECTIONS**

	Grades	Projected Enrollment
School Year		
SY 2017-18	K-2	198
SY 2018-19	K-3	255
SY 2019-20	K-4	309
SY 2020-21	K-5	360
SY 2021-22	K-6	411
SY 2022-23	K-7	465
SY 2023-24	K-8	519
SY 2024-25	K-8	519
SY 2025-26	K-8	519
SY 2026-27	K-8	519

AT FULL ENROLLMENT, THIS SCHOOL INTENDS TO SERVE GRADE LEVELS: K TO 8 WITH A PROJECTED TOTAL ENROLLMENT 519.

The mission of the AFB Legacy Charter Academe (LCA) is to provide urban students with an education of excellence through a culturally responsive, critical thinking curriculum integrated across all content areas and grade levels empowering students to achieve academic excellence, self-reliance, and become responsive community and world leaders. LCA is applying to open K-8 school in Kansas City, MO. LCA will start out with grade K-2, and add an additional grade each year through the first five-year term. LCA believes starting small will enable the school to build a strong culture and climate. Our goal is to ultimately establish a K-8 articulation. Legacy Charter Academe plans to be one of the highest performing charter schools in the Kansas City area and the state of Missouri.

In May of 2012, former educators, parents, students and community supporters of the highly successful J.S. Chick Elementary School hoped to create an equally successful elementary school that would provide a culturally responsive, high-achieving school in an underrepresented area in Kansas City. The stakeholders wanted to model or replicate the academic and culturally best practices and beliefs of the extremely successful former school principal, Mrs. Audrey Bullard. Principal Bullard believed the following: (1) African American students should meet or exceed state grade level expectations on State wide assessments, (2) culturally responsive pedagogy, aligned to state academic performance standards, is vital to meet the academic and social needs of underrepresented and underserved urban students, more specifically African American students (3) parental and community involvement and support is crucial to the school's success and (4) positive student behavior and character development will enhance a student's academic success potential.

Legacy Charter Academe (LCA) is committed to creating a quality school of excellence that is: (a) academically rigorous (b) culturally centered (c) socially safe and (d) a responsive hub for community resources and support. In order to assure academic success for our students, LCA will utilize proven instructional strategies embedded with culturally responsive pedagogy and academic competency. Understanding the importance of establishing a school culture that is unique and reflects cultural pride, inclusive relationships and academic excellence, LCA has chosen to use the Legacy ASPIRE Charter Development approach. Legacy ASPIRE represents the acronym (Accountable Standards for Purpose, Integrity, Responsibility and Excellence). The approach to climate and discipline will immerse students in specific socialization strategies based upon a calm and safe space after referred to as "sacred space" concepts and premises. The Legacy ASPIRE program will be a unique feature at our school.

**APPLICATION CERTIFICATION:**

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation after award. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

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SIGNATURE

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TITLE/ROLE

April 25, 2016

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DATE

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NAME

PRINTED

**AFB Legacy Charter Academe (LCA) School Application**

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# **AFB Legacy Charter Academe (LCA) Application**

A Unique Charter School Proposal  
founded on the best practices of J.S. C hick School  
Educational Excellence,  
Human Character and Community Building.

*“Rooted in the Past, Committed to the Future”*

“Culturally relevant teachers utilize students’ culture as a vehicle for learning. Teachers who use culturally relevant pedagogy provide students with a curriculum that builds on their prior knowledge and cultural experiences”.

*Geneva Gay, PhD*

## **A. EDUCATION PLAN**

### **A1. Mission, Vision and Goals**

#### ***LCA Mission***

The mission of the AFB Legacy Charter Academe (LCA) is to provide urban students with an education of excellence through a culturally responsive, critical thinking curriculum integrated across all content areas and grade levels empowering students to achieve academic excellence, self-reliance, and become responsive community and world leaders.

#### ***LCA Vision***

To serve as an exemplary public school model ensuring educational equity for all children in the urban core of Kansas City, Missouri.

***Five years after achieving our schools mission***, Legacy Charter Academe (LCA) will be an exciting, high-achieving community school. We will be one of the top performing charter schools in Kansas City and throughout the state of Missouri. Students will be focused on achieving at the utmost levels with a sense of purpose and agency regarding culture and community service. The third through fifth grades will have successfully scored proficient and advanced on state assessments. LCA classrooms will be defined by their culturally relevant approach to teaching and learning. The 5<sup>th</sup> and 6<sup>th</sup> grade students will be presenters of culturally relevant issues throughout the city, have opportunities to connect with local and national experts, solve community problems and present their work at the local and national level. Teachers at LCA will be fully trained regarding culturally relevant best practices, project based learning, balanced literacy, problem based learning and differentiated instruction. The teachers will lead many of the professional development offerings at school and in the community. The teachers will feel supported by the school leadership team as they continue to grow professionally through their professional development plans. Parents will be actively engaged and feel valued by school leaders and staff. Students will feel a solid sense of ownership over their own learning and academic trajectories. The school will have established sustainable partnerships with area organizations that support and advocate for children.

***Ten years after achieving our mission***, Legacy Charter Academe will be one of the top five charter schools in the state of Missouri. We will have graduated our second group of 8<sup>th</sup> grade students. The students will be prepared for high school and well versed in culture, project based learning, problem based learning, fluent readers and writers and able to solve problems in their community. LCA teachers and instructors will see themselves as professional life-long learners understanding the necessity to work collectively across grade-levels. LCA teachers will continue for vertical and horizontal alignment in all content areas. LCA staff will value the importance and opportunities to instructionally plan and lead with their peers, ensuring instructional congruence in moving students to proficiency and advancing learning through the utilization of a backward curriculum design (Wiggins and McTighe, 2011<sup>1</sup>). Partnerships with local and national organizations and corporations will continue to flourish. LCA staff will be presenters at local and national conferences on best strategies to successfully work with urban learners.

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<sup>1</sup> Wiggins and McTighe 2011, *Understanding by Design Framework*

Legacy Charter Academy (LCA) students will be known and recognized for their outstanding character, respectful dispositions and youth leadership, actualizing the LCA vision, mission, values and philosophy in Kansas City's varied communities and throughout the state. LCA students will display extreme school pride, a positive deep self-identity and demonstrate personal efficacy regarding their educational destiny and intellectual goals. LCA students will be compassionate, ethical, empathetic and able to exercise integrity in choices and decision-making.

LCA will have an unprecedented reputation for approaching each student, family, and situation from a foundational belief that *all* children have value and represent the future. LCA will be seen as an academic investment incubator, where parents and students are seen as stakeholders. Administrators and staff sees themselves as shareholders, and the entire LCA learning community works diligently towards contributing to long-term goals in educational equity resulting in school satisfaction and academic success.

### ***LCA Performance Goals:***

**Academic Goal #1** At minimum, 75% of students who have completed three consecutive years at Legacy Charter Academe will make 1.5 full years of academic growth, in Communication Arts and Mathematics, per year as measured by the NWEA MAP.

**Academic Goal #2:** Students will demonstrate preparedness for college and career readiness by demonstrating understanding of the Missouri Learning Standards. At minimum 70% of students who have completed three consecutive years at Legacy Charter Academe will score proficient or advanced on the MAP in Mathematics and Communication Arts.

**Academic Goal #3:** By the fifth year of operation, Legacy Charter Academe will earn a MAP Index (MPI) equivalent to the DESE Academic achievement status Target of 375 in Mathematics and Communication Arts.

**Parent Engagement Goal:** Legacy Charter Academe will obtain an 85% overall parent satisfaction rating and the school will have an 85% response rate from school stakeholders.

**Attendance Goal:** At least 90% of the students will attend school 90% of the time.

These goals Legacy Charter Academe selected are SMART – specific, measurable, attainable, relevant, and time specific. LCA believes it is imperative for our students to be able to compete on a local and national level and also to become leaders in the community. Furthermore, we believe that the stakeholder satisfaction and attendance goals reflect aspects of the character development component of our school, we are developing other methods to measure character growth, including measuring time allocated to that subject and developing a survey to assess the students' knowledge and perception of character traits.

### **A.2 Curriculum and Instruction**

In section *I.A. Vision, Mission & Goals*, Legacy Charter Academy (LCA) outlined the importance of culturally relevant pedagogy, leadership, self-reliance, culture and critical thinking as paramount to our school's success. Following approval from the Missouri State Board of Education, LCA will develop a culturally rich core curriculum. Through the curriculum, LCA will build a progressive skill foundation in all core subjects and across all instructional grade level skill sets using culturally centered instruction. A particular emphasis in building character development (Legacy ASPIRE) that demonstrates personal

growth and responsibility; intellectual maturity/compassion and socially/ cultural ethics and behaviors will also be a part of the daily curriculum.

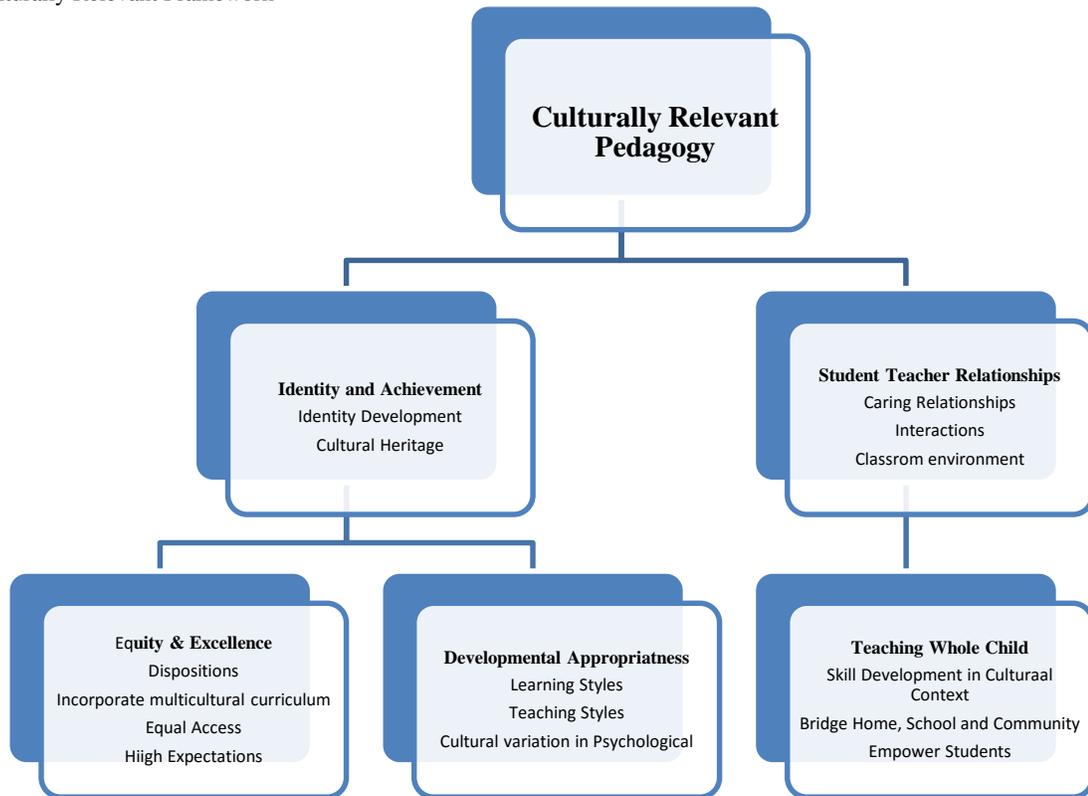
**Plan to Develop Curriculum (Instructional Practices and Approaches)**

Following approval by the Missouri State Board of Education, LCA will develop and design a core curriculum aligned to the Missouri Learning Standards, Course Level Expectation’s (CLE’s) and Grade Level Expectation’s (GLE’s), in compliance with 160.405.1(2) in all content areas. At Legacy Charter Academe, our instruction in core subjects and character development will rely heavily on a set of instructional approaches and best practices: Culturally Relevant Pedagogy, Project Based Learning, Inquiry Based Learning, Balanced Literacy and Differentiated Instruction. Several are based on an individual core subject area, while others span all subject areas. These practices and approaches work collectively to support our school’s mission, philosophical foundation and vision. Furthermore, they represent the theoretical means that our school leaders and staff need to support culturally relevant teaching and learning (see Appendix A 2-1 for sample student lesson plan).

**Culturally Relevant Teaching**

For curriculum development and planning, Legacy Charter Academe will rely on *Culturally Relevant Teaching*, an educational pedagogy grounded in teachers displaying cultural competencies following five areas as a foundation for its framework: Identity and Achievement, Student Teacher Relationships, Equity & Excellence, Developmental Appropriateness and Teaching the Whole Child (As shown on Figure 1).

Figure 1. Culturally Relevant Framework



*Project-Based Learning,*

Legacy Charter Academe describes project based learning as a teaching method that focuses students on learning goals, including the meeting the Missouri Learning Standards (MLS) and GLE's and critical thinking/problem solving collaboration and self-management. At LCA the student projects will be framed by a meaningful problem to solve or a question to answer, at the appropriate level. LCA students will be engaged in rigorous projects that are aligned to the state standards and solve a relevant community problem. LCA students will be empowered to make decisions and reflect on the learning and effectiveness of the project. Teachers will provide timely feedback to student on ways to improve or enhance the progress. Students will present their projects in school and to the community.

### ***Inquiry-Based Learning***

Legacy Charter Academe defines Inquiry Inquiry-Based learning as student-directed and can be linked to John Dewey's philosophy that education begins with the curiosity of the learner. "It is an approach to learning whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic, or issue....it espouses investigation, exploration, research, pursuit, and study." (Kuhlthau, Maniotes, Caspari, 2007). In focusing on our mission of building a student's capacity to be a critical thinking problem solver, we must teach them how to be an active learner. In my past experience as a teacher of culturally relevant curriculum, I noticed many African American student taking a passive role in their learning. When I insisted that my students took a more active role in their learning, they became more motivated and less intimidated. Their academic and social skills soared as measured by the state assessment.

### ***Problem Based Learning***

Legacy Charter Academe defines Problem-Based Learning (PBL) as an approach that challenges students to learn through engagement in a real problem. It is a format that simultaneously develops both problem solving strategies and disciplinary knowledge bases and skills by placing students in the active role of problem-solvers confronted with an ill-structured situation that simulates the kind of problems they are likely to face as future leaders. At LCA, students will begin solving simple problems in the community. By the time students reach 8<sup>th</sup> grade the problems will be much more challenging and culturally related to support the school's mission. Problem solving will enable students to perform well on state assessments.

### ***Balanced Literacy***

Legacy Charter Academe school leaders have had great success using a balanced literacy approach in their previous teaching and administrative experience. LCA describes Balanced Literacy as an approach to literacy that uses the best practices in both whole language and phonics: read aloud, guided reading, shared reading, interactive writing, shared writing, Reading Workshops, Writers Work Shop and Vocabulary Study. LCA believes that the balanced literacy approach allows the teacher to teach the "whole child", individually, at learning stations and in small groups.

### ***Differentiated Instruction***

Legacy Charter Academe school leaders have had great success using a differentiated instruction to reach students with a variety of learning styles, different abilities and different ways of expressing what they have learned. Furthermore, LCA believes that their target population will mainly come from an underserved population of students, therefore it is critical to meet them where they are by differentiating their instruction. LCA understands that differentiated instruction and assessment will be crucial to ensure that all students are learning.

Each one of these instructional approaches will serve as a foundation block in constructing our curriculum's learning objective and our mission that will be aligned to the standards.

### ***Research and Experience***

The following approaches and methods reflect the sentiments of varied educational researchers and cognitive psychologists throughout the nation. Wolfe (2001) states that, “The one of the most powerful strategies for increasing learning retention is to increase student’s understanding through relevant abilities to apply the concepts of what they are learning.” Most of above approaches are all based on students’ ability to think critically. In addition to the researchers’ viewpoints, LCA’s Chief Academic Officer, Dr. Jimmie Bullard (Collier) and Executive Director Cultural Compliance Operation (EDCCO), Mr. Kevin Bullard have over thirty combined years of experience developing and implementing a culturally relevant teaching, critical thinking and learning model in the Kansas City area. Dr. Bullard (Collier) worked as a culturally relevant teacher, principal and college instructor for over 19 years in the Kansas City area. Mr. Kevin Bullard has worked as an African centered coordinator and curriculum designer for over 14 years, in Chicago and Kansas City. Both have used a variety of approaches to guide a successful culturally relevant school and believe the aforementioned approaches are some of the most effective. The approaches that LCA utilizes are based on the following beliefs:

- Children of color have a greater capacity to learn when they see themselves in the curriculum utilizing a cultural centered approach
- Every child can be successful in school when actively engaged in learning
- Children’s potential to learn is limitless when they learn how to think critically and problem solve
- Children are self-reliant and have the potential to become responsive community and world leaders when given the opportunity to solve real world problems
- Every student possesses the ability to think critically, learn and understand information, and solve complex problems when given the opportunity
- Every child is unique and different and should be taught using a differentiated approach.

### ***Potential Curriculum Resources and Materials***

Potential supporting resources for reading and math curriculum, that are both research and evidence based, that will support our mission, are Making Meaning Reading and Saxon Math. Each program has supplemental materials to support below grade level, on grade level and above grade level performing students. Also each potential program has supplemental material that will allow teachers to differentiate instruction and build student capacity. Making Meaning for instance has ELL materials and resources to enhance language development and literacy skills. Scholastics will potentially be used as a resource to guide social studies units. LCA will work hard to build students’ capacity to learn about the past while building for the future through project based learning. Scholastics is aligned to the new MLS and incorporates literacy into every lesson. Scholastic also focuses on real world issues that will allow the students to think critically and solve real world issues that are occurring in their community. Possible science programs include *STEMscopes* and *Everyday Science*, both programs are lab and inquiry based, hands on and aligned to the MLS.

Potential character development programming will be *LEGACY ASPIRE*. This program was developed by LCA’s Executive Director of Culture Compliance & Operations (EDCCO), Mr. Kevin Bullard. The program teaches students how to become self-reliant, critical thinkers and leaders in their community. Emphasis is placed on teaching and reinforcing important social skills to address existing behavior concerns. *LEGACY ASPIRE* will ensure teachers can create lessons that support the school mission.

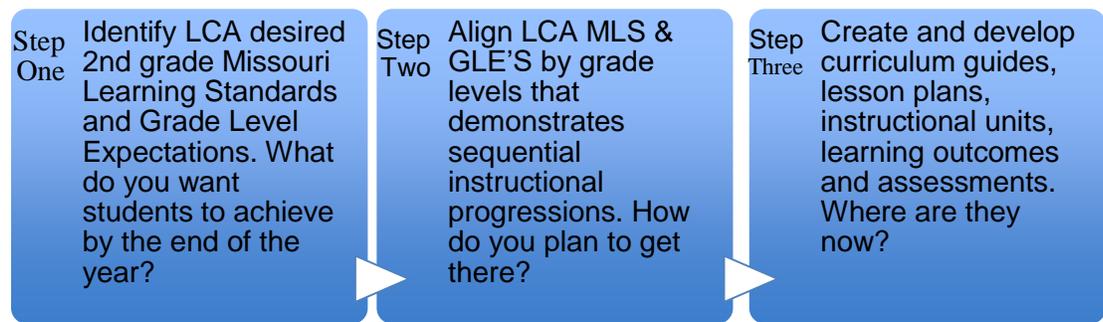
### ***Professional Development/Professional Learning Communities/Collaboration***

Legacy Charter Academe’s instructional model demands high quality professional development. In July of 2017, the summer prior to the commencement of the first school year, teachers will be provided a scope and sequence and trained in how to embed the approaches of the school to develop units and lessons. Legacy Charter Academe teachers will work collaboratively in grade level teams, utilizing the MLS and cultural centered anchors, to develop curriculum guides of goals for their students, and create assessments. The curriculum guides will include essential questions and proverbs to ensure students are

able to become critical thinkers and problem solvers. The curriculum will be interdisciplinary (ELA and SS or Math and Science,) as much as possible, to ensure teachers are maximizing each student’s learning potential. After the development of the curriculum guides, teacher teams will create their scope & sequence, unit and daily lesson plans. The curriculum guides and unit lesson plans will be submitted throughout the school year to administration for approval prior to creating individual lesson plans. This will allow teachers to adjust and improve units of study. Lesson plans will be submitted for review and feedback weekly or monthly depending on the subject area. Selected curricular resources and materials will be aligned to MLS and GLE’S by content area and are research and evidence based.

To ensure that LCA teachers are able to see the “big picture”, professional development and training will also be provided, that emphasizes the three-step backward design curriculum method, as developed by Grant Wiggins and Jay McTighe (see figure 2). The backward design model will identify what Legacy Charter Academe students should know as graduates and back those skills into a grade level progressive design (as shown in Figure 2).

Figure 2: LCA Three Step Backward Curriculum Design



Additionally, during July/August 17 Summer Training Institute, Legacy Charter Academe teachers will be trained to plan and prepare, create an effective classroom environment, to focus on instruction and professional responsibilities based on the following *Charlotte Danielson’s Framework for Teaching Model*:

- **Plan and prepare:** Demonstrate knowledge of content, students, setting instructional outcomes, knowledge of resources, design coherent resources, design student assessment
- **Create an effective classroom environment:** create an environment of respect and rapport, establish a culture for learning, manage classroom procedures and student behavior, organize physical space to guide instruction
- **Focus on Instruction:** Communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction, demonstrating flexibility and responsiveness
- **Professional responsibilities:** Reflecting on teaching, maintaining accurate records, communicating with families, participating in a professional community, developing professionally, and showing professionalism

### Assessing Staff Development Needs

During the first year of operations the majority of professional development and training will be carried out by the CAO and EDCCO. The leadership team will assess the needs of the newly hired staff based on their prior experience and level of expertise in culturally relevant pedagogy. During the first summer training session all incoming staff will be offered the same professional development in order to open the school. As the year progresses, the CAO will use teacher professional development evaluation forms,

assessment data, walkthrough and academic data to determine the professional needs of the teachers to optimize teaching and learning. The CAO will adjust, refine and differentiate professional development opportunities, when appropriate, to meet the needs of all teachers throughout the year. For example, a beginning teacher may need professional development with classroom management, whereas a more seasoned teacher may need data analysis support. Curriculum consultants and teachers may be asked to lead professional development in their area of expertise at some point in the year.

According to the National Institute for School Leaders (NISL), effective schools build school leadership and create school achievement by establishing clear expectations for success based upon establishing appropriate learning routines and developing viable relationships created by building a school culture of achievement and responsibility (NISL, 2012<sup>2</sup>). Following this NISL model, LCA will construct on-going professional teacher development through the following methods:

- **Summer Teacher Training Institute/Teacher Induction-** All staff will be required to attend a 3-week training institute in July/August of 2017. All LCA staff members will be acquainted with the mission, vision, philosophy and curriculum. The staff will engage in team building activities, develop curriculum, assessments, data analysis and plan for the year. Also the staff members will be inducted as a founding member at LCA.
- **On-going Professional Development/training-** Professional development/collaboration days are built into our school calendar. Every Wednesday our staff will be required to stay after school for one-hour professional learning, collaboration and/or staff informational meetings. There are also 3 professional development days and one teacher workday built in the school calendar to intensify the level of academic engagement and build teacher capacity.
- **Common planning time-** Teachers will have sufficient time to meet regularly with their grade level team Grade levels will have two common plan times a week to plan, desegregate data, collaborate and share ideas.
- **Professional Learning Communities-** The teachers will also engage in professional learning communities to promote extended learning, authentic knowledge, innovation in learning, collaboration and achievement.

Professional development at Legacy Charter Academe will ensure a commitment to high level quality teaching, a continued collaborative focus on academic excellence and instructional best practices classroom planning based on grade level objectives and school-wide performance goals. Staff members will be required to participate in professional development opportunities woven throughout the school year calendar (shown in Table 1).

Table 1: Summer Training Institute and Early Release Days

July 2017	Aug 2017	Sept 2017	Oct 2017	Nov 2017	Dec 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018
STI July 31- Aug 18	PLC PD 23 &30	PLC PD 6,13, 20,27	PLC PD 4,11, 18,25	PLC PD 1,8,15, 29	PLC PD 6 &13	PLC PD 10,17, 24,31	PLC PD 7,14, 21,28	PLC PD 7,14, 21	PLC PD 4,11, 18,25	PLC PD 2,9,16, 23

**Note:** The Leadership team will collaborate with stakeholders, utilize feedback, observation, walk through notes, and student performance data to plan and adjust professional development activities. LCA teachers will play a significant and active role in informing professional development offerings. By

allowing staff to have an authentic voice in professional opportunities, staff will take active ownership in their professional development.

### **Walkthroughs, Observations and Feedback**

School leadership will utilize an effective evaluation system, such as the *Charlotte Danielson Model*, to provide feedback and promote educator's growth. Teachers will be formally evaluated twice a year, utilizing the Danielson model or similar Missouri evaluation system, that is in compliance with the critical principles of the Missouri's educator evaluation system. Teachers will be required to upload lesson plans and other materials related to their planned evaluation. Teachers will receive feedback from their formal evaluation within 3-5 days of their evaluation. The CAO and other school leaders will perform informal, unannounced walkthroughs daily and provide immediate feedback, within 24 hours of the walkthrough. Immediate feedback will allow the administrator(s) to coach the teacher(s) and make adjustments quickly when necessary.

The CAO will have two formal and one informal, "one to one" meetings, with each teacher yearly. During the formal meetings, teacher and student performance data will be discussed, lesson and unit plans shared and a teacher professional development plan (PDP) initiated. The PDP will identify goals and outcomes for the following school year. A copy of the plan will be given to the CAO in May of each year and revisited the following May to determine if the goals were met and to establish new goals. The informal meeting will be held once a year to discuss any concerns and/or answer any questions the teacher may have.

### **A.3: Assessment**

At Legacy Charter Academe, student assessment is essential to help the school plan and implement instruction to meet students' needs and to ensure individual students, cohorts and LCA is meeting academic performance goals. In addition, LCA uses assessments to identify proficiencies and deficiencies in learning and allows teachers to address the deficiencies before they disrupt the mission of Legacy Charter Academe. LCA aims to implement multiple and varied assessments to drive instruction and improve academic outcomes. In order to ensure that the staff has a holistic picture of the "Whole Child" we will have several types of assessments. Three of the selected assessments are nationally norm referenced and diagnostic. In addition, LCA students will present projects, use rubrics to assess their own work, make presentations and maintain student portfolios.

### **Legacy Charter Academe Assessment Suite**

#### **NWEA (MAP) K-8<sup>th</sup>**

*Northwestern Evaluation Associations Measurement of Academic Progress (NWEA MAP)*- is an online National Norm-referenced assessment that will be taken a minimum of three times a year. The assessment is aligned to the curriculum and educational priorities of the school. Results will be available to teachers and administrators 24 hours after the assessment is completed. The assessment will enable the staff to identify K-8 student's strengths and weaknesses, in communication arts and mathematics. This assessment will help teachers inform instruction when preparing the third grade students to take the MAP.

#### **(MAP) 3<sup>rd</sup> through 8<sup>th</sup>**

LCA is fully aware and commits to comply with all assessment requirements applicable to all Missouri public schools consistent with state law and relevant policies of the State Board of Education. Beginning in the 2018-2019 school year all LCA, 3<sup>rd</sup> through 8<sup>th</sup> grade will participate in the annual Mandated State Assessments (Missouri Assessment Program). This assessment will allow teachers to gain a better understanding of how well students are learning and retaining Missouri Learning Standards. The state assessment will be administered according to state mandated protocols. These data will allow

administration and teachers to inform and guide decisions relevant to instruction.

### **Scholastic Reading Inventory (K-8<sup>th</sup>)**

The SRI is a diagnostic and progress monitoring tool that assesses necessary foundational skills student need to become fluent readers and comprehend what they are reading. The assessment quickly determines the basic reading skills in a low-pressure environment that is developmentally appropriate for K-2 students. The Reading Inventory will be administered the Friday before the last week of each quarter. Stakeholders will gain an understanding of class mastery of foundational reading skills.

### **Monthly Assessment Test (MAT) K-8<sup>th</sup>**

The MAT is a curriculum- based assessment where teachers will create pre and post assessments. The MAT will be implemented at every grade level each month based on the MLS and other culturally relevant activities. The MAT will measure growth and mastery of MLS objectives taught over the past month. The MAT will include 15-20 minute assessments for math, ELA, science and social studies, Legacy ASPIRE and will be administered in class. Teachers will work in teams to measure student progress. Test data and five samples of student's work will be due the first Monday of each month to the school CAO.

### **Quarterly Assessment Program (QAP) K- 8<sup>th</sup>**

The QAP will be a curriculum- based assessment administered at the end of every quarter. Projects, presentations and other data will inform grading. LCA teams will create quarterly assessments and rubrics that include writing prompts, projects or presentations in all core subjects. This assessment will drive key decisions, aimed at improving LCA's academic outcomes. In addition, it will measure how well teachers are facilitating goals and objectives relevant to the MLS. The QAP will be administered the Friday before the last week of each quarter (additional days will be added for presentations, when applicable). Stakeholders will gain an understanding of class mastery of objectives, as well as which objectives may need safety nets to ensure student achievement.

### **Student Portfolios**

Legacy Charter Academe believes that student portfolios are a critical assessment tool to differentiate student work. Portfolios will hold students accountable for the work they produce. Portfolios are a collection of a student's work that represents an assortment of his/her performance. It's a way to monitor their progress over time. LCA believes that once students see the portfolio process and a visual of their accomplishments, they will develop an awareness about the work they produce. Portfolios at LCA will be used to show student growth over time and identify specific skills. The portfolios will be shared with parents. Teachers will use a rating scale to score and grade portfolios based on, "Is the work completed correctly and completely". Teachers and students will select the work, students can select their best work and teachers can select several pieces that correlate to the MLS.

### **Rubrics**

Legacy Charter Academe believes in empowering students to assess their own work before, during and after completion, therefore LCA will use rubrics as a teacher and student assessment tool. At LCA, prior to projects and/or presentations, teachers will supply students with a rubric to inform and guide decisions related to specific assignments. The teacher will use the same rubric as a scoring tool to assess student learning after the lesson and/or activity. Using a set of criteria and standards (directly tied to the stated learning goals or objectives), educators can assess each student's performance on a wide variety of work, ranging from written essays to class projects. LCA believes that when a rubric is utilized and communicated prior to the student's work being completed, the grading process is very clear and transparent to all involved and holds students accountable.

### **Use of Data to Monitor and Improve**

Legacy Charter Academy (LCA) believes both ongoing and periodic assessments throughout the school year are imperative to monitoring and improving instruction. Frequent informal and formal assessments will allow teachers to collaborate and have data talks. The data talks will allow teachers to identify school and student trends, refine instruction, determine which instructional strategies will meet the needs of the students and give a picture of the LCA student. Legacy Charter Academy (LCA) teachers will be required to administer a common formative and summative grade level assessment at the completion of each month and each quarter, to assess the academic progress of students and to measure and report growth.

It is important to reiterate that LCA believes that assessment is a process involving many different points in time rather than "one time/high stakes" tests. Legacy intentionally added projects, presentations and portfolios to address the varying learning styles of diverse students. Additionally, student growth of time should be assessed in a variety of ways. Providing students, a variety of ways to showcase what they have learned is a valuable tool in measuring the pulse of whole child. Specifically, our variety of assessments will provide an opportunity to recognize and celebrate student success on many levels.

### Evaluating Progress

Legacy Charter Academe will evaluate progress of our students in three different ways for three different purposes. *First*, in order to give a broad picture of a student's performance in a subject area, we will give quarterly and year-end traditional letter grades (A, B, C, D & F) based on percentage grades of summative assessments given at the end of units and at the end of each quarter. We will use the following scale in determining these letter grades:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 0%-59%

*Second*, we will use scores and grades from the MAT and QAP, as mentioned above, on projects, presentations, homework and portfolios in order to get a more accurate picture of the "whole student's performance" broken down by specific content areas. We will use this information to guide curricular and instructional decisions in the classroom on an ongoing basis and also to inform professional development offerings.

*Third*, all students will participate in standardized testing (NWEA and State Assessments programs) as discussed earlier. These tests will be used to provide us a snapshot of how our students are performing over time as compared to other schools. This information will also enable us to measure student, class, and school growth by these benchmarks in a variety of ways enabling us to celebrate success.

At the end of each quarter, Legacy Charter Academe will provide report cards that will include the traditional letter grades by subject and a more detailed analysis of the student's strengths and areas of improvement. Students who are not making adequate progress will be placed on a Personal Student Plan (PSP). In addition, as part of the student's PSP, the following supports and interventions will be recommended to meet the needs of students:

- **After School Tutoring**- The program will be designed to demonstrate that all students can master academic standards if they are given time, support and instruction that focus on their academic needs. Students will stay after school for a 60-90-minute block to receive intense instruction with a trained adult
- **Peer -Tutoring**- LCA students will work in pairs to help one another learn material or practice an academic task to strengthen skills.

- **Family Literacy-** Night is when a school gives parents and their children a time, a place, and some helpful guidelines from an experienced teacher to write, read, and share their ideas. Its purpose is to write for individual enjoyment and build a stronger sense of writing as a benefit to the family and to the school community.
- **Saturday Academy-** LCA students will attend a Saturday school that is designed to help strengthen their Math and ELA skills. Through this enrichment program, students will recognize and develop skills that enable them to excel in mathematics, reading and test taking strategies.

### **Promotion & Retention**

Legacy Charter Academe’s staff is committed to meeting the needs of all students and ensuring that they make adequate progress to be promoted to the next grade level. Promotion and retention procedures are designed to ensure that students’ academic and social needs are being met. Our goal is to ensure that all students receive intentional, personalized instruction to meet their needs, before being recommended for promotion or retention.

### **Legacy Charter Academe’s Promotion & Retention Protocol:**

Legacy Charter Academe has developed a procedure to identify and support students at-risk of retention:

1. By the end of the first quarter, all students (2<sup>nd</sup> -8<sup>th</sup>) earning less than a passing grade in two or more core subjects (ELA, Math, Science, and /or SS) who have more than 5 unexcused absences by the end of 1<sup>st</sup> quarter and/or whose “readiness for learning” (K-1) is not age appropriate, will be placed on a Personalized Student Plan (PSP) by the classroom teacher. The Parent(s) will be contacted and invited to take active ownership in the development of the PSP. The teacher will work with the grade level team, parent(s) and CAO, where appropriate, to develop the PSP. The plan will include specific intentional strategies, timelines and action steps to support student achievement. The PSP will be closely monitored (weekly) by the school team.
2. By January 15 of the current school year, parents of students who are not making adequate progress, according the PSP, will be notified by a letter stating the reasons for the possible retention, and a second conference will be held.
3. During the second conference, the PSP will be reviewed and modified, as needed. The goal of the conference will be to continue to work with the child and family, while considering retention, if adequate progress is not being met. The PSP will be closely monitored (weekly) by the school team.
4. By March 15 of the current year, if the school team does not feel the student is making adequate progress, as defined by the PSP, families will be notified of the school’s recommendation for retention. If a parent or guardian requests to appeal the team’s recommendation for retention, a family may bring their appeal to the Chief Academic Officer who would ultimately make a final decision.

### **Special Education Students:**

Special Education students working in the regular education curriculum, with or without inclusion support, will be evaluated for retention through the IEP process. This decision must be finalized in an IEP team meeting.

### **Section 504 Students:**

Any student with a Section 504 plan will be evaluated for retention through a Section 504 committee meeting.

### **ELL Students:**

- ELL students should not have failing grades based solely on their inability to speak English.
- ELL students enrolled in any course, cannot be issued a grade of a D or an F unless the teacher can provide appropriate documentation.
- If an ELL teacher or content/grade teacher assigns a “D” or an “F” to an ELL student in any subject area, the teacher must submit documentation for the student to the CAO, prior to giving the failing grade. Documentation should include supports provided to the student, including evidence of modified and differentiated instruction, modified and differentiated assessments, and interventions. Included documentation must prove that language was not the reason for the failing mark.

### **Reporting, Validity & Reliability**

Legacy Charter Academe will quantify, collect and analyze data to ensure that the school is meeting its goals. The results from assessments previously mentioned will be distributed and shared with all stakeholders, including students and the community to keep them informed regarding the progress of the school on a regular basis. The information will also be posted on the Legacy Charter Academe’s website. Legacy Charter Academe will use a student assessment system, which will have the capacity to capture data and create a variety of reports.

Legacy Charter Academe will make every effort to ensure the validity and reliability of the assessments. The NWEA and SRI are well-developed and proven nationally as effective measures of student success. The teacher generated assessment will also be reliable because the teachers will work collaboratively in their grade levels to develop and score common assessments. Furthermore, as an added measure, teachers will be trained to understand the purpose and importance of using valid test data to drive instruction. Teachers and administrators will work closely to ensure the assessments we utilize are valid and reliable.

## **A.4 School Calendar and Daily Schedule**

### **School Calendar**

The Legacy Charter Academe calendar will include 176 instructional days or 1254 instructional hours, in addition to the six inclement weather make up days. The school will be in session 146 (7.5) hour days and 30 (5.5) early release days. Legacy Charter Academe exceeds the state requirements of 1044 hours of instruction. LCA will make every effort to align its holiday and break calendar with that of the local district to lessen parent concern and facilitate logistics. Legacy’s proposed annual calendar can be found in Appendix A.4-1.

The extended calendar will allow LCA to facilitate and accomplish our mission. Based on our target population the extended school day and year will be necessary to meet school goals and prepare students for state assessments. Additionally, the longer day and year will allow the students to complete project based learning activities and achieve Legacy ASPIRE goals and objectives.

### **Daily Schedule**

The regular school day at Legacy Charter Academe will begin at 8:00a.m. and end at 4:00p.m. The students will have a longer school day of 7.5 hours. Extended care will start at 4:00 and end at 6:00 p.m. Early release days will begin at 8:00a.m. and end at 2:00p.m. On early release days’ students will be in session 5.5 hours. On early release days, LCA will partner with the Local Investment Neighborhood Commission (LINC) to provide extended care from 2:00 and end at 6:00 p.m. There will be an early release day most Wednesdays (as shown on Table 1). Early release days will allow teachers and staff to

work together as a Professional Learning Community (PLC)). On the early release days, students will have a 30-minute lunch and no recess resulting in a 5.5-hour school day.

Table 1: Summer Training Institute and Early Release Days

July 2017	Aug 2017	Sept 2017	Oct 2017	Nov 2017	Dec 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018
<b>STI</b>	PLC	PLC	PLC	PLC	PLC	PLC	PLC	PLC	PLC	PLC
July	PD	PD	PD	PD	PD	PD	PD	PD	PD	PD
31- Aug 18	23 &30	6,13, 20,27	4,11, 18,25	1,8,15, 29	6 &13	10,17, 24,31	7,14, 21,28	7,14, 21	4,11, 18,25	2,9,16, 23

The following tables outline sample daily schedules, which includes 7 hours of instructional time and 45 minutes for lunch/recess (M.T, Th, & F) & 5.5 hours of instructional time on Wednesdays:

Table 2. Sample Daily Schedule for Lower Elementary (3rd -5<sup>th</sup>)

	Monday, Tuesday, Thursday & Friday	Time	Wednesday
7:00-	Local Investment Neighborhood Council (LINC) Before School Care	7:00 - 8:00	Local Investment Neighborhood Council (LINC) Before School Care
7:30-8:00	Breakfast (K-5)	7:30-8:00	Breakfast (K-5)
8:00-8:15	First Bell/ Harambee	8:00-8:15	First Bell/ Harambee
8:15-9:00	English Language Arts	8:15-9:00	English Language Arts
9:00-9:15	Brain recharge Activity	9:00-9:15	Brain recharge Activity
9:15-10:00	Mathematics	9:15-10:00	Mathematics
10:00-10:15	Morning Reflection/Activity	10:00-10:15	Morning Reflection/Activity
10:15-10:45	Social Studies	10:15-10:45	Social Studies
10:45-11:30	Science	10:45-11:30	Science
11:30-12:15	Lunch/Recess	11:30-12:00	Lunch
12:15-12:30	Afternoon Reflection	12:00-12:15	Afternoon Reflection
12:30-1:00	World Language	12:15-12:45	World Language
1:00-1:30	Readers Workshop	12:45-1:15	Readers/Writers Workshop
1:30-2:00	Writers Workshop	1:15-1:30	Enrichment
2:00-2:45	Readers Workshop	1:30-2:00	Legacy ASPIRE/D.E.A.R.
2:45-3:30	Art (M, Th) Music(T,F)	2:00	Dismissal
3:30-4:00	Legacy ASPIRE/DEAR	2:00-6:00	Extended care (LINC)

Table 2. Sample Daily Schedule for Upper Elementary (2<sup>nd</sup> -5<sup>th</sup>)

	Monday, Tuesday, Thursday & Friday	Time	Wednesday
7:00 - 7:30	Local Investment Neighborhood Council (LINC) Before School Care	7:00 - 8:00	Local Investment Neighborhood Council (LINC) Before School Care
7:30-8:00	Breakfast (K-5)	7:30-8:00	Breakfast (K-5)
8:00-8:15	First Bell/ Harambee (Monday Mornings)	8:00-8:15	First Bell/ Harambee
8:15-9:15	English Language Arts	8:15-9:15	English Language Arts

9:15-10:15	Mathematics Block	9:15-10:15	Mathematics
10:15-10:30	Brain Recharge Activity	10:15-10:30	Brain Recharge Activity
10:30-11:30	Social Studies Block	10:30-11:30	Social Studies Block.
11:30-12:30	Science Block	11:30-12:30	Science Block
12:30-1:15	Lunch/Recess	12:30-1:00	Lunch
1:15-2:00	World Language	1:00-1:30	World Language
2:00-2:45	Fitness/Nutrition/Health	1:30-2:00	Legacy ASPIRE/D.E.A.R.
2:45-3:30	Art(T,F) Music (M, Th)	2:00-	Dismissal
3:30-4:00	Legacy ASPIRE/ D.E.A.R	2:00-6:00	Extended care (LINC)

### **A.5 Target Population**

Legacy Charter Academe is determined to open a school in the East Kansas City area to provide a high performing school to the most socially underserved families, and economically undervalued neighborhoods and communities in the Kansas City area. LCA’s educational mission is based upon the operational principle that a student’s social and geographical location should not determine the fate of his/her educational trajectory. Furthermore, a student’s access to a quality education should not be limited due to his/her location. Unfortunately, historical disproportionality is embedded across the East-to-West Troost Street corridor of Kansas City, Missouri, where racial, social and economic stratification continues to exist. Current research continues to reveal startling gaps for families and students living East of the Troost Street geographical zip-code subdivide (as shown in figure 1).

According to a recent 2014-2015 Illinois Facilities Fund (IFF) research study, children of color are still mired by dysfunctional schools, suffer from limited access to quality teaching and learning opportunities and are marginalized by low-expectations and limited life success. Additionally, the IFF study revealed the demand (number of children living in a neighborhood) is currently greater than the supply (number of seats in high performing schools) for children living on the East side of Kansas City. In addition, the study identified the top zip codes in need of high performing schools. Ironically, the zip codes recognized in the IFF report are the same top three zip codes LCA identified in 2012.

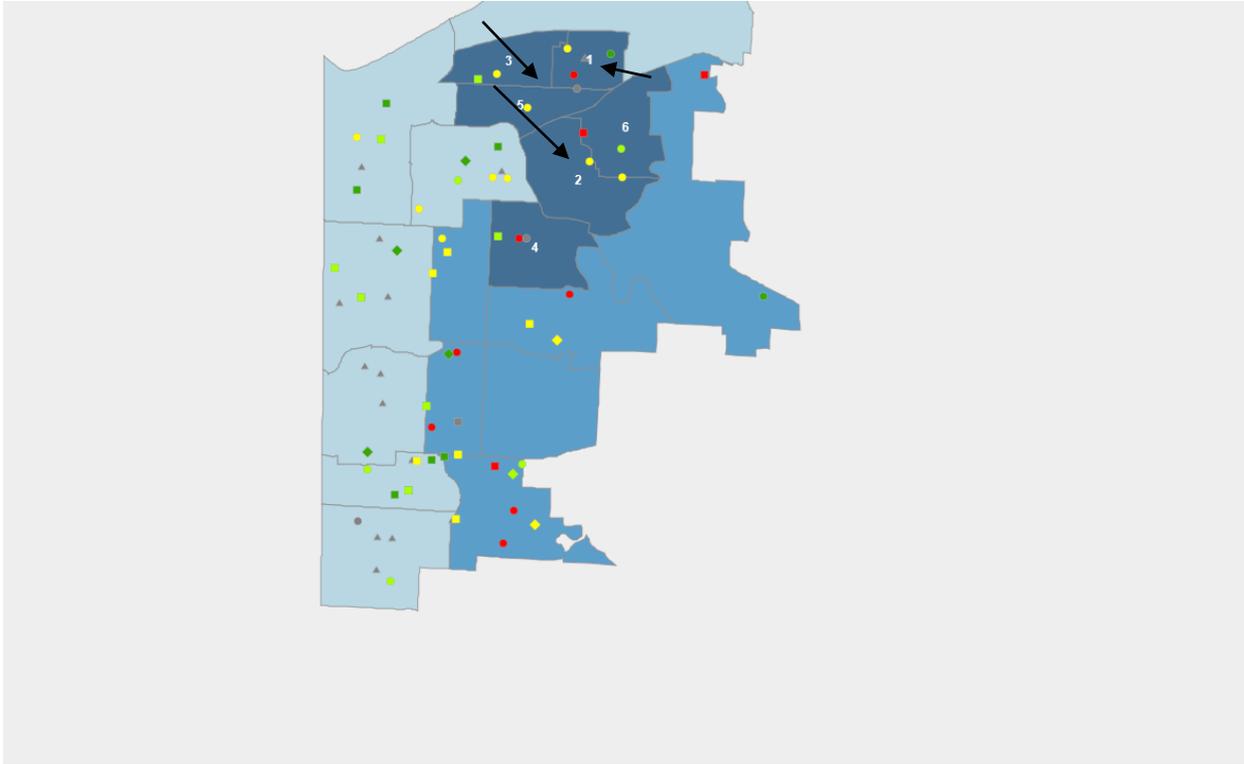


Figure 1: LCA Target zip codes

As a result of the IFF findings, Legacy Charter Academe enrollment and growth strategy was developed to intentionally target the following three communities and zip codes as having the greatest need for high performing schools: East Community (64127), Indian Mound (64123) and Pendleton heights (64124), which are ranked as the top three areas as needing high performing schools correspond with 1, 2, 3 (as shown on Table 1). IFF describes the service rank as the gap in high performing schools as compared to other areas in the same city. The service gap denotes how many students are in need for better access to performing schools and the service level is the percent of students that lack high performing schools in the community.

Table 1: Educational Service Gap Rank, Service Gap Number & Service Gap Level Source: IFF 2014-2015 Kansas City Quality Schools Study

<b>East Community (64127)</b>	<b>Indian Mound (64123)</b>	<b>Pendleton Heights (64124)</b>
Service Gap Rank: 1 (K-5)	Service Gap Rank: 2 (K-5)	Service Gap Rank: 3 (K-5)
Service Gap: 804	Service Gap: 763	Service Gap: 758
Service Level: 15%	Service Level: 37%	Service Level: 17%

For instance, the East Community, where LCA plans to open a school, has only one charter school and no district or private schools. The Indian Mound area has two district elementary schools, one accredited and one provisional. The Pendleton Heights community has one provisional district elementary school and one accredited K- 8 charter school. As a part of the analysis, LCA determined that there are over 2200 students in need of a high performing school that live within the targeted zip codes and believe that they could potentially attract many of those students. Furthermore, Legacy Charter Academe recognizes and understands that many of the students living in the above mentioned communities may be academically

deficient and affected by various educational challenges and socio-economic conditions that qualify them for free and reduced lunch status (as shown on Table 2).

Table 2: 2014-15 State Assessment Results and Free/Reduced Lunch Status Source: IFF 2014-2015 Kansas City Quality Schools Study

	Alta Vista (64127)	Gladstone (64123)	Garfield (64124)
Free/Reduced Lunch	95%	84%	59%
Math	No data	28%	12%
Reading	No data	33%	22%
Science	No data	26%	7%
Social Studies	No data	No data	No data

Legacy Charter Academe believes that a vigorous emphasis utilizing a cultural relevant curriculum, Legacy ASPIRE character development and strong parent and community activities, will attract many families to the school. Moreover, LCA is acutely aware of these glaring gaps that impact the educational lives of many urban students and families and is prepared to deal with them head on. LCA will encourage and embrace the cultural notion of an “extended family” stated through the cultural proverb, “I am because we are” by building a school based upon pride, deep identity and a school climate and culture of excellence. In addition, LCA believes founding a school that celebrates personal, cultural and historical legacies will produce sustainable community ties in socio-cultural engagement, extended relationships and the unique notion of an urban cultural school that was created to serve children rather than benefit adults.

***LCA Grade Spans to Accommodate Target Population***

LCA will begin the first year in SY 2017-18 recruiting students for three Kindergarten classrooms, three 1<sup>st</sup> Grade classrooms and three 2<sup>nd</sup> grade classrooms. Subsequently one grade level will be added each year to allow for gradual organic grade level expansion and growth per grade each school year. Pursuant to R.S.MO.160.410.2, LCA will enroll all students who submit a timely application and will have an admission process that assures all applicants an equal chance of gaining admission. In the event that our enrollment totals exceed grade level seat capacity, LCA will establish a lottery system and waiting list to accommodate future seat openings.

This model will allow LCA’s enrollment numbers to increase over the first five years as we grow and accommodate the middle school student numbers in years five to ten. LCA believe that with the past reputation and success of the former J.S. Chick approach, we will be able to effectively build a generation of LCA students.

Table 3: LCA Projected Enrollment by Grade, Years 1-5

<b>LEGACY CHARTER ACADEME ENROLLMENT</b>						
<b>YEAR</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>K</b>	66	66	66	66	66	
<b>1</b>	66	63	63	63	63	
<b>2</b>	66	63	60	60	60	
<b>3</b>		63	60	57	60	
<b>4</b>			60	57	54	
<b>5</b>				57	54	
<b>6</b>					54	
<b>7</b>						
<b>8</b>						
<b>TOTAL</b>	<b>198</b>	<b>255</b>	<b>309</b>	<b>360</b>	<b>411</b>	

**Note:** The enrollment model may change depending on the capacity of the facility Legacy Charter Academy (LCA) is able to acquire. At this time a building has not been identified, but the LCA budget was constructed with attrition in mind. Note: Any seats that become available during the school year will be backfilled according to school’s waiting list.

### **A.6 Special Student Population**

*Procedures for Students with Disabilities:* LCA is committed to providing an academically rigorous and supportive free and appropriate public education (FAPE). At LCA, children with disabilities will receive a free and appropriate public education in the least restrict environment (LRE) possible. To the maximum extent possible, students with disabilities will be educated with students who do not have disabilities. All regulations and requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and Civil Rights as outlined and enforced by the U.S. Department of Education Office of Civil Rights (OCR) will be clearly adhered to. Additional compliance will be maintained within the regulations and policies of the State of Missouri through cooperative efforts with the Missouri Department of Elementary and Secondary Education (DESE). LCA will operate as a Local Education Agency (LEA). Detailed information is available in LCA’s 504 Procedures Manual and Special Education Procedures Manual.

*English Language Learners:* LCA will ensure that students who are English Language Learners (ELL) are identified, have meaningful access to school programs, attain English proficiency, develop high levels of academic achievement in English, and meet the same academic goals that all students are expected to meet. An English Language Learner (ELL) is a student whose native language is a language other than English and/or comes from an environment where a language other than English is dominant. An English Language Learner is a student whose English language proficiency in listening, speaking, reading, and writing causes difficulties that hinder the opportunity to learn successfully in the courses where English language is the dominant mode of communication.

LCA will implement procedures that comply with federal and state laws that define standards for serving English Language Learners. According to their language proficiency needs, students will receive direct English Second Language (ESL) instruction, language support services, and will be monitored for

academic difficulties. If needed, the school will seek contracted ELL agencies to meet students' needs. LCA will comply with all federal and state mandates regarding ELL education, assessment and reclassifications

**The following procedures will be established to support ELL:**

1. Upon enrollment identify and assess all students whose primary language is not English, by administering a Home Language Survey (HLS).
2. LCA will administer the World-Class Instructional Design and Assessment (WIDA)-ACCESS Placement Test (W-APT) screening within 30 days from the beginning of the school year, or 15 days if enrolled mid-year. The test will determine the level of services and assess the length of time students are to be involved in the program.
3. ELL will be immersed into the regular classroom when appropriate. ELL students that score at a level of 5 or below according to the WIDA ACCESS placement test will be eligible for language assistance services.
4. ELL students will receive individualized instruction by English to Speaker of Others Languages (ESOL) certified teachers through pull out and in class support, depending on the students' needs. The goal is to ensure ELL students are proficient in listening, speaking, reading and writing.
5. LCA will ensure that students identified as ELL in grade K-3 will receive a minimum of 225 per week and 4<sup>th</sup> -8<sup>th</sup>, a minimum of 250 minutes per week with an ESOL instructor. Regular class teachers will receive professional development in how to implement the Sheltered Instruction Observation Protocol (SIOP) and to modify materials in all content areas.
6. ELL students may receive exemption from state assessments administered during the first year following the initial entry into the United States.
7. ELL student will not be classified as Limited English Proficient (ELP) after demonstrating the necessary proficiency on state assessment on reading comprehension. LCA will continue to monitor the progress of ELL students after exiting the ESL program to determine if additional alternative language instruction is needed and to provide content area remediation when necessary.

**Homeless Students:** Legacy Charter Academe will provide quality education to homeless students. In compliance with the McKinney Vento Act, LCA will have a board-approved guidance counselor who will serve as the school's homeless liaison. LCA recognizes that the homeless liaison plays a vital role in ensuring children and youth experiencing homelessness are enrolled and succeeding in school. The homeless liaison serves as a link between homeless families and school staff, shelter workers, and social-service providers, per the McKinney-Vento.

**Migrant Workers:** In compliance with the U.S. Education Department's Title I, Part C, LCA offers a high quality education for the children of migrant workers and helps ensure that migratory students are provided with appropriate education services (including supportive services) that address their special needs. LCA is also committed to ensuring that these children receive full and appropriate opportunities to meet the same challenging Missouri academic content and student academic achievement standards that all Missouri children are expected to meet. To adequately address the needs of this student population, LCA will utilize all available resources.

**Staffing for students with special needs:** The Special Education Coordinator will be a member of LCA's faculty and certified in the State of Missouri in Special Education and English Language Learners. The

coordinator will direct programs for Special Education, Students with Disabilities (504), Gifted Education and ELL. Specifically, the Coordinator will be charged with Initial Special Education Evaluations, Reevaluations for Special Education, Development of IEPs including Transition Plans, Development of Care Teams for 504 referrals, 504 Plans, Child Find requirements (34 CFR §300.125), ELL and Special Education instruction oversight, compliance for all State and School Mandated Assessments, and reporting to State and Federal Authorities for Child Count and Reimbursement needs. The Special Education Coordinator in accordance with the CAO is charged with maintaining and negotiating contracts for Related Services needed for Special student populations which include but are not limited to: Speech/Language Therapy, Occupational Therapy, Physical Therapy, Assistive Technology, ELL services, Orientation and Mobility Training, Sign Language Interpreting, and Special Transportation.

Legacy Charter Academe holds special needs students to the same defined expectations as other students; however, LCA distinguishes the special rights afforded to IEP students as it relates to punitive concerns. LCA will act in accordance with the procedures set forth in federal IDEA regulations and federal regulations 34 CFR §300.10 et seq. Disciplinary issues involving special education students will be addressed within the context of their respective IEPs to determine whether the infraction is related to the student's disabilities or was a direct result of LCA's failure to appropriately implement the student's IEP. If the hearing determines the student's conduct was not a result of the disability, the school may request a change of placement for the student as defined by 34 CFR § 300.50. If the hearing determines the conduct was the result of LCA's failure to implement the IEP, the IEP team will conduct a Functional Behavior Assessment (FBA) and implement a Behavioral Intervention Plan (BIP) in accordance with 34 CFR § 300.60.

In the event that a special education student is suspended longer than five days, school administration will need to identify a plan for services on the sixth day to support academic progress as defined by the student's IEP and required by 34 CFR § 300.20. In accordance with the Safe Schools Act, LCA personnel may remove a student to a temporary alternative educational setting (determined by the IEP team) for up to forty-five school days for weapon, drugs, serious bodily-injury, or violent/dangerous behavior, in accordance with 34 CFR §300.80.

**Data Collection:** The Special Education Coordinator will retain student data and prepare reports as mandated by The Missouri Department of Elementary and Secondary Education (DESE). The Alternative Education Coordinator will assure confidential records management. Family Educational Rights and Privacy Act (FERPA) and regulations relating to the confidentiality of student records (34 CFR §300.560-577 and 34 CFR Part 99) will be followed and oversight provided by the Coordinator.

LCA will submit an annual report to the State Education Department detailing the number of students with disabilities it serves, the nature of each student's disability, and each student's educational placement and setting. The school will also comply with all Missouri State requirements for reporting.

**Instruction:** The Special Education Coordinator will ensure that the distinctive needs and learning styles of all students are met. To the greatest degree possible, LCA will educate all students within the regular education classroom, unless the nature of the disability requires a student's removal. When it is critical to a student's academic progress, the school may utilize pull-out services to aid the student's academic success. Special Education teachers will coordinate the direct instruction and inclusion of Special Education students. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the Special Education Coordinator on how to effectively meet those duties, and will implement any modifications or accommodations in their classes in accordance with the student's IEP, 504 Plan, or ELL Plan.

**Budget:** LCA will budget expenses for special education services and ELL services to provide services that will be appropriate for our projected needs. We will continue to research the Special Education program expenditures at comparable schools to develop budgets with increased or decreased Special Education expenditures annually or sooner if need rises.

**Measurement of Progress:** Students in special populations, including ELL students, will be monitored through LCA summative and formative assessments, at least quarterly. While some variables in grades can be attributed to individual learning styles and abilities, LCA determines that no more than a -1.5 standard deviation from the mean classroom grade is acceptable for students in our special population groups.

**A.7 School Specific Goals and Objectives**

**Overall School Performance Goal:**

Legacy Charter Academe is dedicated to meeting the academic needs of its students, therefore has aligned its mission and educational program to meet the SMART (specific, measurable, ambitious/attainable, relevant time-bound) goals it has identified. LCA’s learning goals will establish the highest standards of academic excellence for public charter schools. This application contains a series of academic and school goals that will serve as the heart of the charter agreement between Legacy Charter Academe and its sponsor. Additionally, LCA predicts, with its distinctive approach and curriculum, that within the first five years of operation it will be considered one of the highest performing charter schools in the Kansas City area.

The following academic performance goals are construed to ensure LCA school leaders are holding themselves to a standard that is “at or above” the performance goals of any school in the state of Missouri. Furthermore, we believe that our goals will enable LCA students to become excellent citizens who become responsible community builders. Legacy Charter Academe based its performance goals on the newly adopted Missouri Learning Standards. LCA believes the goals will prepare its first group of 3<sup>rd</sup> graders to be prepared for the state assessment in 2018-19.

**LCA Academic Performance Goals**

<b>Mission statement</b>	The mission of the AFB Legacy Charter Academe (LCA) is to provide urban students with an education of excellence through a culturally responsive, critical thinking curriculum integrated across all content areas and grade levels empowering students to achieve academic excellence, self-reliance, and become responsive community and world leaders.
<b>Academic Goal #1</b>	At minimum, 75% of students who have completed three consecutive years at Legacy Charter Academe will make 1.5 full year of academic growth, in Communication Arts and Mathematics, per year as measured by the NWEA MAP.
<b>Assessment tools and measures</b>	Three times per year (August, January, & May) K-2 & two times a year (August & January) 3 <sup>rd</sup> -8 <sup>th</sup> grade students will take the Northwest Evaluation Associations

	Measurement of Academic Progress (NWEA MAP) in Mathematics and Communication Arts.
<b>Rationale for goal</b>	Validating student growth, using a nationally norm-referenced assessment, is vital to the Legacy Charter Academe’s mission of pursuing academic excellence. The NWEA MAP will allow the school to measure individual student growth at three important periods. The goal of 1.1 years’ worth of academic growth per year, for students enrolled 3 consecutive years is necessary to prepare our students to take the state assessment.
<b>Benchmarks</b>	2017-2018 <b>Year 1</b> 50% “At or Above grade level 2018-2019 <b>Year 2</b> 60% “At or Above grade level” 2019-2020 <b>Year 3</b> 70% “At or Above grade level” 2020-2021 <b>Year 4</b> 80% “At or Above grade level” 2021-2022 <b>Year 5</b> 85%“At or Above grade level”

<b>Academic Goal #2</b>	Students will demonstrate preparedness for college and career readiness by demonstrating understanding of the Missouri Learning Standards. At minimum 70% of students who have completed three consecutive years at Legacy Charter Academe will score proficient or advanced on the MAP Mathematics and Communication Arts Assessment.
<b>Assessment tools and measures</b>	Missouri Assessment Program (MAP)
<b>Rationale for goal</b>	Legacy Charter Academe’s mission is to pursue academic excellence, therefore we have set ambitious but realistic performance targets for Missouri Assessment Program in Mathematics and Communication Arts.
<b>Benchmarks</b>	<b>Year 3</b> At minimum 60% <b>Year 4</b> At minimum 65% <b>Year 5</b> At minimum 70%
<b>Academic Goal #3</b>	By the fifth year of operation, Legacy Charter Academe will earn a MPI equivalent to the DESE Academic achievement status Target of 375 in Mathematics and Communication Arts.
<b>Assessment tools and measures</b>	Missouri Assessment Program (MAP)
<b>Rationale for goal</b>	Validating student growth in key academic areas is vital to Legacy Charter Academe’s mission of pursuing academic excellence. Furthermore, Missouri DESE’s benchmarks to be “On Track” within the first 5-year charter term and within the first three years of testing according to MSIP 5 is expected
<b>Benchmarks</b>	<b>Year 3</b> ELA -350 Math -350 ( <b>Approaching</b> ) <b>Year 4</b> ELA -366 Math -363 ( <b>On Track</b> ) <b>Year 5</b> ELA -375 Math -375 ( <b>On track</b> )

<b>Parent Engagement Goal:</b>	Legacy Charter Academe will obtain an 85% overall satisfaction rating and the school will have an 85% response rate from school stakeholders.
<b>Assessment tools and measures</b>	LCA will create and administer a parent satisfaction survey to every parent and teacher at the school in January and May. This survey will be accessible in a multiplicity of ways in order to maximize participation.
<b>Rationale for goal</b>	Stakeholder satisfaction is essential to the success of LCA. Research suggested that parent and teacher satisfaction is important increase student likelihood of success. The LCA survey will speak to concerns of parents and teachers, more specifically addressing the areas of academic achievement, school climate, school culture.
<b>Attendance Goal:</b>	Students will demonstrate strong character and preparedness for leadership and college by consistently attending school. At least 90% of the students will attend school 90% of the time.
<b>Assessment tools and measures</b>	LCA will monitor and track daily attendance and will report attendance to the Missouri Department of Elementary and Secondary Education using the Average Daily Attendance (ADA) Calculation.
<b>Rationale for goal</b>	Legacy charter Academe’s attendance goal is aligned to the 90/90 goal of <i>MSIP 5: Comprehensive Guide to the Missouri School’s Improvement Program (2015)</i> . Furthermore, LCA understands that students must be in school to obtain academic excellence.

**A.8 School Climate and Discipline**

Legacy Charter Academe strives to create a quality school that promotes a safe and orderly learning environment for all students, staff and administrators. In order to achieve the above mentioned academic performance goals, LCA must invest in character development and behavior management best practices that present legally sound policies for student discipline, suspension, dismissal and expulsion. practices. LCA believes that creating a safe environment depends on mutual respect, culturally relevant best practices, student and staff buy-in, clear rules and high expectations. According to educational research on schools that utilized cultural pride, appropriate social behavior and mutually inclusive relationships that centered the child in their cultural history and heritage, have shown that behavioral issues and school discipline problems significantly decreased and a positive school culture and climate increased. (Murrell, 2002; Hale-Benson, 2000; Hilliard, 1999; et al).

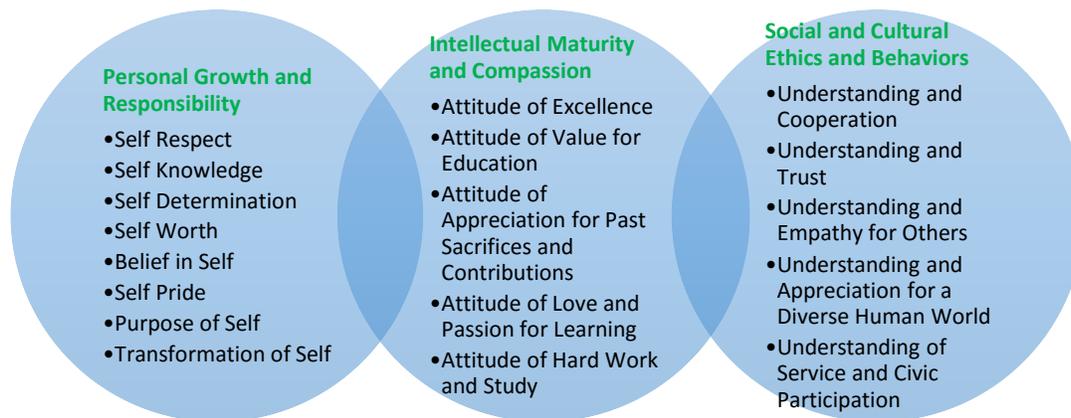
**Legacy ASPIRE**

Legacy Charter Academe (LCA) is committed to creating a quality school of excellence that is: (a) academically rigorous (b) culturally centered (c) socially safe and (d) a responsive hub for community resources and support. LCA realizes that the geography of the stakeholders we seek to serve has suffered tremendously from shuttered schools and a general belief that urban schools are broken, becoming institutionalized failure factories that marginalize urban students’ educational trajectory. LCA seeks to reverse this perception by inspiring students to see their human capacity and *aspire* students to realize that they can become leaders in their communities.

Understanding the importance of establishing a school culture that is unique and reflects cultural pride, inclusive relationships and academic excellence, LCA has chosen to use the Legacy ASPIRE Character Development approach (as described in figure 1).

The Legacy ASPIRE approach, was developed by the Executive Director of Culture Compliance and Operations, Kevin Bullard in the 1990’s, as a tool to guide and direct students in the inner city of Chicago in making positive choices, ethical decision and virtuous behavior. Legacy ASPIRE represents the acronym (**A**ccountable **S**tandards for **P**urpose, **I**ntegrity, **R**esponsibility and **E**xcellence). The approach to climate and discipline will immerse students in specific socialization strategies based upon “sacred space” concepts and premises. The Legacy ASPIRE program will be a unique feature at our school. The focus for Legacy ASPIRE will be building mutually inclusive relationships with students to develop and build their human capacity through understanding, empathy, respect, dignity and worth. The program will commence in kindergarten to teach and reinforce personal growth and responsibility. The Legacy ASPIRE values and character education curriculum will focus on the following core pillars:

Figure 1:  
The programmatic core pillars for Legacy ASPIRE are:



Additionally, Legacy ASPIRE will build student’s self-worth and human confidence supporting decision-making, character development and social values that nurture positive attitudes, dispositions and standards of pride, self-identity construction and cultural conscious-building that will be exhibited through collective unity and action. Legacy ASPIRE, will have a positive impact within teaching and learning activities through building student’s self-esteem and personal investment at school, resulting in stabilized student attendance outcomes and significant decreases for behavioral / discipline referrals and out of school suspension. (Note: Students with IEP’s, 504’s & ELL students will be also taught using the Legacy Aspire approach, modification will be made in accordance with their specific behavioral goals, when appropriate.

Legacy ASPIRE training will be provided to all Legacy Charter Academe employees. This will be a priority for school leaders, during summer training institute and throughout the year. School leaders will work with teachers to plan, guide and reinforce positive discipline in a way that ensures fair consistent practices school wide, and in doing so, facilitates internalization of our school values, expectations and behavioral norms

As stated earlier, special needs, 504’s and ELL students will follow the same school wide discipline and incentive approach as all students, with added support/interventions when appropriate. For example, daily behavior charts, additional check ins, short-term incentives and other methods for students with more

challenging behaviors will be implemented. Every effort will be made to implement this program with fidelity to ensure all students have access to a positive school culture and experience.

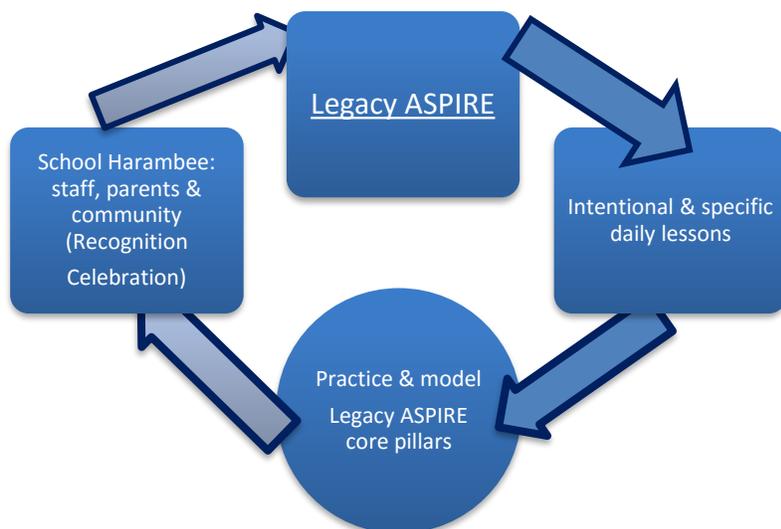
### Discipline, Suspension and Dismissal

Legacy Charter Academe believes all students and staff have a right to teach and learn in a safe, respectful and nurturing environment. As part of our commitment to create a safe environment, LCA’s Board of Directors will adopt a formal discipline policy that complies with all laws and regulations relating to student discipline under statute 160.261 and notification of criminal conduct under statute 168.071. Please see the full draft proposal in Appendix F. LCA believes the Legacy ASPIRE program is a positive culturally relevant approach that should promote appropriate behavior and decrease negative behavior. Moreover, LCA believes Legacy ASPIRE’s strong emphasis on character development will lessen the need for out of school suspension. If it becomes necessary for a student to receive disciplinary actions, due to inappropriate behavior, it will be enforced fairly, expeditiously and with dignity. The consequences for inappropriate behaviors will be proportionate to a student’s offense and will be clearly outlined.

### Reinforcement/recognition system

Legacy ASPIRE will emphasize the academic and social success of all students through a reinforcement/recognition system to recognize student academic and social achievement, encourage family involvement and promote community support. Teachers will document weekly adherence to the Legacy ASPIRE pillars. Students that have followed the pillars of Legacy ASPIRE will be recognized weekly at a school-wide Harambee (celebration meeting) to celebrate appropriate student academic and social behavior. Recognition charts, photos, medals and/or Honor cloths will be given to students after earning Legacy ASPIRE recognition. Parents, the board of directors and the community will be invited to the weekly celebration. (see Figure 2).

Figure. 2



### Parent Engagement

The goal of Legacy Charter Academy (LCA) is to build a school that is a pillar in the community and highly supported. This can only be accomplished by creating opportunities to integrate families and the community as stakeholders in the fabric at Legacy Charter Academe. At Legacy Charter Academe, parent satisfaction with the school culture and climate will be assessed, twice a year, via Parent survey as described in *A.I Mission, Vision & Goals*. Legacy will continuously look for ways to engage parents to fulfill the goal of creating meaningful parent, community and staff involvement. The following are several ways we will engage parents and the community:

### **School Advisory Committee(SAC)**

The School Advisory Council (SAC) is a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. Additionally, SAC receives funds "to be used at the discretion of the School Advisory Committee. A portion of the money should be used for implementing the school improvement plan." "The improvement plan shall include performance indicators which are measurable." "Funding for use by the School Advisory Councils should be allocated directly to the School Advisory Councils, should be clearly earmarked for their use and is not subject to override by the Principal or interim approvals by school district staff. These moneys may be expended only on programs or projects selected by the School Advisory Council. These moneys may not be used for capital improvements."

### **Parent University**

Parent University is a community collaborative to help parents become full partners in their children's education. Legacy Charter Academe will partner with community agencies and organizations to offer free courses, family events and activities that will equip families with new or additional skills, knowledge, resources and confidence. LCA will work with parents to solve problems and promote student academic and social development through the following strands:

**Strand I is Parenting Awareness.** LCA will offer workshops that will provide information that can empower parents to raise confident, educated children ready for the 21st century. Strengthening parents means strengthening our schools

**Strand II is Helping Your Child Learn in the 21st Century.** These workshops will provide parents information about how to support children's academic opportunities and challenges today.

**Strand III is Health and Wellness,** and these offerings will provide information and activities to help families build healthy lifestyles physically as well as emotionally.

**Strand IV is Personal Growth and Development,** These offerings will help parents to grow personally and professionally, so they can become the most effective advocates for their children.

### **Parent/Community Ambassadors:**

Parent/Community ambassadors will be supporters and advocates for the school. They will share the great things that LCA is doing academically, socially and programmatically. The Ambassador will serve as a bridge to build community capacity and develop partnerships for the school.

### **Harambee**

Parents and community members will be invited on Monday Mornings to celebrate and showcase the successes of the school through song, drumming, poetry and student recognition. Students that have followed the pillars of Legacy Aspire will be recognized. After being recognized seven times, the student will earn a Legacy ASPIRE card to be signed by parent, teacher, community member and administrator.

Once the card is signed parents will be invited to a special monthly celebration, the student's picture (with family) will be taken and displayed near the front office.

### **Cultural Programming**

Parents and the community will be invited throughout the year to various plays, productions, science fairs, spelling bees, Kwanzaa and other cultural activities that highlight students' academic and social excellence.

*All LCA employees* will receive a Student Code of Conduct (SCC) booklet to guide and support positive student behavior and the steps that may be taken to improve student behavior. As the school year begins and as students enroll, LCA administration or designee will distribute a copy of the SCC to students and parents/families and discuss the policy with them. LCA will work with parents to solve problems and promote student academic and social development to maintain a safe learning environment and positive climate. **Note:** The Student Full Code of Conduct Policy is in the process of being developed.

## **B. ORGANIZATION PLAN**

### **B.1 Governing Body**

Legacy Charter Academy has established a non for profit status for the state of Missouri and is in the process of applying for not-for-profit status with the Internal Revenue Service (Appendices B 1- 1). Once this application is approved by the Missouri State Board of Education, Legacy Charter Academe will act as a Local Education Agency (LEA). LCA's Articles of Incorporation and by Laws can be found in Appendices B 1-2.

The Board of Directors of Legacy Charter Academe (LCA) will operate in alignment with our mission and vision (*as described in A.1 Mission, Vision and Goals*). In addition, the Board will fulfill all responsibilities and obligations outlined below. Legacy will comply completely with the Missouri's Sunshine Laws (610.010-610.035; conflict of interest, decision-making public servant (105.450); financial disclosure (105.485, 105.485, 105.487, 105.489); charter schools defined (160.400); charter application, operation and oversight (160.405); admission and public information (160.410); employment, contracts and certification (160.420); Mo. Public entity risk management fund (537.700-537.756); nonprofit corporation (355, RSMo) and election of officers( 355.326).

Legacy Charter Academe will be exempt from all laws and rules related to schools, governing boards, and school districts except for those provided in RSMo. 160.400 to 160. 425. As a condition of service, all LCA board of director's members will complete a criminal background and a family care safety check, as required by RSMo. 160.400.14. The founding board members have already begun the process. All Board meetings and board attendance rosters will be maintained and available to the public. On May 9, 2016, Legacy Charter Academe submitted a copy of the Legacy Charter Academe application to the Kansas City Public School District.

### **LCA Board Responsibilities**

Legacy Charter Academe Board of Directors will have governing and policy making authority for the school. The Board will be accountable to our sponsor and uphold the mission, vision and goals of the school. The LCA Board of Directors is to govern LCA schools in alignment with the legal performance contract agreed upon with our sponsor. The Board's role is one of governance and oversight of school management, specifically oversight of the Executive Director of Culture Compliance and Operations and Chief Administrative Officer (CAO). The primary responsibilities of the Board are listed below:

- **Oversight of LCA School:** The Board will ensure that the school adheres to its charter, as well as local and federal laws, including compliance with its charter, performance contract and other governing documents.
- **Evaluating and holding school leadership accountable:** The Board will hire and hold accountable the Chief Academic Officer (for the academic and fiscal performance of the school) and Executive Director of Culture Compliance and Operations (for the operations, culture and climate of the school).
- **Fundraising:** The Board assists the schools in fundraising, marketing and additional services as needed.
- **Enhancing the organization's standing:** Members of the Board are ambassadors of the schools and work individually and collectively to support and build capacity for LCA's vision, mission and educational philosophy in the community.
- **Ensure legal and ethical integrity:** The Board will ensure that the schools adhere to all laws, regulations, and rules, and conform to the highest standards of ethical conduct.
- **Appeals by parents:** The Board will hear appeals by parents on matters of student

- discipline, including student expulsions.
- **Budget and financial resources:** The Board is responsible for financial oversight of the schools, including budget development, approval and monitoring of spending amounts that exceeds \$10,000, establishing fiscal controls, ensuring that audits of the schools' finances are conducted as required by law, and publishing annual financial reports aligned with Missouri law and requirements. The Board understands they hold the responsibility of protecting the public's monies.
  - **School Policies:** The Board is responsible for establishing the financial, human resource, governance and school operation policies and providing monitoring and oversight to the implementation and enforcement of these policies.

## **B.2 Governing Board Composition**

### ***LCA Founding Board Members Information***

AFB Legacy Charter Academe (LCA) has three founding members of the Board of Directors varying skills and abilities relevant to public school governance and oversight. The current Board has expanded and is continuing to expand. The Board currently consists of four members. The most recent addition, Carrie Stapleton. Two additional potential members have committed to serving on the board if approved. They are Terri Barnes and Michael Toledo. Terri is currently Board President of the W.E. B. DuBois Learning Center. In that capacity she has developed skills in fund development that will complement our efforts in raising money. Michael currently works as a professional in the insurance industry. He is dedicated to improving educational opportunities for children in the urban core. Both are currently in the vetting process which should be completed within the next two weeks. A third individual, Helen Bryant, has expressed an interest in serving on the board. She is a real estate professional and is the owner of Bryant Real Estate, LLC.

The Board plans to add at minimum of two additional members before the final proposal is presented. The LCA Board has sought board members, through various resources including the Midwest Center for Nonprofit Leadership Henry W. Bloch School of Management University of Missouri - Kansas City, with backgrounds and expertise in Marketing and Fundraising, as well as Real Estate and Business Construction. The current LCA Board of Directors is engaged in the creation of a Board of Directors Recruitment Plan with the goal of building an effective Board around the values, mission and vision of LCA. All board members have completed or are in the process of completing Criminal background and Family registry checks and will be added to the application.

In addition, all new board members will undergo an intensive review of the LCA application. This will insure that all members fully understand the vision and mission of the school. In addition, new board members will be required to review accumulated materials on the requirements of service on a nonprofit board, with particular emphasis on start-up charter school boards. They, as well as current members, will take advantage of all board training provided by the Missouri Charter Public School Association.

### ***Founding Board of Directors Experience and Qualifications***

All LCA Board of Directors will have a strong desire and belief in improving the quality of educational opportunities for all students in Kansas City, Missouri. LCA Board of Directors will be volunteers and not receive any compensation for their time in providing oversight, policy and fiscal responsibility for LCA's Charter. Board of Directors resumes can be found in Appendix B 2-3.

**Mickey Dean (Chair):** Mr. Dean is a retired attorney. He was employed by the City of Kansas City, Missouri as the Deputy Director of the Human Relations Department. In that capacity he enforced the city's civil rights ordinances and ensured city compliance with an assortment of local, state and federal

regulations. Mr. Dean has been a math tutor at the W.E.B. Du Bois Learning Center for the past 28 years. He also has served as a mentor to young men in various manhood training programs for over 20 years. Mr. Dean holds a Bachelor's Degree in Political Science from the University of Missouri – Kansas City, and Juris Doctor Degree from the same institution. Mr. Dean is exceptionally organized and disciplined and possesses well-developed interpersonal skills and the ability to motivate and direct others in a supportive, cooperative team environment. His background in law will ensure the school is in compliance with local and state law.

**Dr. Brenda Harris (Secretary):** Dr. Harris has a Ph.D. in urban educational leadership with an emphasis in policy studies from the University of Missouri, Kansas City. Dr. Harris has served as Director of Teacher Education at Donnelly College, where she developed elementary courses, programming and assessments for the Elementary Education Program. Dr. Harris was a former administrator (Vice CAO) at Allen Village Charter School (1999-2010) where she was responsible for monitoring academic achievement, creating effective teacher training and professional development activities, along with managing core data and exceptional education requirements. Dr. Harris worked as a Fourth Grade Teacher at J.S. Chick African Centered Shule (1996-1999), taught at New Stanley Elementary School (1994-1996) and was a teacher and Preschool Director at the Pleasant Green Community School (1982-1994). Ms. Harris has worked in a charter school setting for over 10 years as an administrator and has extensive knowledge of curriculum, teacher training and best practices in education.

**Michael Byrd (Treasurer):** Mr. Byrd is the founder of Du Bois Financial Services Company (DFSC), LLC. DFSC provides individuals, small business, not-for-profit/tax exempt organizations, and political candidates with tax and accounting services. Mr. Byrd also has more than 25 years of accounting experience working for the United States Department of Agriculture/Farm Service Agency (USDA/FSA) developing Accounting procedures, preparing systems requirements, and conducting risk assessments. Mr. Byrd has worked as a Supervisor in Disbursements, Payroll, and Internal Control reviews. Prior to joining the USDA/FSA, Mr. Byrd worked for Armco Steel/Burns & McDonnell as an Accountant in the areas of Accounts Receivables, Accounts Payable, and Property Accounting. Mr. Byrd's community service has included tutoring at the W.E.B. Dubois Learning Center and a 2-year term on the Kansas City, Missouri Public School (KCPS) District Board (2000-2002). Mr. Byrd holds a Bachelor's Degree in Accounting from Howard University. Michael has a heart for service and an extensive background with business planning, budgets and finance.

The current Board of Directors is aware of their legal obligations as charter public school board members. The AFB Legacy Charter Academe (LCA) Board of Directors understands that charter schools are legally defined as Missouri nonprofit corporations and their boards must abide by the state's provisions regarding nonprofit governance. In addition, Missouri's charter school law also designates directors as "decision-making public servants" who must file annual ethics and financial reports. Board members understand that charter school boards are "quasi-public governmental bodies" under Missouri law and must adhere to the state's open meetings and records law.

**Carrie Stapleton (Member):** Ms. Carrie Stapleton has a Bachelor of Science Degree, Double Major, Journalism and Fashion Marketing Kansas State University, Manhattan, KS May, 1976. She has owned her own public relations firm – Phillips-West Public Relations and Communications – since 1988. She has extensive experience in marketing and all related public relations activities. She is well known throughout the Kansas City metropolitan community.

### **B.3 Management and Operation**

Legacy Character Academe is dedicated to the success of all students and committed to the development and retention of staff and faculty that truly commit to putting students first. LCA seeks to build a leadership team that is highly qualified, experienced and capable of carrying out the school's mission and

vision. The LCA Board of Directors identified two key positions that are critical to the success of the school, Executive Director of Cultural Compliance (EDCCO) and Operations and the Chief Academic Officer (CAO). Legacy Charter Academe is excited to welcome our founding EDCCO Mr. Kevin Bullard and CAO Dr. Jimmie Bullard (Collier). Since 2012 both individuals have been extremely involved with the drafting of the charter school proposal. Additionally, both individuals have an extensive background in culturally relevant pedagogy and the urban learner. The LCA Board of Directors believes Mr. Kevin Bullard and Dr. Jimmie Bullard (Collier) will be an effective team that can guide the school to academic excellence similar to the charter school in Boston, Massachusetts, [Edward Brooke Charter Schools](#). The school employs a nontraditional leadership structure and is arguably one of the highest performing charter schools in the nation according to a recent article on high performing charter schools (see Appendix B 3-1).

The Legacy Charter Academe Executive Director of Cultural Compliance and Operations (EDDC)) will be responsible for the overall operations of the LEA. The EDCCO will be managed and accountable to the LCA Board of Directors. Mr. Kevin Bullard has an extensive background and served as Executive Director for the former Afrikan Centered Education Collegium Campus (ACECC), which was a Pre K through 12<sup>th</sup> grade public contract school that served approximately 1200 students. Mr. Bullard also worked for the Kansas City, Missouri School District as Curriculum and Program Coordinator for the District's African Centered school initiative. Prior to moving to Kansas City, Mr. Bullard worked in Chicago, IL's urban community core as an educator, youth organizer and educational program developer, building youth mentoring programs that emphasized human character building, personal transformational skill building and culturally responsive educational programming. Mr. Bullard background includes professional development, educational pedagogy, curriculum design, and culturally relevant methods in urban education. This includes a cross/multi-discipline emphasis in educational psychology, change leadership, cultural sociology and alternative psycho-social assessment approaches (See appendix B 3-1 for full resume).

The LCA Board of Directors would like to welcome and introduce Dr. Jimmie Bullard (Collier) as the Chief Academic Officer (CAO). Dr. Bullard will report to and be evaluated by the Board. She brings over 19 years of experience in culturally relevant teaching, learning and administration. She has worked as an effective teacher in an elementary school setting in grades 2 through 6th. She has also worked as a dynamic middle school principal in grades 6<sup>th</sup> through 8<sup>th</sup> (see Appendix B 3-1) for full resume that details all her background and experience). She will be responsible for instructional leadership, along with curriculum development and implementation at the school. She will lead the process of recruiting and selecting school staff. Following the hiring of a Dean of Students, ahead of the third year of operations, the CAO, Dean of Students and EDCCO will meet at the beginning of each school year to determine who will evaluate which staff members. These decisions will be based on the skill set and experience of the leadership team. Below are the CAO of the responsibilities:

**Dean of Students (Third Year of Operations):** The Dean of Students is responsible for providing the operational, and administrative leadership necessary to ensure the success of the school. Areas of responsibility include management of the student recruitment and enrollment process, facilitation of group planning and problem-solving sessions, providing coaching and support for teachers in maintaining high behavioral expectations, overseeing the management of individual behavior plans, and ensuring that the school environment reinforces the school's culture and vision.

The staffing plan below details the proposed on-boarding timeline for all KCNA staff. It is based off public funding- some of the positions may be on-boarded earlier than projected if additional resources are obtained through philanthropy.

Legacy Charter Academe Staffing Roster			Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Position		Budget	Emp.	Emp.	Emp.	Emp.	Emp.	Emp.
<b>Administrators</b>								
	Chief Academic Officer		1	1	1	1	1	1
	Executive Director of Cultural C		1	1	1	1	1	1
	Dean of Students		0	0	1	1	1	1
<b>TOTAL ADMINISTRATORS</b>				2	2	3	3	3
<b>Core Instructional Staff</b>								
	Kinder		3	3	3	3	3	3
	1st		3	3	3	3	3	3
	2nd		3	3	3	3	3	3
	3rd		0	3	3	3	3	3
	4th		0	0	3	3	3	3
	5th		0	0	0	3	3	3
	6th		0	0	0			3
	Literacy Coordinator		0	1	1	1	1	1
	SPED Coordinator		1	1	1	1	1	1
	SpED Teachers		0	1	1	1	1	1
<b>TOTAL CORE INSTRUCTIONAL STAFF</b>				10	15	18	21	24
<b>Enrichment Staff</b>								
	Foreign Language		0	0	0		1	1
	Ethno-Musicologist (cultural dan		1	1	1	1	1	1
	Computer		0	0	0		1	1
	PE		0	0	1	1	1	1
	Art		1	1	1	1	1	1
	Media Specialist/Librarian		0	1	1	1	1	1
<b>TOTAL ENRICHMENT STAFF</b>				2	3	4	6	6
<b>Support Staff</b>								
	Guidance Counselor		0	0	0		1	1
	Remedial/Gifted Teacher		0	0	1	1	2	2
	K TA		3	3	3	3	3	3
	1st TA		2	3	3	3	3	3
	Literacy Aide/ELL Support		0	1	1	1	1	1
	Social Worker/Family advocate		1	1	1	1	1	1
<b>Operations Staff</b>								
	Office Assistant		1	1	1	1	1	1
	IT Director		0	0	1	1	1	1
	Maintenance		0	0	0		1	1
<b>TOTAL OPERATIONS STAFF</b>				1	1	2	3	3
				21	29	36	44	47

For job descriptions of the Legacy Charter Academe EDCCO, CAO, Dean of Students and all other staff members shown in the organizational chart (Appendix B 3-4), please see Appendix D. All LCA employees will complete a background checks and safety registry checks as required by 160.408.11

RSMo.

### **Financial Management**

Budgets for LCA will be developed by the EDCCO, with direct input from the CAO, and approved by the Board. The board will approve all budgets on an annual basis. Budgets for the following school year will be developed by March 30. A working draft will be sent to the finance committee of the Board for its review by April 30. The finance committee, once the proposed budget is approved, will recommend it to the Board for full approval and adoption prior to July 1 each year. For additional information, please see *C.2 Financial Management*.

## **Section B.4 LCA Staffing and Human Resources**

### **LCA Recruitment of Effective Teachers and Staff**

Legacy Charter Academe is based on the best practices and core values of J.S. Chick. The J.S. Chick approach to educating children is well known throughout the Kansas City area and is recognized locally and nationally as a high performing school (Appendix B 4-1). LCA will leverage the past successes of J.S. Chick approach to recruit and attract former and new staff members. LCA will also use the influence of J.S. Chick's highly successful former principal, Mrs. Audrey Bullard, to continue recruiting highly qualified staff members (Appendix B 4-2). LCA will showcase the past successes of J.S. Chick to demonstrate the success potential at the new school. LCA believes by recruiting in this manner, it can establish a new local presence and brand. Additionally, LCA will place a premium on professional referrals. Also LCA will exercise outreach strategies to national cultural organizations that are based in effective urban teaching approaches such as the Association for the Study of Classical African Civilization (ASCAC), the National Black United Front (NBUF), the Association of Black Psychologist (ABpsi), and the National Alliance of Black School Educators (NABSE). LCA will reach out to non-traditional teacher preparation networks, such as Teach for America, American Board for Certification of Teacher Excellence, the New Teachers Project, etc. To assure that every possibility in recruitment of teachers and staff is realized. Ultimately, LCA will recruit and identify teaching candidates that are passionate, love children and are advocates for excellence in education. Through partnerships with local schools of education. LCA will be able to influence a high-quality of student teachers. LCA will participate in teacher recruitment and hiring fairs.

During the first years of operations, Dr. Bullard will manage the recruitment and hiring of all staff with input from the EDCCO. From year three onwards, the CAO, Dean of Students, in conjunction with the EDCCO will be responsible for hiring school staff. LCA will focus on building a highly qualified staff that represents its commitment to the highest academic standards and culturally relevant pedagogy. The ability to recruit and retain a highly qualified staff will be essential to LCA's long-term success and will require that the school's administrative leadership seek out teaching candidates whom are dedicated, determined, hold critical job-specific skills, are certified in the area they will teach and are prepared for the challenges of teaching in an urban environment.

### **Teacher Selection:**

LCA will adopt an interview process in order to gauge appropriate experience, training and skills set of potential teachers. The potential candidate will be required to submit a current certificate of license to teach, resume, references and a sample lesson before making to the second round of the interview. Those candidates that successfully complete the aforementioned task will then be interviewed by the school CAO, EDCCO and Board member (year one). The school will use a carefully designed rating/feedback system to interview the potential candidates. The school CAO will then make the final hiring decision. Prospective staff members must pass both a reference, certification and background check before a final offer of employment can be made.

## **Compensation**

The staffing approach for the LCA School is in alignment with its budget assumptions. Salaries have been projected using KCPS salary schedule information and our desire to have experienced teachers. We have included a 2% yearly salary increase for all Legacy Charter Academe charter staff. Please see Appendix B 4-3 for the Staffing Worksheet showing the FTE salary increases. In addition, benefits have been projected in the following way: 7.65% of salaries for FICA/Medicare, 9% retirement, and 300/month/employee allocation for health/dental premiums.

## **Staffing**

LCA is committed to meeting the learning needs of all students. The school's recruitment plan will prioritize teachers who have the necessary certifications and experience in culturally relevant pedagogy, teaching students of color, more specifically African American students. Core subject teachers with dual general education and exceptional needs certifications will also be preferred. LCA will staff a Special Education Coordinator and additional special education teachers to ensure that a free and appropriate education is provided to all students with exceptional needs. LCA will also support faculty through professional learning opportunities aimed at designing lessons to meet the needs of all learners. The school has allocated funds to a contingency reserve that will allow for additional contracted capacity if the need arises for expanded services beyond staff projections

The LCA educational design leaders have identified key characteristics, essential qualities and expectations for an potential instructional staff:

- The ability to provide high quality differentiated instruction using multiple strategies
- The ability to value the history, traditions, culture and learning style unique to urban children learners
- The ability to bring high energy, passion, belief and excitement about teaching and learning in the urban community
- The ability to build essential relationships between parents, students, community and LCA
- The willingness and ability to commit to educational excellence for all children learners
- The ability to utilize data to inform, guide, direct, assess, instruct and facilitate classroom and grade level learning
- The willingness and ability to innovate, use creativity and inspire teaching and learning through the exploration of new ideas, strategies, pedagogy and assessments
- The ability to exercise consistency, professional organization and effective positive behavioral instructional strategies in classroom discipline and management
- The ability to commitment to on-going teacher training and professional development in culturally responsive pedagogy
- The ability to adhere to high academic standards and non-negotiable expectations of excellence in teaching and learning
- The ability work collectively and cohesively as a team member with colleagues and staff members
- The ability to demonstrate a professional commitment to the highly valued vision and mission of LCA

## **LCA Development and Retention of Teachers and Staff**

LCA will establish more than a school, LCA will create a family. The core values of caring, respect trust and support will become benchmarks for job satisfaction and appreciation. LCA is acutely aware of the stress, frustration and barriers that amount to teacher loss, burnout, mobility and attrition. Teaching is challenging enough and with teaching in the urban environment other levels of social and cultural maladies contribute to the “*teacher turnover cycle.*” LCA is committed to building a work environment

that rewards effort and efficacy through recognition, incentives, career expansion opportunities and authentic professional growth and development. The school will provide a variety of stipends throughout the year for completion of certain professional learning opportunities as well as for those teachers who have earned National Board Certification. The schools' professional learning community will serve as an integral component of sustainability. The CAO will be charged with designing a staff sustainability plan to encourage work/life balance.

## **Section B.5 Student Recruitment and Enrollment**

### **Outreach and Recruitment Plan**

Based upon the statistical research and population trends these zip codes represent students residing in high-underserved socio-economical and educational neighborhoods and communities in Kansas City, Missouri. In accordance with RSMo 160.410.2(1), LCA will focus on aggressive student enrollment, with a preference to families and students that apply in the zip code areas of 64123, 64124 64127, which relate to highest service gap areas (1,2, & 3) according to the IFF Research Study we described in section A.5 *Target Population*, of this application. As a result of the IFF findings, Legacy Charter Academe enrollment and growth strategy will intentionally target and recruit from the following three communities and zip codes as having the greatest need for high performing schools: East Community (64127), Indian Mound (64123) and Pendleton heights (64124).

LCA believes that our emphasis on the J.S. Chick Model, culturally relevant curriculum and community school concept will attract families and students that suffer from all over the city.

LCA will also employ, but are not limited to the following recruitment methods:

**J.S. Chick Alumni, Parents and Supporters:** LCA believes word of mouth is one of the greatest recruitment measures. The former Alumni of J.S. Chick will be one of recruitment tools (see Appendix B 5-1).

- **Flyers**, brochures, door hangers, and school literature
- **Community Open Houses:** As the school begins to concentrate on student recruitment and enrollment, LCA will host several open houses to share the school's vision mission and plan.
- **Door-to-door recruitment:** In order to meet the needs of families without access to the internet, LCA will communicate on an individual level through door-to-door recruitment. The CAO, EDCCO, J, S. Chick Alumni and other school supporters will spend time in communities across the geography sharing information about the school and passing out enrollment packets.
- **School website** (when developed): LCA will maintain a school website with parent/family information, calendar of events, and enrollment information.
- **Social media:** LCA's Facebook, Twitter, Instagram and Snapchat to raise awareness and share school events.
- **Newspapers, radio advertisement and community blogs:** LCA will utilize print and radio media to raise awareness among the target population.

Moreover, shortly after a facility has been acquired, LCA will display clear signage and invite community members inside to tour the space. Enrollment paperwork will be available in multiple languages electronically, as well as paper copies no later than January 2017 on our school's website. The applications will be available for children who will enter kindergarten, first or second grades in August 2017. Students are eligible to enroll if they reside inside the boundaries of the Kansas City Public Schools.

In compliance with RSMO 160.140, all students attending LCA will be residents of Kansas City Public School District. Enrollment applications will require proof of residency before applicants will be admitted to the school. Since preference is given to students residing in the preferred zip codes first and the city of Kansas City, enrollment projections for the first years of operation, we anticipate enrolling 198 students

in grades K-2. Based upon adding one grade each school year, LCA anticipates a year five enrollment of 411 students, K-6.

**Enrollment Data**

LCA has closely examined locations for other charter schools to determine student enrollment averages and potential gaps in educational services for urban neighborhoods suffering from disproportionate shuttered school buildings, high mobility and significant student population loss (see Table 1).

**Table 1: DESE Comprehensive Core Data Reporting District Enrollment, 2007-2012:**

*KCPS -033: PK Student Population Loss*

2007	2008	2009	2010	2011	2012
2,494	2,615	2,111	1,971	1,500	1,273

*KCPS-033: K-12 Student Population Loss*

2007	2008	2009	2010	2011	2012
24,449	22,479	17,677	16,868	15,826	15,336

Based upon the following determinates, LCA believes that there is a significant underserved student population that exists in Kansas City, Missouri’s 3<sup>rd</sup> City Council neighborhoods and communities that reflect families that potentially will be interested in LCA (as shown on Table 2).

*Table 2: Communities Being Served by KCMO Charter Schools*

<i>Charter Schools</i>	<i>Grade Levels</i>	<i>Student Enrollment</i>
Hope Leadership Academy	K-3	82
Lee A. Tolbert School	K-8	525
DeLaSalle	9-12	216
Allen Village	K-8	432
Gordon Parks	K-5	240
Genesis	K-8	211
Academy of Integrated Arts	K-2	82
Frontier School of Excellence (Middle)	6-8	87
Frontier School of Excellence (Upper)	9-12	138
Frontier School of Innovation (Middle)	6-8	182
Brookside Charter	PK-5	346
Ewing Kauffman Charter School	5-8	182
Hogan Elementary	K-5	*
Hogan Middle	6-8	306
Hogan Prep	9-12	216
Benjamin Banneker Technology Charter	Pk-6	345
University Academy-Lower	K-5	586
University Academy-Middle	6-8	219
University Academy-Upper	9-12	194
Academie Lafayette-Oak & Cherry campuses	K-8	776
Pathway Academy Charter	K-6	460

TOTALS		5920
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The targeted enrollment totals for LCA will begin with 198 students and add 63 students each year with a school goal of building a quality teaching and learning environment that keeps students interested, engaged and successful, thus decreasing and lessening student attrition rates below 10% annually (as shown on Table 3). It is strongly believed that based upon past students and parents from the historical J.S. Chick African Centered Shule’ era, its enduring support, strong relationships and historical academic successes will result in a new generations of successful students.

**Table 3: LCA Enrollment Projections**

	2017/18	2018/19	2019/20	2020/21	2021/22
K-2	198	255	309	360	411
K	66	66	66	66	66
1	66	63	63	63	63
2	66	63	60	60	60
3		63	60	57	60
4			60	57	54
5				57	54
6					54

**Student Enrollment:**

Legacy Charter Academe will hold an enrollment period (for the following school year) in January – April of each year. Parents new to the school seeking to enroll their children must submit an application during this enrollment period. From the resulting pool of applications, students will be prioritized in the following manner:

- (1) Students who attended LCA during the previous school year;
- (2) Siblings of students who attended LCA during the previous school year;
- (3) Students residing in the school’s primary zip codes
- (4) Children of current, full-time LCA employees that meet Kansas City Public Schools residency requirements;
- (5) Students residing within the Kansas City Public Schools (KCPS) boundaries who did not attend LCA in the previous school year;

**Lottery Process**

If the student demand exceeds the number of seats available in a particular grade level or school wide, a lottery system will be executed. The lottery process of the school will be as follows:

- 1. The lottery will be held annually in March. These dates will be publicized via local papers, community fliers, bulletins, websites, and social media.
- 2. LCA will accept completed applications for enrollment by posted deadline.
- 3. If the enrollment demand is greater than the number of available slots, all applications will be entered into the lottery.
- 4. The “lottery” is a system of random selection of applications that identifies students for enrollment and generates the school's waiting list. During the lottery process all

completed and accepted applications submitted during the enrollment period are publicly drawn in random order until capacity is reached and the remainder is placed on the waiting list. This process will take place at an event at the school such as a cook out, poetry slam, dance or board meeting.

5. The “waiting list” ranks applications that were submitted during the enrollment period. These applicants should be identified by number and by grade. As spaces become available at the school, they should be offered to the applicants in the order of placement on the waiting list.
6. The waiting list will be arranged by lottery results. All applications received after the deadline will be placed on the waiting list in the order received.

While the numbers described in Table 3 are the anticipated enrollment trends, other factors such as facility availability, regional growth plans, or modifications to the overall school plan over time may alter these numbers. The CAO and the EDCCO will be charged with the responsibility to connect with the local community and build partnerships and relationships with entities serving families such as child care centers as well as local business and civic officials.

### **Section B.6 LCA Parent and Community Involvement and Outreach**

#### *Vision and Strategy for Parent and Community Involvement*

LCA believes communication and collaboration, with all stakeholders, is the symbol for their success. LCA will build upon the past history and successful legacy of J.S. Chick which embedded regular parent communication as a daily, weekly and monthly expectation for all staff. LCA will continue the legacy by ensuring that parent and community involvement and outreach are a priority. As an example of LCA’s commitment to open communication, a Facebook page was created to allow former students, parents and community members to stay connected to the school. To date the page has over 400 members that have pledged support for the new school through comments, letters of support and phone calls (see Appendix B 5-1). A parent leader also emerged from the group that has taken the lead to inform potential future parents.

#### **School Advisory Committee (SAC)**

The School Advisory Council (SAC) is a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. Additionally, SAC receives funds "to be used at the discretion of the School Advisory Committee. A portion of the money should be used for implementing the school improvement plan." "The improvement plan shall include performance indicators which are measurable." "Funding for use by the School Advisory Councils should be allocated directly to the School Advisory Councils, should be clearly earmarked for their use and is not subject to override by the Principal or interim approvals by school district staff. These moneys may be expended only on programs or projects selected by the School Advisory Council. These moneys may not be used for capital improvements."

#### **Parent University**

Parent University is a community collaborative to help parents become full partners in their children’s education. Legacy Charter Academe will partner with community agencies and organizations to offer free courses, family events and activities that will equip families with new or additional skills, knowledge, resources and confidence. LCA will work with parents to solve problems and promote student academic and social development through the following strands:

- **Strand I is Parenting Awareness.** LCA will offer workshops that will provide information that can empower parents to raise confident, educated children ready for the 21st century. Strengthening parents means strengthening our schools

**Strand II is Helping Your Child Learn in the 21st Century.** These workshops will provide parents information about how to support children's academic opportunities and challenges today.

**Strand III is Health and Wellness,** and these offerings will provide information and activities to help families build healthy lifestyles physically as well as emotionally.

**Strand IV is Personal Growth and Development,** These offerings will help parents to grow personally and professionally, so they can become the most effective advocates for their children.

#### **Parent/Community Ambassadors:**

Parent/Community ambassadors will be supporters and advocates for the school. They will share the great things that LCA is doing academically, socially and programmatically. The Ambassador will serve as a bridge to build community capacity and develop partnerships for the school.

#### **Harambee**

Parents and community members will be invited on Monday Mornings to celebrate and showcase the successes of the school through song, drumming, poetry and student recognition. Students that have followed the pillars of Legacy Aspire will be recognized. After being recognized seven times, the student will earn a Legacy ASPIRE card to be signed by parent, teacher, community member and administrator. Once the card is signed parents will be invited to a special monthly celebration, the student's picture (with family) will be taken and displayed near the front office.

#### **Cultural Programming**

Parents and the community will be invited throughout the year to various plays, productions, science fairs, spelling bees, Kwanzaa and other cultural activities that highlight students' academic and social excellence.

#### **Plans for Community Involvement in the Governance, Operation and Vision of LCA**

LCA will seek to work across the surrounding community from which the school will be located by creating partnerships with local social service providing agencies such as LINC, Swope Mental Health, Samuel Rodgers Health Center to construct satellite locations in LCA to support identified community needs. LCA understands the nature of partnering with families and community members to make the schools mission and vision a viable option. LCA is actively engaging the community to expand public information and familiarity regarding its preopening organizational vision, mission and educational pillars. LCA Founding Board of Directors and Founders are extending community outreach by meeting with potential families, community leaders, church members, clergy, neighborhood associations and diverse community organizational leaders. These efforts will assure a broad cross-section of community outreach to potential stakeholders that are often marginalized and under-represented in local urban school reform and school choice issues (Please see attachments for all letters of support).

As a result, in these efforts:

- LCA will construct an outreach plan to prospective parents, churches, political leaders, community providers, neighborhood associations, and other local educational leaders.

- LCA has received letters of support from Kansas City Council Members that are aware of the expertise and past successes from LCA Founders and are interested in this school being located in their sub-district and serving their constituents.
- LCA has received letters of support from Clergy, Major Church Leaders and Ministerial Alliances stating their support for LCA.
- LCA has received letters of support from student alumni, parent alumni and community supporters that represent past graduates and attendees that now has children and is adults from the J.S. Chick, S.B. Ladd and the ACE Campus era (1990-2012).
- An active Alumni Face book Page with over 400 supporters and friends has signed on in support of LCA.
- A cross-section of community cultural organizations has signed letters of support for the opening of LCA.
- LCA Co-Founders have received numerous letters of support recognizing their educational service, credential, expertise and accomplishments.

LCA plans to involve the local community in the vital governance and operation of our school. During the pre-operational year, the Board of Directors, CAO, EDCCO and Founders will engage with neighborhood associations located within or near the 3<sup>rd</sup> and 5<sup>th</sup> districts. The purpose of these engagement meetings will be to connect with important decision makers in the neighborhoods as well as interested families. The core value of transparency permeates these interactions as well. Additionally, there will be an advisor position reserved for a community or parent representation. This position will be filled once a final location has been determined for the school's facility. Once LCA has been approved and plans begin for reopening, public protocols will be established to assure media communication requests and public outreach is coordinated to build positive public receptiveness and facilitate public inquiries. Additionally, individual members of LCA's Outreach Committee have already met with several of Kansas City's educational, political, business and community contacts:

- Stephen Samuels, KC LISC (Local Initiative Support Corporation)
- Julie Holland, Kansas City, Missouri Mayor's Office Educational Adviser
- Aaron North, Kauffman's Education Foundation
- Cory Scholes, Kauffman's Education Foundation
- Murray Woodard, Kauffman's Education Foundation Organization
- Lee Barnes, Kansas City, Missouri 5<sup>th</sup> District City Council Representative
- Alissia Canady, Kansas City, Missouri 5<sup>th</sup> District City Council Representative
- Jermaine Reed, Kansas City, Missouri 3<sup>rd</sup> District City Council Representative
- Quinton Lucas, Kansas City, Missouri 3<sup>rd</sup> District City Council Representative

## C. BUSINESS PLAN

### C.1 Budget

The school budget for LCA was developed through a collaborative effort and is aligned to the mission, vision and staffing model. The proposed pre-opening budget and five-year operational budget were developed utilizing standard formulae provided by the Missouri Public Charter School Association and EDOPS (see Appendix C1-1). These budgets support our program and our commitment to providing a rigorous high quality education. The budgetary goals for our financial design model was to emphasize the maximum amount of funding dollars into school needs that support appropriate classroom sizes, instructional corollaries and academic resources that ultimately support high quality teaching and learning.

#### **Primary Revenue Assumptions**

Legacy Charter Academy has carefully planned its first five years to provide both a solid foundation for academic achievement and strong financial management. LCA has worked with EDOPS, a management firm with expertise regarding business management, and the Missouri Charter Public School Association (MCPSA) in drafting its initial budget (as shown in Table 1). The school design team also examined several resources provided by the Missouri Department of Elementary and Secondary Education. The budget was developed to align with the accessibility of public funds, knowing that the actual staffing, revenue, and spending may be different if additional resources can be secured through philanthropy efforts.

**Table 1: Five-Year Budget**

<p><b>State:</b> The budget includes basic formula payments of 8800 per WADA (inclusive of classroom trust fund from the second year of operation), from which 1.5% of the payments will be directed to our sponsor. Kansas City charter schools are each receiving basic formula payments of \$8801 per WADA in the 2015-16 school year, according to their May 2016 DESE payment transmittal calculations. Legacy Charter Academy has not built any basic formula revenue increases into our five-year budget. Although our expectation is to have 95% attendance school wide, we have budgeted with a 93% attendance rate.</p>
<p><b>Local:</b> From year 2 onwards, the budget assumes Proposition C funding at \$939 per prior year WADA (15-16 funding level), which will supplement the Basic Formula. No Proposition C revenue increase has been included in the out years.</p>
<p><b>Federal:</b> Title 1, Title 2, and SPED Part B funding has been project using 2013-14 and 2014-15 data on the DESE website. Food service revenue has been set to equal 95% of food service expenses, calculated using published NSLP meal rates.</p>

A summary of the revenue and expenses assumptions can be found below. The school's budget builds in 10% attrition to encourage a responsible budgetary model. The school will backfill seats when necessary to sustain the budget.

#### ***Pre-opening Plan***

When the application is approved by a sponsor and the Missouri Department of Elementary and Secondary Education, the following will be anticipated responsibilities of the founding leadership team.

The timeline for these activities is one year from August 2016 until July 2017. At this time Legacy Charter Academe has not secured funds to pay founding EDCCO or CAO, therefore each has agreed to volunteer on weekends and evening, until funds are generated to pay a full time salary. The pre-opening plans are outlined in the 12-month plan (See Appendix C-2. The EDOPS team in conjunction with the Missouri Charter Public School Association will offer as much support as necessary to ensure a smooth school starts in August 2017.

## **C. 2 Financial Management**

At all times, LCA shall maintain proper governance and management processes and financial controls. The school will have full autonomy over its budget and expenditures not to exceed 10,000 without board approval. The school's financial management will be under the direct control and supervision of qualified business personnel. LCA will research, bid for, and contract with a third-party back-office provider to further refine its financial polices to ensure that record keeping is adequate and accurate, that a clear segregation of duties exists, and all assets are safeguarded.

The EDCCO will have day-to-day responsibility for the financial management, reporting, facilities management and other areas of operational compliance for the school. The EDCCO will have the appropriate experience, with support provided by the CAO and the back-office provider's controller. In order to ensure the school's compliance with all state reporting and accounting practices as described in the Missouri Financial Accounting manual, the school's COO will attend all applicable school finance trainings provided by DESE. The EDCCO will also attend professional development opportunities provided by the Missouri Association of School Business Officials (MoASBO) and the Missouri Charter Public School Association (MCPSA)..

Student enrollment eligibility, tracking of students' attendance hours, enrollment in special education, student eligibility for services as an English Language Learner, and student eligibility for free and reduced price meals will be the shared responsibility of the EDCCO and CAO. Distribution, collection, and data entry of all required documents will be delegated to office staff. It will be the EDCCO's responsibility to ensure all payroll, accounting and back office support systems are maintained and accurate as well as to ensure the security and keeping of all student and financial records. The EDCCO will be responsible for reporting the appropriate information including all regular and/or annual reports to the Missouri Department of Elementary and Secondary Education, the governing board, and any other required agencies. Financial reports will be generated by the EDCCO and reviewed regularly by the school CAO and at least quarterly by the Board of Directors.

### **Internal controls, financial reporting and audits**

As necessary, LCA will procure additional services to ensure the school's compliance with Missouri state statute as it pertains to financial management and operational soundness. In accordance with R.S. Mo 160,405.5, LCA will contract with a reputable accounting firm to conduct an independent financial audit each year. The financial audit will comply with all state and federal requirements as well as any additional conditions that may be determined by the school's sponsor. Prior to the school opening, the Board of Directors will select an accounting firm with experience in the Missouri charter school finances.

LCA will work with a third-party back-office provider and/or accounting firm for support in preparing necessary financial reports, documenting approved Board internal controls policies, as well as preparing and submitting its Annual Secretary of the Board Report. In compliance with Missouri statute, LCA will prepare and submit an Annual Secretary of the Board Report that meets all requirements set forth by DESE.

## **C. 3 Facility**

- 18 classrooms - 700 to 800 square feet each.
- 1 auditorium- 3600 square feet.
- Media/Computer- 1000 square feet
- Art room – 1000 square feet
- Music Room- 1500 square feet
- Gym – 5000 square feet
- Cafeteria – 3000 square feet
- Office space -1000 square feet
- Library – 700-1000 square feet

The facility will have ample parking for staff and parents and outside play area. If the building is multiple stories it will require an elevator to be ADA compliant. Being mindful of our student body, a location conducive to young children will be a priority. It will fit the needs of their academic and extracurricular student life.

There are school buildings available and it is anticipated that the number will increase in the next few years. It is preferred that a building be acquired through a lease to purchase agreement. Most school buildings on the market at present are being sold for less than one million.

Currently the LCA facility committee is targeting the 3<sup>rd</sup> and 5<sup>th</sup> districts (specifically looking at neighborhoods that have been impacted by shuttered school buildings such as, Ivanhoe, Vineyards, Palestine and Leeds Dunbar). The five sites are all schools that are currently closed and sitting vacant ( as shown in Table 1):

Table 1: Facilities Researched and Toured by the LCA Facility Committee

<i>Potential Facility site(s)</i>	<i>Askew 2630 Topping (Surplus)</i>	<i>Franklin 3400 Highland (Surplus)</i>	<i>Meservey 4210 E. 45<sup>th</sup> (Surplus)</i>	<i>Pershing 5915 Park (Surplus)</i>	<i>Imagine Renaissance (Kensington Campus)</i>	<i>Other Locations / Properties Visited</i>
<i>*Five star rating for readiness (KCPS facility study, 2010)</i>	4/5	4/5	4/5	3.5/5	4.5/5	<i>Derrick Thomas building (SOLD)</i>
<i>Acreage</i>	3.86	4.4	3.8	3.56	*	<i>Paul Robeson (5<sup>th</sup> District) * Mothballed, KCPS</i>
<i>Square footage</i>	58,190	79,640	64,900	46,851	53,763	
<i>Capacity</i>	421	519	400	260	561	<i>Weeks/King (3<sup>rd</sup> District) *Mothballed, KCPS</i>
<i>Neighborhood</i>	Blue Valley	Ivanhoe, Boston Heights	Vineyard	Blue Hills	East Community Team North	
<i>KC City Council District</i>	3 <sup>rd</sup> District	3 <sup>rd</sup> District	3 <sup>rd</sup> District	5 <sup>th</sup> District	3 <sup>rd</sup> District	<i>Hope Academy building (SOLD)</i>
<i>Established / Renovations</i>	1923/1956/1968	1968	1928/1934/1956/1995	1924/1927/1930/1953	1923/2008	
<i>Closed</i>	2010	2010	2009	2009	2012	
<i>Gymnasium</i>	Yes	Yes	Yes	Yes	Yes	
<i>Cafeteria</i>	Yes	Yes	Yes	Yes	Mixed	

<i>Auditorium</i>	Yes	Yes	Yes	Yes	Mixed	<i>Bingham Middle (5<sup>th</sup> District)</i>
<i>Amenities</i>	NA	NA	NA	NA	NA	
						<i>Malbrough (5<sup>th</sup> District)</i>

\*Facility rating information retrieved from, KCPS 2006 Facility Studies Report and Building Condition Assessments Report (11/20/2006); KCPS 2011 Facility Studies Report and Building Condition Assessments Report (10/15/2011); BLOCK Real Estate, 2012-2015.

### **LCA Facility Committee Options under Consideration**

LCA has identified that following facility option to establish and open for the SY 2017 and operate over the five-year charter school term based upon size, cost, feasibility and expansion options.

<b>Building Located in the 3<sup>rd</sup> District</b>	
Description	The facility is currently shuttered and formerly occupied by a charter school ideally located within the demographical target zone of LCA. LCA Board of Directors and LCA's Facility Search Committee have toured the facility several times with a reputable and established real estate representative that has a history of handling previous facility property and building purchases for other charter schools in Kansas City, Missouri.
Size	The facility is appropriate in size and dimensions with approximately 54,000 square feet is size and will easily be able to house and accommodate LCA's students over the five years of enrollment and growth. The facility has adjacent space for parking, outdoor recreational space and playground equipment, along with adequate classrooms and space for extra-curricular activities.
Condition	Representatives of LCA's Facility Committee have described the condition of the facility as above average in condition based upon a rating rubric scale and feedback from a building engineering firm that toured the facility with the committee. Before closure the facility went through extensive renovation in technology upgrades, heating and cooling installations and within the physical plant. But, due to the facility being shuttered over several years, renovation repairs and work will need to be performed prior to LCA occupation.
Expansion	The facility currently is structured to house two separate learning communities that will accommodate LCA's educational design of K-5 (elementary) and 6 <sup>th</sup> – 8 <sup>th</sup> grades (middle school), as well as office and administrative space. Both wings have separate entrances and independent classrooms, with common space being the cafeteria, multipurpose space and gymnasium. Additionally, bus lanes are already in place to accommodate staggered and minimal disruption between K-5 <sup>th</sup> and 6 <sup>th</sup> – 8 <sup>th</sup> arrivals.
Cost Projections	Initial discussion and current cost estimate negotiations are in the range of \$12.00-\$15.00 per square foot with possible purchase scenarios focused on purchase and lease options based upon scaled enrollment over years one through five. LCA will work with the expertise of IFF in facility advisement and financial guidance in fair market cost.

LCA has tentatively identified one of the facility locations, which was previously used as a charter school, and has been in preliminary discussion with a real estate broker that handles surplus schools and marked based facilities for sale. Until LCA receives an approved charter school sponsor, the discussions are based upon mutual interest between the parties involved.

### **C.4 (Transportation)**

### ***LCA Transportation Plan***

Pursuant to RSMo 167.231, LCA will contract with a high-quality vendor to provide transportation to all students living outside designated mileage mandates that require busing services. All vendors must have background checks. Based upon the mileage provided by state aid for student transportation services the threshold is one mile from the school. The Board of Directors and Founders have allocated sufficient funds within the school budget to support transportation. Two busses are assumed in Year 1 at 50K/bus. The number of busses increases as school grows to scale. By Year 5, the design team projects the school will need 5-6 buses to support its transportation policy.

Families living within a mile of the school location will be encouraged to walk/escort their children to school. Carpool transportation will also be encouraged and utilized where appropriate. LCA will host a number of carpool meetings at the opening of each school year to help parents plan and arrange carpools.

If the need arises, LCA will contract with a local agency to provide additional bus transportation to and from school each day for eligible families that live within a mile, more specifically homeless and SPED students. As reflected in the proposed budget, contingency funds have been allocated to assure students will be served in unusual situations as approved by the school's Board of Directors and according to Missouri state law.

LCA will only contract with reputable companies that maintain compliance with all applicable U.S. Department of Transportation rules and regulations and state laws, rules and regulations governing vehicle safety equipment, inspections, and licenses. If appropriate to the situation, LCA will ensure a bid is held to determine the appropriate vendor. Background checks will be required of all vendors.

### ***Budget Alignment***

LCA's Board of Directors and educational design team members established our budget model for transportation cost based upon research and conversations with other charter school providers with reimbursement cost assumptions at 20% with LCA incurring 80% of transportation provider totals. Budget assumptions for transportation cost and financial planning meet the following expectations and outcomes:

- R.S.Mo 163.161, concerning state transportation aid.
- Conversation with Allen Village Administrative and Educational Leadership.
- Guidance from Missouri Charter Public School Association (MCPSA).
- Research on other charter school transportation routes and estimated cost.
- Preliminary analysis from previous twenty-plus years of educational administrative experience from LCA's educational design team members based upon working with urban public schools in Kansas City Public School (KCPS) and using this as a cost estimator for projected transportation cost and services.
- An anticipated RFP (request for proposals) process to assure quality transportation service providers sustain LCA's financial guidelines for cost, quality and value.

## **C. 5 (Business Insurance)**

The Board of Directors for LCA will develop policy and procedures for services, contracts and liabilities regarding LCA fiduciary matters and financial accountability. LCA will solicit bids from prospective providers familiar with charter school coverage and cost. Among the areas that LCA Board of Directors will include in budgetary insurance related cost coverages are:

LCA Insurance Related Cost Areas
Directors and Officers Liability
Commercial General Comprehensive Liability
Educators Legal Liability
Employment Practice and Liability
Sexual Abuse (separate from general comprehensive insurance)
Automobile Liability
Excess Liability or Umbrella
Workers Compensation Liability
Surety Bond for LCA Chief Financial Officer

Adequate funding for insurance will be reserved in the school budgets on an annual basis based on the precise insurance needs of the school to cover the items mentioned above for the following school year. The cost for insurance is distributed throughout the budget in areas such as rent, human resources benefits, and legal. We have sought price quotes for insurance from several providers and we select a vendor closer to the school open date (See Appendix C 5-1).

### **C. 6 School Closure Plan**

#### ***LCA School Closure Plan and Procedures***

In the unlikely event of a lost, revoke or closure of LCA, the following plan will assure that our student learning community has an appropriate transition plan. The following school closure plan and procedures will assist in the facilitation of:

1. Immediate Tasks (Within 30 days of decision to close):
  - a. Establishment of a LCA Transition Team that will identify educational providers, school districts and/or charter school within a radius of LCA that can provide smooth transitions in quality teaching and learning services and options.
  - b. Establishment a series of designated organizational meetings (board, administration, finance, etc.) between the potential transfer locations to discuss transfer agreement options, range of necessary program service needed and a projected cost analysis.
  - c. Establishment of immediate protocols and procedures for transfer of student record, confidential information, archival data and appropriate school data.
2. Outgoing Tasks (15-30 days after closure announcement and throughout closure transition process):
  - a. Separate public meeting will be held with all stakeholders (staff, parents, students, and community) to assure transparency in communication, timely correspondence, and notifications, to minimize academic disruptions. Notice of closure would be within ten calendar days of any official action taken by sponsors or chartering authority.
  - b. Announce the effective date of the closure.
  - c. Announce the names and contact information for contacts handling inquiries regarding closure.
  - d. Establish protocols and clear procedures for parents or guardians to obtain copies of student records, class work and grades.
  - e. Communicate clear descriptions for the circumstances of the closure.

- f. Provide on-going Information on transfer agreements and appropriate school relocation options.
- 3. Post-Closure Task (Within – week to 120 days after the last day of instruction);
  - a. Development of internal financial and fiduciary controls, and check and balances for cost disposition of liabilities; and net asset transfer agreements to our charter sponsor, DESE and any other applicable entity.
  - b. Submission of any final reports, records, expenses and archival information.
  - c. LCA, as a nonprofit 501c3 corporation, solely exists as a corporation for the purpose of operation for this charter school. Therefore, functions of this corporation will cease and be dissolved according to our corporation bylaws.

**A.1**  
**J.S. CHICK HISTORICAL DATA**

Principal: **Audrey F. Bullard**  
 School type: **District**  
 Grade range: **K-5**  
 Enrollment: **252**  
 Address: **4101 E. 53rd Street**  
 City: **Kansas City**  
 Phone: **816-418-5100**  
 Fax: **816-418-5110**

# J.S. Chick Elementary School

## School Performance Report 2003-04

### PRINCIPAL'S COMMENTS

Chick's staff, students, parents and community members believe that hard work has established us as a model of academic excellence. Our culturally inclusive theme has contributed to students having some of the best test scores in the district and being recognized both locally and nationally as a model for progressive education and academic excellence.

Chick is part of the community as opposed to just being in the community. We are the foundation for self-sufficiency, honoring our elders and preserving the family.

### KEEPING YOU INFORMED

This report summarizes how this school and its students are performing. As you read this, ask yourself: How did this school do compared with previous years and with other schools in the city and state? Why might this be happening, and what is the school doing to help all students in all subjects? Discuss questions like these with other parents and with the school's advisory committee, teachers and principal. Improving schools is everyone's responsibility. Having good information and honest conversations are important first steps.

### STUDENT PERFORMANCE

#### ★ Missouri Assessment Program Scores, Spring 2004

The state requires students in grades three and four to take the Missouri Assessment Program (MAP). The test measures how well students meet the state standards, which explain what students should know and be able to do in math, science, social studies and communication arts. Students' MAP scores fall into one of five categories: Advanced, Proficient, Nearing Proficient, Progressing or Step 1.

#### TOTALS

Percentage of students scoring at Advanced or Proficient

	This School	District Elementary Schools	State Elementary Schools
<b>Grade 3</b>			
Communication Arts	54%	15%	35%
Science	56%	33%	51%
<b>Grade 4</b>			
Math	50%	22%	40%
Social Studies	N/T	N/T	49%

MAP scores include all students. Additional MAP scores are on next page.

★ The state considers these measures when deciding if the school district should be accredited.



For definition of N/T, N/A and \*, see the legend on page 2.

Photo by Kathy Johnson

## Student Performance (continued)

**GRADE 3****Communication Arts**

In reading, grade three students should be able to identify main ideas, details, synonyms and antonyms, for example. In writing, they should be able to write in an organized manner using details.

Percentage of students scoring at Advanced or Proficient

	This School	District Elementary Schools	State Elementary Schools
Total	54%	15%	35%
Black	54%	13%	19%
White	*	27%	39%
Hispanic	*	16%	21%
Asian	*	25%	44%
Female	61%	17%	38%
Male	40%	14%	31%
Low Income	46%	14%	22%
Not Yet English Proficient	*	19%	18%
Learning Disabled	*	10%	21%
Percentage of students taking test	100%	98%	99%

**Science**

Grade three students, for example, should be able to explain the water cycle, identify causes of physical changes in Earth's crust, and explain the difference between stars and planets.

Percentage of students scoring at Advanced or Proficient

	This School	District Elementary Schools	State Elementary Schools
Total	56%	33%	51%
Black	56%	26%	34%
White	*	54%	57%
Hispanic	*	35%	40%
Asian	*	42%	57%
Female	58%	32%	49%
Male	53%	33%	53%
Low Income	46%	31%	40%
Not Yet English Proficient	*	38%	36%
Learning Disabled	*	25%	37%
Percentage of students taking test	100%	99%	99%

**GRADE 4****Math**

Grade four students, for example, should be able to solve multistep problems, relate fractions and decimals, and compare two- or three-dimensional shapes.

Percentage of students scoring at Advanced or Proficient

	This School	District Elementary Schools	State Elementary Schools
Total	50%	22%	40%
Black	50%	20%	24%
White	*	33%	45%
Hispanic	*	20%	29%
Asian	*	33%	60%
Female	59%	23%	39%
Male	43%	21%	42%
Low Income	37%	19%	28%
Not Yet English Proficient	*	13%	30%
Learning Disabled	*	12%	24%
Percentage of students taking test	100%	99%	99%

**Assessing the MAP Results**

The MAP results for grades three and four provide one way to look at how this school and its students performed last year. Pay attention to the charts on the next page that show what percentage of students scored in each achievement level. Note whether the school is doing better or worse in different subjects. Ask the principal why this might be happening. Did this school start a new literacy or math program that could be contributing to better results? Are most teachers well prepared? Did a large percentage of students miss school frequently? Also, keep in mind that smaller schools tend to test fewer students, so the results are less statistically reliable.

In previous years, this school profile also contained results for social studies. The Kansas City, Missouri School District no longer administers that test because the state does not require it and does not fund it.

Legends used in this school performance report:

\* = Too few students were tested to be statistically significant.

N/T = No test was offered.

N/R = Data were not available or not reported.

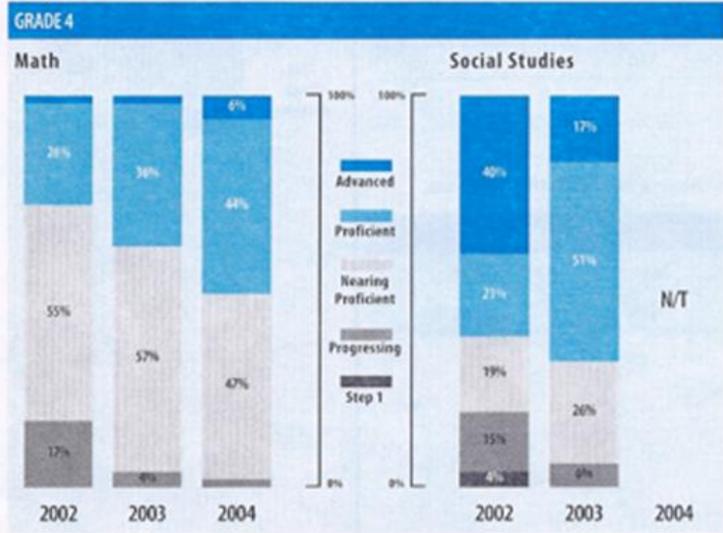
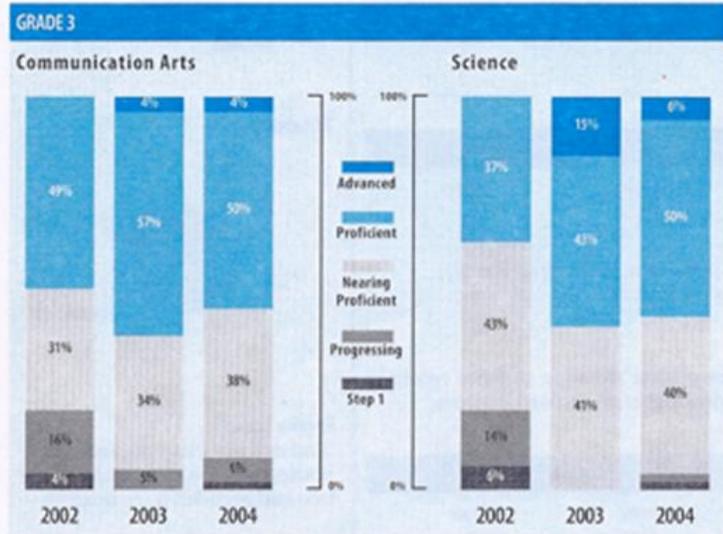
Note: Due to rounding, percentages may not add up to 100 percent.

additional MAP scores on next page

Student Performance (continued)

**MAP Scores, Three-Year Trends, 2002-04**

The three-year trend charts show percentages of all students who took the test. The goal is to have all students reaching Proficient or Advanced by 2014. Schools should be reducing steadily the percentage of students in the lowest categories (Step 1 and Progressing) and increasing the percentage in the Nearing Proficient, Proficient or Advanced groups. In other words, the bars at the bottom should be getting smaller each year — and the bars at the top larger. Not all schools will have students scoring in all five categories.



For definitions of N/T, N/R and \*, see the legend on page 2.

**TEACHERS**

Research shows that an effective teacher has a huge impact on student success in school. The state requires that schools report how long teachers have been in the classroom and whether they have an advanced college degree.

One of the challenges many schools face is a shortage of qualified teachers. These schools have been forced to hire teachers lacking full credentials. These teachers receive temporary credentials.

	School	District	State
Average years of experience	17	15	13
Percentage of teachers with a master's degree or higher	28%	37%	48%
Percentage of certified teachers	100%	90%	97%
Percentage of teachers with temporary credentials	0%	6%	2%
Percentage of teachers with no credentials	0%	4%	2%

**EXPENDITURES, 2003-04**

School-level spending data are not available. Spending can vary from school to school, based on the number of special education, limited-English proficient and high-poverty students ... as well as the seniority of the teachers.

	School	District	State
Average expenditure per student	N/R	\$9,137	\$7,394
Average teacher salary	\$42,309	\$42,071	\$39,827
Average administrator salary	\$73,521	\$71,064	\$71,470

### SCHOOL ENVIRONMENT

#### Safety and Discipline

Students learn best when they feel safe in school. Suspensions and expulsions can vary from school to school, based on how individual principals and teachers handle discipline. At some schools, security staff patrol hallways daily. Students who ignore safety codes are required to take anger-management classes and are trained in conflict resolution. More severe cases result in suspension or expulsion.

NUMBER OF EXPULSIONS PER 100 STUDENTS			
	School	District	State
2003-04	0	0	0

NUMBER OF SUSPENSIONS PER 100 STUDENTS			
	School	District	State
2003-04	0	8	2

Students are suspended for a variety of reasons, including: assault, threatening other students and school staff, pulling the fire alarm.

#### Average Class Size

The smaller the class size, the more one-on-one attention students receive from teachers. Research shows that individual attention can improve student learning.

STUDENT-TEACHER RATIOS*			
	School	District	State
2003-04	18:1	17:1	19:1
2002-03	18:1	17:1	18:1
2001-02	17:1	17:1	18:1

\*Includes only classroom teachers.

#### Attendance

Students who come to school every day have a better chance to learn.

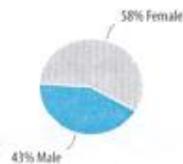
AVERAGE DAILY ATTENDANCE			
	School	District	State
2003-04	99%	91%	94%

For definitions of N/T, N/R and \*, see the legend on page 2.

### STUDENTS

Total Enrollment: 252

#### Gender



#### Ethnicity



#### Family Income

Students from low-income households are eligible to receive free and reduced-price lunches.



## IS YOUR SCHOOL MAKING "ADEQUATE YEARLY PROGRESS"?

All schools in Missouri must show that they have made adequate yearly progress (AYP) in communication arts and math, according to federal rules passed in January 2002. The school as a whole must meet these goals and so must each group of students: white, black, Hispanic, Asian, low income, special education and students learning to speak English. If even one group of students doesn't meet the communication arts or math target, the school does not make AYP. Also, at least 95 percent of students in each group must be tested.

If a school receives Title I funds from the federal government and doesn't make AYP two years in a row, it must give students a chance to transfer to another school. If a school doesn't make AYP three years in a row, it must provide free tutoring services to students. The rules are complicated. We recommend talking to the principal to learn more.

AYP AT A GLANCE	
	Yes / No
Did your school make AYP in communication arts?	Yes
Did your school make AYP in math?	Yes
Did your school make AYP by testing at least 95 percent of students in each group?	N/R
Does your school need to offer students a chance to transfer?	No
Does your school need to offer free tutoring service?	No

## CELEBRATIONS

Parents, thank you for your support. Your collaborative effort has enabled us to focus on building student/teacher/parent partnerships. We are proud of these successes:

- Earning the Beaumont Technology Grant.
- Making adequate yearly progress in 2003 and 2004.
- Winning the Rotary Award for Excellence in Education.
- Being cited by Missouri House of Representatives as "A Model Community School."
- Being featured in the Kansas City Star as a "School of Excellence."

**DISCLAIMER:** We have tried to ensure the accuracy of the information contained in this report, but much of it is based on self-reports from the schools and district. Therefore, we make no representation or guarantee that the information is correct or reliable. Before making decisions using this information, you should visit the school and ask the principal to review and comment on the content of the report. Neither the Ewing Marion Kauffman Foundation nor the Partnership for Children makes any express or implied warranties with respect to this report or the information contained in it, and neither they nor their employees or contractors are responsible for any errors or omissions or for any damages caused by the use of the information contained herein.

For definition of N/A, N/R and \*, see the legend on page 2.

## USING THIS REPORT

This report shows where this school is succeeding and where there is room for improvement. Please use this information to ask educators how the school plans to improve and how you can help. Think about bringing together other parents to talk about what's inside this report. Ask teachers to get involved.

No single report, however, can tell the whole story of a school's educational program or the people who work and learn there. Find out firsthand by visiting the school and taking an active role in student learning. Studies show that when parents are involved, students do better in school.

For more information, contact:

Audrey F. Bullard, Principal  
J.S. Chick Elementary School  
4101 E. 53rd Street  
Kansas City, MO 64130-4126  
abullard@email.kcmsd.k12.mo.us  
816-418-5100

Or contact your school advisory committee.

Data supplied by the Missouri Department of Elementary and Secondary Education unless otherwise noted. More data about this school can be found on the department's website: <http://www.dese.state.mo.us/planning/profile/building/arsd0480784240.html>.

Additional information about this school can also be found on the website of the Kansas City, Missouri School District: <http://www.kcmsd.k12.mo.us>.

Prepared by KSA-Plus Communications and School Wise Press. Published by Partnership for Children with support from the Ewing Marion Kauffman Foundation.

The school performance reports would not have been possible without the cooperation and assistance of the Kansas City, Missouri School District and the Missouri Department of Elementary and Secondary Education.

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## **A. 4-1 Sample Student Lesson**

Legacy Charter Academe

(This is lesson **one** in a series of five lessons which will culminate in the class designing a power point presentation or an original African folktale. The first two lessons will be designed to learn the characteristics and types of folktales and the last three will be designed for team and independent work.)

**Grade Level:** 5<sup>th</sup> Grade

**Driving Question:** Can students use Kuumba (creativity) to design a foldable book depicting an African folktale or write an original African/ African American folktale to create a foldable book?

**Essential Questions:**

- 1) How do folktales inform the reader and tell a story?
- 2) How do expository text structures of sequence, cause, cause/effect, and compare/contrast are used to organize a folktale?
- 3) What make a book a folktale?

**Project Based Learning Directions:** Teacher will use the KWL chart to determine what students already know about African/ African American folktales. Teacher will show students examples of African folktales using a power point presentation to explore and learn about folk tale genre of traditional literature including legends, myths, tall tales, and fairy Tales. Teacher will model how to make a layered foldable chart depicting each type of folktale. Students will create a layered foldable chart. Teacher will share the folktale *John Henry* with the class to demonstrate style and type. Students will add the style and type to their foldable chart. Teacher will escort students to the library to find different styles of African/ African American folktales. Students will add folktales to their foldable explaining what type of folktale they discovered and why they believed it to be that type. Teacher will escort students back to class to share what they folktale discoveries. Students will share summaries and decide which type of folktale they would like to create for their class projects. Students will be allowed to work in Ujima (collective work and responsibility) teams or work individually. Each student will create a project plan documenting type of folktale or an original story, and if they will be working as a team or individual. Plans will be placed in student portfolio for teacher review.

**English Language Arts:**

5.RL.2A Develop and Apply skills for a reading process

- a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts explain the theme or moral lesson, conflict and resolution in a story or novel
- d. introduce origin myths, and culturally significant character/ events in mythology

5. RI.1 Develop and demonstrate reading skills in response to text by:

- a. drawing conclusions, inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text

**Writing**

5W.2A. Apply a writing process to develop a text for audience or purpose

Follow a writing process to plan a first draft by:

- a. selecting a genre appropriate for conveying the purpose to an intended audience
- b. formulating questions related to the topic
- c. accessing prior knowledge or building background knowledge related to the topic using a prewriting strategy

**Social Studies**

5SS.6 Knowledge of relationships of the individual and groups to institutions and cultural traditions

- Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group
- Identify how ideas, concepts and traditions have changed over time in the United States

**Required Materials:**

Layered Flip chart  
Power Point of Folk Tale Genre  
Story Planner Graphic Organizer  
African American Folktales DVD

**Books:**

*African American Folktales for Young Readers*, by Richard Alan Young, August House Publishing, June 1997.

*African American Folk Tales*, by David Haynes, Perfection Learning, August 17, 1997.

[HER STORIES: African American Folktales, Fairy Tales, and True Tales. New York Scholastic, \(1995.\)](#)

*John Henry*, by Julius Lester, Puffin, Dec.1, 1999.

**Handouts:**

Foldable layer chart template

Scoring guides

**Assessment:**

- Formative assessment can be taken on successfully completed flip charts, student portfolios, and group participation.
- A summative assessment can be designed to test acquired knowledge of the elements studied of a folktale
- The story and/or foldable will be graded using the **scoring guide**

## **A 4-2 School Proposed Calendar**

## 2017-2018 Academic Calendar

### August (9 days)

August 2017						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### September 2017

September 2017						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### October 2017

October 2017						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 1-4 Summer Training Institute(STI)
- 7-11 STI
- 14 Convocation
- 15 K Roundup
- 17 Orientation
- 16-18 PD
- 21 First Day of school

### September (20 days)

- 4 Labor Day
- 9 Showcase
- Early Release: 6, 13, 20, 27

### November 2017

November 2017						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	35
26	27	28	29	30		

### December 2017

December 2017						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### January 2018

January 2018						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### October (20 days)

- 20 End of 1st Quarter
- 16 2nd Quarter Begins
- 26 P/P Conferences
- 27 PD- No School
- Early Release: 4, 11, 18, 25

### November (19 days)

- Early Dismissal/PD
- 22-25 Thanksgiving
- Early Release: 1, 8, 15, 29

### December (11 days)

- 20 End of 2nd Quarter (Early release staff/students)
- 18-30 Winter Holiday
- Early Release: 6, 13

### January (20 days)

- 1 Holiday break
- 2 Professor Work Day/PD
- 3 3rd Quarter Begins
- 15 M. L. King, Jr. Holiday
- Early Release: 10, 17, 15, 29

### February 2018

February 2018						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

### March 2018

March 2018						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### April 2018

April 2018						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### May 2018

May 2018						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### June 2018

June 2018						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### July 2018

July 2018						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### February (17 days)

- 15 P/P Conferences
- 16 PD- No School
- 19 President's Day

### March (16 days)

- 16 End of 3rd Quarter
- 19-23 Spring Break
- 26 4th Quarter Begins

### April (21 days)

- 6-9 Holiday
- 25 Early Dismissal/PD

### May (22 days)

- 29 End of 4th Quarter and Last Day of School
- 30-31 Snow Days (if needed)
- 28 Memorial Day

	First and last day of school		Campus Closed/ Holidays
	End/Beginning of Each Quarter		Early Dismissal/PD
	Professor Work Day/PD (no school for scholars)		Parent and Professor Conferences (no school for scholars)
	Special Celebrations		Recouped Snow Days (if needed)

- Qtr. 1 Aug. 21 - Oct. 20
- Qtr. 2 Oct. 23 - Dec. 20
- Qtr. 3 Jan. 4 - Mar. 16
- Qtr. 4 Mar. 26 - May 29

**B 1-1 Not for Profit**

# State of Missouri



Robin Carnahan  
Secretary of State

## CERTIFICATE OF INCORPORATION MISSOURI NONPROFIT

WHEREAS, Articles of Incorporation of

*A. M. Bullard Academy of Cultural Excellence, Inc.*  
NG1239475

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 hereto  
set my hand and cause to be affixed the  
GREAT SEAL of the State of Missouri.  
Done at the City of Jefferson, this  
3rd day of July, 2012.

*Robin Carnahan*

Secretary of State



Page 11



**State of Missouri**  
Jason Kander, Secretary of State

Corporations Division  
PO Box 778 / 600 W. Main St., Rm. 322  
Jefferson City, MO 65102

**N01239475**  
**Date Filed: 10/28/2015**  
**Jason Kander**  
**Missouri Secretary of State**

**Articles of Amendment  
for a Nonprofit Corporation**  
*(Submit with filing fee of \$10.00)*

The undersigned corporation, for the purpose of amending its articles of incorporation, hereby executes the following articles of amendment:

1. The name of corporation is: A.F. Bullard Academy of Cultural Excellence, Inc. N01239475  
Name Charter Number

2. The amendment was adopted on 8/20/2015 and changed article(s) 1 to state as follows:  
month/day/year

*The name of the corporation is changed to:  
AFB Legacy Charter Academe, Inc.*

3. If approval of members was not required, and the amendment(s) was approved by a sufficient vote of the board of directors or incorporators, check here and skip to number (5):

4. If approval by members was required, check here and provide the following information:

- A. Number of memberships outstanding:
- B. Complete either C or D:
- C. Number of votes for and against the amendments(s) by class was:

Class	Number entitled to vote	Number voting for	Number voting against
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

D. Number of undisputed votes cast for the amendment(s) was sufficient for approval, and was:

Class:	Number Voting undisputed:
_____	_____
_____	_____
_____	_____

The number of votes cast in favor of the amendment(s) by each class was sufficient for approval by that class.

5. If approval of the amendment(s) by some person(s) other than the members, the board or the incorporators was required pursuant to section 355.606, check here to indicate that approval was obtained:

In Affirmation thereof, the facts stated above are true and correct:

(The undersigned understands that false statements made in this filing are subject to the penalties provided under Section 575.040, RSMo)

Gilbert R. Dean III Gilbert R. Dean III Board Chair 10/28/2015  
Authorized signature of officer or chairman of the board Printed Name Title Date

Name and address to return filed document:  
Name: Kevin Bullard  
Address: 9719 Walnut Woods Drive  
City, State, and Zip Code: Kansas City, MO 64139

ORI-11032015-0165 State of Missouri  
No of Pages 1 Page



Amend/Restate - Non-Profit

Corp. 53A (12/2010)

### **B. 3 1-2 Articles of Incorporation**



**State of Missouri**  
Jason Kander, Secretary of State

Corporations Division  
PO Box 778 / 600 W. Main St., Rm. 322  
Jefferson City, MO 65102

**N01239475**  
**Date Filed: 10/28/2015**  
**Jason Kander**  
**Missouri Secretary of State**

**Articles of Amendment  
for a Nonprofit Corporation**  
*(Submit with filing fee of \$10.00)*

The undersigned corporation, for the purpose of amending its articles of incorporation, hereby executes the following articles of amendment:

1. The name of corporation is: A.F. Bullard Academy of Cultural Excellence, Inc. N01239475  
Name Charter Number

2. The amendment was adopted on 8/20/2015 and changed article(s) 1 to state as follows:  
month/day/year

*The name of the corporation is changed to:  
AFB Legacy Charter Academe, Inc.*

3. If approval of members was not required, and the amendment(s) was approved by a sufficient vote of the board of directors or incorporators, check here and skip to number (5):

4. If approval by members was required, check here and provide the following information:

- A. Number of memberships outstanding:
- B. Complete either C or D:
- C. Number of votes for and against the amendments(s) by class was:

Class	Number entitled to vote	Number voting for	Number voting against
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

D. Number of undisputed votes cast for the amendment(s) was sufficient for approval, and was:

Class:	Number Voting undisputed:
_____	_____
_____	_____
_____	_____

The number of votes cast in favor of the amendment(s) by each class was sufficient for approval by that class.

5. If approval of the amendment(s) by some person(s) other than the members, the board or the incorporators was required pursuant to section 355.606, check here to indicate that approval was obtained:

In Affirmation thereof, the facts stated above are true and correct:

(The undersigned understands that false statements made in this filing are subject to the penalties provided under Section 575.040, RSMo)

Gilbert R. Dean III Gilbert R. Dean III Board Chair 10/28/2015  
Authorized signature of officer or chairman of the board Printed Name Title Date

Name and address to return filed document:  
Name: Kevin Bullard  
Address: 9719 Walnut Woods Drive  
City, State, and Zip Code: Kansas City, MO 64139

ORI-11032015-0165 State of Missouri  
No of Pages 1 Page



Amend/Restate - Non-Profit

Corp. 53A (12/2010)

# STATE OF MISSOURI



Jason Kander  
Secretary of State

## CERTIFICATE OF AMENDMENT

WHEREAS,

*AFB Legacy Charter Academe, Inc.*  
N01239475

Formerly,

*A.F. Bullard Academy of Cultural Excellence, Inc.*

a corporation organized under The Missouri Nonprofit Corporation Law has delivered to me Articles of Amendment of its Articles of Incorporation and has in all respects complied with the requirements of law governing the Amendment of Articles of Incorporation under The Missouri Nonprofit Corporation Law, and that the Articles of Incorporation of said corporation are amended in accordance therewith.

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 28th day of October, 2015.

  
Secretary of State





State of Missouri

Robin Carnahan, Secretary of State

Corporations Division
PO Box 778 / 600 W. Main St., Rm. 322
Jefferson City, MO 64162

File Number:
N01239475
Date Filed: 07/03/2012
Robin Carnahan
Secretary of State

Articles of Incorporation of a Nonprofit Corporation
(Submit with a filing fee of \$25.00)

The undersigned natural person(s) of the age of eighteen years or more for the purpose of forming a corporation under the Missouri Nonprofit Corporation Act adopt the following Articles of Incorporation:

- 1. The name of the corporation is A.F. Bullard Academy of Cultural Excellence, Inc.
2. This corporation is a Public Benefit Corporation.
3. The period of duration of the corporation is Perpetual
4. The name and street address of the Registered Agent and Registered Office in Missouri is:
Dana Cutler, Esq., 21 West Gregory Boulevard Kansas City MO 64114
5. The name(s) and address(es) of each incorporator:
Dana Cutler, Esq., 21 West Gregory Blvd, KC MO 64114-1105
6. Will the corporation have members? YES NO
7. The assets of the corporation will be distributed on dissolution as follows: See Attached
8. The corporation is formed for the following purpose(s): See attached
9. The effective date of this document is the date it is filed by the Secretary of State of Missouri unless a future date is otherwise indicated: July 3, 2012

(Date may not be more than 90 days after the filing date in this office)

(Please see next page)

Name and address to return filed document:

Name: Dana Cutler
Address: 21 West Gregory Blvd
City, State, and Zip Code: Kansas City MO 64114

State of Missouri
Creation - Nonprofit 3 Page(s)



1018521010

Corp. 92 (01/2012)

Page 3

In Affirmation thereof, the facts stated above are true and correct:  
(The undersigned understands that false statements made in this filing are subject to the penalties provided under Section 575.040, RSMo.)

Must be signed by all interested parties:

*Dana S. Cutler*

Dana Cutler

July 3, 2012

Signature

Printed Name

Date Signed

Page 2

Corp 32 (012012)

## **B 2-3 BYLAWS**

**BYLAWS  
OF  
AFB LEGACY CHARTER ACADEME**

**ARTICLE I  
EDUCATIONAL AND CHARITABLE PURPOSES**

**Section 1. General Purpose.** The name of the organization is AFB Legacy Charter Academe. The organization is organized in accordance with the Nonprofit Corporation Law of Missouri, as amended. The organization has not been formed for the making of any profit, or personal financial gain. The assets and income of the organization shall not be distributable to, or benefit the directors or officers or other individuals. The assets and income shall only be used to promote organizational purposes as described below. Nothing contained herein, however, shall be deemed to prohibit the payment of reasonable compensation to employees and independent contractors for services provided for the benefit of the organization. This organization shall not carry on any other activities not permitted to be carried on by an organization exempt from federal income tax. The organization shall not endorse, contribute to, work for, or otherwise support (or oppose) a candidate for public office. The organization is organized exclusively for purposes subsequent to section 501(c)(3) of the Internal Revenue Code.

**Section 2. Specific Purpose.** The specific purpose of the AFB Legacy Charter Academe (LCA) is to provide urban students with an education of excellence through a culturally responsive, critical thinking curriculum integrated across all content areas and grade levels empowering students to achieve academic excellence, self-reliance, and become responsive community and world leaders.

**ARTICLE II  
DIRECTORS**

**Section 1. Powers.** Subject to the limitations of the organization's Articles of Incorporation, these Bylaws and the law, the activities and affairs of the organization shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the activities of the organization to any person or persons, or committees however composed, provided that the activities and affairs of the organization shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

**Section 2. Number of Directors.** The number of directors shall consist of not less than three (3) nor more than nine (9) directors, with the exact number of directors to be fixed within limits by resolution of the Board as enacted from time to time.

**Section 3. Election and Term of Office.** The directors shall be elected at the annual meeting of the Board, but directors may be elected at any special meeting of the Board held for that purpose. Each director shall serve a term of three (3) years, or until a successor has been elected and qualified. By resolution, the Board may arrange for terms to be staggered. Directors may succeed themselves in office.

**Section 4. Resignation.** Any director may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be elected before such time, to take office when the resignation becomes effective.

**Section 5. Removal.** Any director may be removed without cause by the affirmative vote of a majority of the directors then in office.

**Section 6. Vacancies.** Any vacancy that occurs on the Board of Directors, whether by death, resignation, removal or any other cause, may be filled by the remaining directors. A director elected to fill a vacancy shall serve the remaining term of his or her predecessor, or until a successor has been elected and qualified.

**Section 7. Quorum.** A majority of directors shall constitute a quorum of the Board for the transaction of business. Members of the Board may participate in any meeting through a video or telephone conference or similar communication equipment, so long as all the directors participating in the meeting can hear one another. All such participating directors shall be deemed to be present in person at such meeting.

**Section 8. Place of Meeting.** Regular or special meetings of the Board shall be held at any place within or without the State of Missouri which has been designated from time to time by the Board. In the absence of such designation, regular meetings shall be held at the principal office of the organization.

**Section 9. Regular Meeting.** Regular meetings of the Board shall be held on such dates and at such times as may be fixed by the Board with at least 72 hours advance notice (exclusive of weekends and holidays), which notice shall (i) include a tentative agenda for the meeting, (ii) specify the date, time and location of the regular meeting, and, if the meeting will be conducted by telephone or other electronic means, the mode by which the meeting will be conducted and the designated location where the public may observe and attend the meeting, (iii) specify whether the meeting, any portion of the meeting or a vote will be closed to the public and if so, the date, time and location of such closed meeting or vote and the reason for closure by referring to the applicable subsection of section 610.021 of the Revised Statutes of Missouri allowing it to be closed, and (iv) be posted in a location that is freely accessible to members of the public in accordance with the provisions of sections 610.010 to 610.030 of the Revised Statutes of Missouri (the "Sunshine Law"). Such regular meetings shall include an annual meeting to elect directors then up for election, and to conduct all other business as may properly come before the

Board. The annual meeting shall take place at such time and place as determined by resolution of the Board. No business, other than business the general nature of which was set forth in the public notice of the regular meeting, may be transacted at such regular meeting. Minutes shall be kept of each regular meeting of the Board.

**Section 10. Special Meeting.** Special meetings of the Board for any purpose or purposes may be called at any time by the President of the Board, the Secretary, any two (2) directors. Public notice of special meetings of the Board shall be provided at least 24 hours in advance (exclusive of weekends and holidays), unless for good cause such notice is impossible or impractical, in which case as much notice as is reasonably possible shall be given, and shall (i) include a tentative agenda for the special meeting, (ii) specify the date, time and location of the special meeting, and, if the meeting will be conducted by telephone or other electronic means, the mode by which the meeting will be conducted and the designated location where the public may observe and attend the meeting, (iii) specify whether the meeting, any portion of the meeting or a vote will be closed to the public and if so, the date, time and location of such closed meeting or vote and the reason for closure by referring to the applicable subsection of section 610.021 of the Revised Statutes of Missouri allowing it to be closed. No business, other than business the general nature of which was set forth in the public notice of the special meeting, may be transacted at such special meeting. Minutes shall be kept of each special meeting of the Board. When it is necessary to hold a meeting on less than 24 hours' notice, the nature of the good cause justifying that departure from the normal requirements shall be stated in the minutes.

**Section 11. Procedures.** The vote of a majority of the directors present at a properly called meeting at which a quorum is present shall be the act of the Board of Directors, unless the vote of a greater number is required by law or by these by-laws for a particular resolution. A director of the organization who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless their dissent shall be entered in the minutes of the meeting. The Board shall keep written minutes of its proceedings in its permanent records.

**Section 12. Committees.** To the extent permitted by law, the Board of Directors may appoint from its members a committee or committees, temporary or permanent, and designate the duties, powers and authorities of such committees.

Permanent committees shall include but are not limited to:

Finance Committee

The members of the finance committee shall be the Treasurer of the Board who shall serve as Chair together with others appointed by the Board.

Finance Committee responsibilities shall include:

- a. Preparing an annual budget in collaboration with the School Leaders.

- b. Annually revising the five-year financial forecast and developing long-range financial plans based on the forecast.
- c. Arranging for an annual audit to be provided to the Board of Directors.
- d. Providing oversight of the procurement process.
- e. Reviewing monthly financial statements and variances from budget, and recommend action to the Board, as appropriate.
- f. Creating specific measurable board-level goals for the year as part of the full board planning process.
- g. Developing and implementing a board-level training program to ensure that all Directors (especially those without a financial background) can be effective stewards of the school's financial resources.
- h. Reporting to the Board of Directors at regular meetings of the Board in a manner determined by the Board.
- i. Annually evaluating its work as a committee and the objectives it has committed itself to and report on same to the Board of Directors.

**Section 13. Compensation.** Directors and members of committees shall not receive any compensation for their services but, by resolution of the Board, a director's reasonable expenses of Board meeting attendance, if any, may be reimbursed.

### **ARTICLE III OFFICERS**

**Section 1. Required Officers.** The officers of the organization shall be a President, a Treasurer, and a Secretary. Two or more offices may be held by one person.

- a. **President.** The President shall be the chief executive officer and shall preside at all meetings of the Board of Directors and its Executive Committee, if such a committee is created by the Board.
- b. **Secretary.** The Secretary shall give notice of all meetings of the Board of Directors and Executive Committee, shall keep an accurate list of the directors, and shall have the authority to certify any records, or copies of records, as the official records of the organization. The Secretary shall maintain the minutes of the Board of Directors' meetings and all committee meetings.
- c. **Treasurer/CFO.** The Treasurer shall be responsible for conducting the financial affairs of the organization as directed and authorized by the Board of Directors and Executive Committee, if any, and shall make reports of corporate finances as required, but no less often than at each meeting of the Board of Directors and Executive Committee.

**Section 2. Election and Term of Office.** The officers shall be elected annually by the Board of Directors at the first meeting of the Board of Directors, immediately following the

annual meeting. Each officer shall serve a one year term or until a successor has been elected and qualified.

**Section 3. Removal or Vacancy.** The Board of Directors shall have the power to remove an officer with or without cause and with or without notice by the affirmative vote of the Board. Any vacancy that occurs for any reason may be filled by the Board of Directors.

#### **ARTICLE IV AMENDMENT TO BYLAWS**

The bylaws may be amended, altered, or repealed by the Board of Directors by a majority of a quorum vote at any regular or special meeting. The text of the proposed change shall be distributed to all board members at least ten (10) days before the meeting.

#### **ARTICLE V INDEMNIFICATION**

Any director or officer who is involved in litigation by reason of his or her position as a director or officer of this organization shall be indemnified and held harmless by the organization to the fullest extent authorized by law as it now exists or may subsequently be amended (but, in the case of any such amendment, only to the extent that such amendment permits the organization to provide broader indemnification rights).

#### **ARTICLE VI DISSOLUTION**

The organization may be dissolved only with authorization of its Board of Directors given at a special meeting called for that purpose, and with the subsequent approval by no less than two-thirds (2/3) vote of the members. In the event of the dissolution of the organization, the assets shall be applied and distributed as follows:

All liabilities and obligations shall be paid, satisfied and discharged, or adequate provision shall be made therefore. Assets not held upon a condition requiring return, transfer, or conveyance to any other organization or individual shall be distributed, transferred, or conveyed, in trust or otherwise, to charitable and educational organization, organized under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, of a similar or like nature to this organization, as determined by the Board of Directors.

#### **ARTICLE VII GENERAL PROVISIONS**

**Section 1. Inspection of Articles and Bylaws.** The corporation shall keep in its principal office in the State of Missouri the original copy of its Articles of Incorporation and of these Bylaws, as amended to date, which shall be open to inspection by the directors and such other persons as required by law, at all reasonable times during office hours.

**Section 2. Endorsement of Documents: Contracts.** Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the organization and any other person, when signed by the President of the Board, and the Secretary of the organization, shall be valid and binding on the organization in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, but, unless so authorized by the Board, no such person or persons shall have any power or authority to bind the organization by any contract or engagement to pledge its credit or to render it liable for any purpose or amount.

**Section 3. Conflicts of Interest Policy.** The Board will adopt a Conflicts of Interest Policy to govern conflicts of interest situations that may arise from time to time among the organization, directors and organization employees, officers and agents.

### **Certification**

Mickey Dean, President of AFB Legacy Charter Academe, and Dr. Brenda Harris, Secretary of AFB Legacy Charter Academe certify that the foregoing is a true and correct copy of the bylaws of the above-named organization, duly amended by the initial Board of Directors on June 16, 2016.

## **B. 2-4 Board of Directors Resume**

**GILBERT R. (MICKEY) DEAN III, ESQ.**

7337 Harrison St.  
Kansas City, MO 64131

(816) 523-1671-H  
(816) 527-6616-M  
gdeaniii@aol.com

---

**EXPERIENCE:**

**November 2005 – December 2014**

**Assistant to the Director, Kansas City Human Relations Department  
414 E. 12<sup>th</sup> Street, Kansas City, MO 64106  
816-513-1836**

Assisted the Director in management of the Department divisions, including Civil Rights, Affirmative Action, Minority/Women's Business Enterprise, Contract Compliance, Section 3 and Small Business Enterprise Divisions; assisted in the preparation of the Department budget; represented the department before the City Council, community groups, business organizations, educational institutions, media groups, and various other public and private bodies; conducted community outreach and training in the areas of civil rights and affirmative action. Had primary responsibility for enforcement of Kansas City's civil rights ordinance.

Supervisor – Phillip Yelder, Director, 816-513-1836

**January 2005 – March 2009**

**Instructor, Webster University – Kansas City Campus  
1200 E. 104<sup>th</sup> Street  
Kansas City, MO 64131  
816-444-1000**

Taught classes in the fields of employment law, business law, labor/management relations and political science.

Supervisor – Lorraine Gilbertson, Faculty Coordinator

**July 2003 – November 2005**

**Acting Director, Kansas City Human Relations Department**

Was responsible for managing and directing all divisions of the Human Relations Department. These included the Civil Rights, Affirmative Action, Minority/Women's Business Enterprise, Equal Opportunity/Diversity and Community Relations/Dispute Resolution divisions. Oversaw the preparation of the department budget; represented the department before all city legislative bodies including the City Council and pertinent City Council committees; sat on the city's Executive Committee, which is comprised of all department directors; represented the department before community groups, business organizations, the media, and various other public and private bodies; was responsible for major personnel matters, including evaluating management staff, and hiring and disciplining of management staff.

Supervisor – Wayne Cauthen, City Manager, 816-513-1424

**June 2002 – August 2004**

**Instructor, University of Phoenix – Kansas City Campus  
901 E. 104<sup>th</sup> Street  
Kansas City, MO 64131**

**816-943-9600**

Taught “Employment Law for Business” classes for graduate and undergraduate students. Topics of instruction included Title VII of the Civil Rights Act of 1964, Affirmative Action, Age Discrimination in Employment Act, American with Disabilities Act, Fair Labor Standards Act, Legality of Eligibility Testing, Occupational Safety and Health Act, and Evaluation and Regulation of Job Performance.

Supervisor – Dr. Merlyne Hines-Starr, Dean, 816-943-9600

**February 1998 – June 2003**

**Deputy Director, Kansas City Human Relations Department**

Assisted Director in management of the Civil Rights, Affirmative Action, Minority/Women’s Business Enterprise, Equal Opportunity/Diversity and Community Relations Divisions; prepared division budgets, represented the department before the City Council, community groups, business organizations, educational institutions, media groups, and various other public and private bodies; conducted community outreach and training in the areas of civil rights and affirmative action. Had primary responsibility for enforcement of Kansas City’s civil rights ordinance.

Supervisor – Michael Bates, Former Director, 816-418-7322

**May, 1995 – January, 1998**

**Manager, Civil Rights Division, Human Relations Department**

Supervised staff of civil rights investigators; trained investigators in investigative techniques; conducted trainings in Title VII employment law, Title VIII fair housing law, the American With Disabilities Act, the Equal Pay Act, the Age Discrimination in Employment Act and the 1991 Civil Rights Act for staff, business owners, private employees, landlords and realtors, tenants, educational institutions and community and civic organizations; prepared budget for Civil Rights Division; developed civil rights outreach programs; coordinated work with various federal agencies, including the Equal Employment Opportunity Commission and the Department of Housing and Urban Development; researched civil rights case law. Was primarily responsible for enforcing Kansas City’s civil rights ordinance.

Supervisor – Michael Bates

**March, 1993 – April, 1995**

**Associate Attorney – Basil L. North, Jr. and Associates**

**North & Associates, 1125 Grand Blvd., Kansas City, MO, 64106**

**816-474-3722**

Areas of practice included employment discrimination law, labor law, and personal injury law.

Supervisor – Basil North, Jr., Managing Attorney, 816-474-3722

**September, 1991 – February, 1993**

**Manager, Civil Rights Division, Human Relations Department**

See same heading above.

Supervisor – Michael Bates

**May, 1990 – May, 1991**

**Law Clerk, Benson & McKay Law Firm**

Researched and prepared legal memoranda; conducted client interviews; drafted motions and petitions; drafted legal briefs.

Supervisor – Arthur Benson

**June, 1981 – August, 1989**

**Supervisor, Colgate Palmolive Company**

Supervised 25 employees in soap processing production area.

**EDUCATION:**

Bachelor of Arts, Political Science, With Distinction  
University of Missouri – Kansas City  
5100 Rockhill Rd.  
Kansas City, MO 64110

Doctor of Jurisprudence  
University of Missouri – Kansas City School of Law  
Licensed in Missouri

**MEMBERSHIPS:**

American Bar Association  
National Bar Association  
National Employment Lawyers Association  
Jackson County Bar Association

**SKILLS**

Proficient in Microsoft Word, the Internet, and all basic computer functions.

**COMMUNITY ACTIVITIES:**

Math Tutor, W.E.B. DuBois Learning Center  
Mentor, Males to Men Manhood Training Program  
References available upon request.

**Request for Information from Prospective Charter School Board Members:  
Gilbert Mickey Dean**

**I. Background**

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1. Describe your educational and employment history. You may complete this item by attaching a resume.

**Resume attached.**

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

**I will be at least 18 years old when the charter school opens.**

3. How did you become aware of the proposed charter school and the opportunity to? serve as a member of its board

**I was made aware of the opportunity to serve on the board by a current board member.**

4. Explain why you would like to serve on the board.

**I have a profound interest in the educational welfare of children in urban areas. I have tutored math for the past 27 years, and have served as a mentor for African American males for 22 years. As a tutor, and particularly as a mentor I have had an opportunity to spend many hours in classrooms throughout the metropolitan area and have had countless discussions with teachers and administrators. Although I am not an educational professional, I have been able to make keen observations about what works and doesn't work in schools. Also, as an attorney, I will be able to help the board work through any legal issues that may arise.**

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

**I have not served as a formal member of a school board of directors but I serve as attorney/advisor for the board of the DuBois Learning Center, an after-school tutorial program.**

6. What is your understanding of the appropriate role of a public charter school board member?

**A board member's responsibility is to serve as part of a group that will govern and control the affairs of the school. A board member's role is not to involve him/herself in the day-to-day operations of the board but to take a holistic approach to governance of the school.**

7. What relevant knowledge and experience will you bring to the board?

**As stated earlier, I serve as attorney/advisor for the DuBois Learning Center. In that role I have developed an understanding of the legal responsibilities of a board of directors and can make sure that the board operates in a manner that does not violate any of the pertinent laws and statutes. I also have a deep affinity for the school's mission and was a strong supporter of the previous African Centered School.**

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

**Towards the end of the first year my expectation is that the board and school administrators will have the necessary empirical information to properly evaluate the progress being made by the school. By that time all operational systems will have been tested and refined, and the school should be well on its way to achieving its core mission and objectives. After four years**

my expectation is that the school will have become a model of success for urban education. Others in the educational community will look to the school leadership for guidance on how to establish a solid educational foundation in those parts of the metropolitan area where success has been lacking.

## II. Educational Philosophy

---

9. What is your understanding of the school's mission and/or philosophy?

**The school's core mission is to produce students who will have the educational background, critical thinking ability, and commitment to community such that they will become leaders among their peers and contribute to the advancement of the community and world in which they live.**

10. Are you familiar with the school's proposed educational program? How would you describe it?

**The school's education program is designed to produce students who have a cultural awareness of self, and will instill in students an obligation to contribute to the wellbeing of the communities in which they live. The education program will ensure that students are proficient in math, science, English/grammar and composition, and the social sciences. As well the program will present to student's options to excel in the performing arts and physical development.**

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

**A successful school must have strong leadership. A successful school will have successful students. The school will have robust parent involvement and support from the surrounding community. The board, administration and staff all work as a cohesive unit to achieve the school's goals and objectives. The board's role in the initial years will be to ensure that the administration and staff have the direction necessary for success, and the resources that will be required to achieve a level of educational excellence.**

## III. Conflict of Interest Disclosure

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12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

**Because of my involvement in the community, and the involvement of the other prospective board members, I have some familiarity with all of the prospective board members.**

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

**At this time, I have no knowledge of anyone identified as a prospective school employee.**

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

**No.**

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

**No.**

16. (If the school does not intend to partner with an educational service provider, write “N / A”).

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?

**No.**

18. (If the school does not intend to partner with an educational service provider, write “N / A”).

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

**No.**

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school’s board? If so, explain.

**No.**

21. How would you handle a situation in which you believe one or more members of the school’s board to be engaged in self- dealing (i.e. making arrangements involving the school’s benefit the board friends or family).

**This is a matter that must be immediately brought to the board’s attention so that it may be addressed in the appropriate manner.**

**Curriculum Vitae  
Brenda Kay Harris, Ph.D.**

**EDUCATION**

Ph.D., (May 2009), Urban Leadership and Policy Studies in Education, University of Missouri at Kansas City

Educational Specialist, (May 2001), Education Administration, University of Missouri at Kansas City

Masters of Arts, Education Administration, (December 1999), University of Missouri at Kansas City

Bachelor of Arts Degree, (May 1981), Elementary Education, Park College

**RESEARCH/DISSERTATION**

**Dissertation Title: NOVICE TEACHERS' PERCEPTIONS ABOUT THEIR EDUCATION FOR TEACHING IN URBAN SCHOOLS**

**EXPERIENCE**

**Current Position**

**Director of Teacher Education, Donnelly College**

**Associate Professor**

- Currently developing an Elementary Education Program with an ESOL Endorsement
- Developing courses and assessments that align with state and national standards
- Prepared Preconditions for the Kansas State Department of Education
- Prepared Elementary Education Program Report for the Kansas State Department of Education
- Prepared ESOL Program Report for the Kansas State Department of Education
- Prepared the Institutional Report for the Kansas State Department of Education
- Prepared Substantive Change for the Higher Learning Commission

**1999-2010**

**Assistant Principal, Allen Village Charter School**

- Responsible for the daily operation of a school
- Created and implemented a comprehensive yearly student achievement plan mapping out strategic direction and assessing growth opportunities
- Monitored instructional strategies of teachers, provided feedback, and suggested next steps
- Conducted extensive training and assessment for new teachers
- Key contributor in human resource activities; including hiring, training, performance evaluation, and termination

- Maintained records of teacher licensure
- Managed Title I
- Managed core data
- Handled disciplinary concerns
- Reading Coordinator
- Test Coordinator
- Director of Special Education

**1996-1999                      Teacher, J.S. Chick African Centered School**

- Fourth Grade Teacher

**1994-1996                      Teacher, New Stanley Elementary School**

- Second Grade Teacher
- Third Grade Teacher

**1982-1994                      Preschool Director and Teacher, Pleasant Green Community School**

- Responsible for the daily operation of the preschool program
- Maintained compliance with state regulations
- Prepared periodic reports on the status of the program
- Maintained a variety of records, including registrations, permission slips, accident reports, medical records, etc.
- Collaborated with teachers to plan instructional activities and lessons, which promote developmentally appropriate student learning
- Formally evaluated the curriculum and the instruction of the staff
- Taught and monitored children as needed
- Provided support for teachers
- Conducted staff meetings
- Provided professional development for staff
- Maintained a visible presence to staff, students and preschool families
- Wrote plays for graduation

**COURSE AND CURRICULUM DEVELOPMENT**

ED101	Introduction to Urban Education
ED301	Perspectives in Education for Culturally and Linguistically Diverse Learners
ED302	Elementary Social Studies
ED304	Techniques for Instructional Success
ED310	Practicum/Seminar
ED312	Elementary Language Arts Methods
ED316	Elementary Physical Education and Health Methods
ED320	Practicum/Seminar
ED400	Test and Measurements
ED401	Elementary Mathematic Methods
ED404	Foundations of Urban Education
ED410	Practicum/Seminar
ED415	Teaching Internship and Seminar

## **CREATIVE WORK**

- Bachelor of Science Degree Program
- Preconditions
- Conceptual Framework
- Elementary Education Program Report
- ESOL Program Report
- Institutional Report
- Substantial Change Application
- Teacher Intern Performance Summative Assessment
- Teacher Intern ESOL Performance Summative Assessment
- KSDE Professional Education Standards Summative Assessment
- Teacher Intern Program Goals
- Summative Self-Assessment of Professional Dispositions
- Teacher Intern Comprehensive Examination
- Cooperative Teacher Follow-up Survey
- Clinical Field Supervisor Follow-up Survey
- Program Completer Follow-up Survey
- Principal/Employer Follow-up Survey
- Alumni Follow-up Survey
- U-TEP Application
- Teacher Internship Application
- Comprehensive Content Examination
- Field Experience Record
- Professional Standards Remediation Plan
- For Teacher Candidates and Teacher Interns Not Meeting Expectations
- Academic Improvement Plan
- Transition Points
- Handbook for Teacher Interns, Cooperating Teachers, School Principals, and Clinical Field Supervisors

## **COURSES TAUGHT**

Fall 2012 ED101 Introduction to Urban Education  
Fall 2012 EN100 Freshman Seminar  
Spring 2011 ED101 Introduction to Urban Education  
Fall 2011 EN100 Freshman Seminar  
Fall 2011 EN 135 Children's Literature  
Fall/Spring 2010/2011 EDUC5598D Independent Study Course at University of Missouri at Kansas City

## **COLLEGE-WIDE COMMITTEES**

2010- Present Faculty Senate  
2010- Present Division Three  
2010- Present Deans and Director  
2010- Present Assessment Committee  
2010-2011 Professional Studies Committee

## **PROFESSIONAL ORGANIZATIONS**

2012- Present	Leadership 2000
2011- Present	Professional Education Advisory Council
2011- Present	Teacher Education Unit Leadership Team
2011- Present	College to Career Mentors
2010- Present	Learning Community
2010- 2011	Black Student Union

## **PROFESSIONAL COMMUNITY SERVICE**

2011-Present	Heartfelt Change
2010-2011	PREP-KC
2007-2011	Phi-Delta Kappa Sorority

### **Dr. Brenda Harris**

#### **Request for Information:**

**1. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?**

- I was informed about the proposed charter by Mrs. Audrey F. Bullard.

**2. Explain why you would like to serve on the board.**

- I would like to serve as a board member because I am passionate about urban schooling. My first and foremost desire is to see the students we serve succeed. This is an opportunity to influence what and how students learn. The students we serve are our future leaders and I want to be a part of their academic growth and development. As a board member I will set policies that serve as blue prints for building a successful school.

**3. Have you previously served on a board of a school district or not-for-profit corporation? If so, describe any relevant experience.**

- No, I have not served on a board of a school district or not-for-profit corporation.

**4. What is your understanding of the appropriate role of a public charter school board member?**

- Specific duties of a public charter school board member may relate to employment, purchasing, budget preparation, students and policies. They may include:
  - Hiring and evaluating the district superintendent.
  - Providing guidance in the development of the budget to ensure funding needed to meet board established goals.

- Approving the budget.
- Monitoring the budget.
- Setting salaries for employees.
- Approving purchases.
- Establishing and approving policies.
- Approving curriculum materials.
- Adopting the school calendar.
- Reviewing regulations for compliance with policy.
- Assessing board effectiveness.
- Monitoring progress toward goals.

**5. What relevant knowledge and experience will you bring to the board?**

- The relevant knowledge and experience I bring to the board is my 30 plus years' experience as a teacher and educational administrator. I have a proven track record demonstrating superior administrative leadership while building highly productive teams, improving academic proficiency, and cultivating customer service. I have a strong global understanding of urban schooling and what it takes to achieve academic success.

**6. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?**

- The first year:  
African Centered Education is not a new phenomenon. The idea to start an African Centered Charter School has been a desired vision for many years. The foundation of the school has already been laid and is a proven success. I foresee the opening of this K-7 charter being a success. I also anticipate:
  - Effective transformative leadership in place
  - Competent and caring teachers in place
  - Safe and orderly learning environment
  - Stable enrollment
  - The mission implemented by all stakeholders
  - High levels of collaboration and communication among stakeholders
  - Culturally relevant teaching
  - Strong academic achievement
- The fourth year:
  - Actively engaged parents
  - Increased enrollment--High students in place (K-12)
  - Focused professional development
  - Frequent monitoring of teaching and learning
  - Continuous improvement

**7. What is your understanding of the school's mission and/or philosophy?**

- **Mission:** The mission of the A. F. Bullard Academy of Cultural Excellence (ACE) is to equip students to become global leaders using cultural traditions of excellence in education.

The aim of the A.F. Bullard Academy of Cultural Excellence is to provide students a world class education by employing African Centered pedagogy. African Centered Pedagogy allows the teacher to draw from cultural referents while maintaining district and state requirements. Ladson-Billings (1994) refers to this kind of pedagogy as culturally relevant teaching. Culturally relevant teaching allows the teacher to employ the learners' cultural background to inform their teaching methodology.

**8. Are you familiar with the school's proposed educational program? How would you describe it?**

Yes, I am familiar with the school's proposed educational program. This is an African Centered Educational Program. Teachers will embrace the notion of culturally responsive teaching practices to enhance the district and state curriculum. Gay (2000) asserts that, "culturally responsive teaching is defined as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching more effectively" (p. 106)

**9. What are the characteristics of a successful school?**

- Characteristics of a successful school:
  - Learner Centered: The focus is always, 'What's best for children?'
  - A Shared vision and/or mission
  - Strategic Planning that is data driven
  - High Standards and Expectations for all learners
  - Creating a Culture of Achievement
  - Transformative Leadership
  - Empowered faculty who share in the decision making process
  - Effective Collaboration and Communication
  - Continuous Professional Development
  - Parent and Community Involvement
  - Continuous Improvement and Ongoing Assessment

**10. The board of education will need to take in the first year or two to ensure that this school is successful?**

- Initially, the board will need to ensure that effective leadership is in place.
- Continuous enrollment growth is essential to the stability and sustainability of the school.

**Michael M. Byrd, Consultant**  
**DuBois Financial Services Company, LLC**  
**6215 Rockhill Road \* Kansas City \* Missouri \* 64110 \* 816-674-8699**  
[mmyrd75@gmail.com](mailto:mmyrd75@gmail.com)

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### **Employment History**

U.S. Department of Agriculture, 6501 Beacon Drive, Kansas City, Missouri 64133

#### Lead Accountant – April 2001 to Present

Review, evaluate, and make recommendations for improving internal controls of manual and automated financial systems. Criteria for improvements include Generally Accepted Accounting Principles (GAAP), and Federal Regulations.

#### Accounting Supervisor – June 1994 to April 2001

Supervised staffs of various sizes in operational areas including payroll, cash disbursements, and property accounting. Responsibilities included financial systems design and implementation, accounting policy interpretation, and internal control coordination.

#### Internal Audit Supervisor – October 1992 to June 1994

Supervised staff of nine (9) auditors who performed internal reviews of accounting and program systems.

#### Systems Accountant – September 1987 to October 1992

Developed user requirements for mainframe accounting systems. Also developed personal computer (PC) applications to improve efficiency of operations.

DuBois Financial Services Company, LLC, 6215 Rockhill Road, Kansas City, Missouri 64110

#### Founder/Consultant – June 2003 to Present

Providing tax, accounting, and financial management training to individuals, small business, not-for-profit organizations, and political candidates.

Afrikan Centered Education Taskforce, Inc.

#### Chief Financial Officer – July 2007 to June 2010

Prepared IRS Form 1023, Application for Recognition of Exemption. Created accounting system for this start-up not-for-profit education management organization. Prepared reports and advised management on accounting, budgeting, and audit issues.

Allied Signal, 2000 Bannister Road, Kansas City, Missouri 64131

#### Budget Analyst – March 1987 to September 1987

Developed PC applications for corporate budgets.

Armco Steel Company, Middletown, Ohio 45013

Staff Accountant – May 1982 to March 1987

Performed accounting for general ledger, receivables, payables, payroll, and property.

**Education, Certification, and Professional Affiliation**

Howard University, Bachelors of Business Administration in Accounting, Summa Cum Laude, May 1980

Certified Public Accountant, State of Missouri, Certificate Number 10218, May 1985

Competitive Management Training Program, U.S. Department of Agriculture, June 1990 through May 1991

Association of Government Accountants, Kansas City Chapter, 1988 through 1994. Chapter President 1991 to 1992, Chapter Vice-president 1990 to 1991

**Michael M. Byrd**

**Page 2**

**Software Proficiencies**

Microsoft Suite (Word, Excel, PowerPoint) and QuickBooks

**Community Service**

Kansas City Missouri School District, Board of Directors, 2000 to 2002

W.E.B. DuBois Learning Center, Kansas City, Missouri, Tutor, 1983 to 1984; Administrative Staff Coordinator, 1984 to 1988; Volunteer, 1988 to Present

**References**

Available upon request.

CARRIE E. STAPLETON

3326 Campbell Street  
Kansas City, MO 64109  
816.931.3306

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**Education:** Bachelor of Science Degree, Double Major, Journalism and Fashion Marketing  
Kansas State University, Manhattan, KS May, 1976

**Previous** June 1976-1978

**Employment:** *Reporter and Assistant People Page Editor*  
**Salina Journal Newspaper, Salina, KS**

Duties included feature writing, news reporting and writing a weekly column. Also edit and layout of People Pages and some photography

November 1978-March 1980

*Research Coordinator and Public Relations Director*  
**Black Archives of Mid-America, Inc.**

Duties included writing news releases and handling publicity; researching historical subjects for exhibits; grant writing; design/editing of promotional materials for exhibits.

March 1980-January 1982

*Public Relations Coordinator, Office of Public Relations and Communications*  
**Kansas City, Missouri School District**

Duties included working as a liaison to the Kansas City community for schools; speechwriting for the Superintendent and Board members; organizing educational symposiums; presentations and seminars, and structuring newsletter workshops for schools

February 1982-November 1982

*Communications Consultant and Executive Assistant*  
**American Business Communications, Inc. Telephone Interconnect Company**

Duties included key account management, general sales, administrative staff coordination and public relations

January 1983-August 1983

*President*  
**North American Communications, Inc. Telephone Interconnect Company**

Duties include development of business plan and start-up operations; hiring sales staff; administrative and technical personnel; establishing accounts and building relationships with suppliers; Southwestern Bell consultants and subcontractors and other general start-up tasks.

March 1984-October 1985

*Associate, Communications and Marketing Office*  
**Heart of America United Way**

Duties included coordination of Speakers Bureau, special projects with member Agencies; external communications; write and design of brochures and Pamphlets; newsletter, and networking with minority communities.

-continued-

October 1985-September 1987

*Administrative Assistant/Public Relations*

**Jackson County Executive Bill Waris**

Duties included coordination of special projects, major correspondences, Representation of Jackson County or County Executive at community events, Speechwriting, and writing and presenting proclamation at special events.

**Present**

**Employment:** September 1988-Present

*President*

**Phillips-West Public Relations and Communications**

## **B. 2-5 Criminal Background Check/Childcare Registry Check**

The three founding board members have already completed their background and childcare registry checks. They are waiting on results. The new board member will have her documentation complete within seven days.

**B. 3 1-1**  
**Executive Director Cultural Compliance**  
**&**  
**Operations and Chief Academic Officer's Resumes**

## Kevin Bullard

9719 Walnut Woods Dr  
Kansas City, Missouri 64139

[kbullardacecc@gmail.com](mailto:kbullardacecc@gmail.com) r. Kevin Bullard has a solid background in urban education, cultural studies, Africana history and educational program development. He holds a Bachelor and Master Degree in Inner City/Urban Education and Cultural Studies from Northeastern Illinois University's Center for Inner City Studies.

Mr. Bullard carries a special interest in the social, ethnic and cultural research areas that relate to human development, child development, urban educational school reform and transformational systems.

Mr. Bullard has a thorough working knowledge in cultural educational methods, concepts and psycho-social adaptations within K-12 public educational systems. Mr. Bullard is currently working with prominent social psychologist, Dr. Wade Nobles in the field of K-12 educational public school reform using culturally specific principles designed to impact student achievement, efficacy, academic proficiencies and social behaviors. Additionally, Mr. Bullard worked with the preeminent Dr. Asa G. Hilliard III and Dr. Jacob Carruthers, as well as Dr. Nobles in constructing and aligning teacher professional development for program, leadership and teacher competencies in cultural pedagogy and urban educational best practices in teaching and learning.

Mr. Bullard served six years as the Executive Director for the Afrikan Centered Education Collegium Campus, an independent Pre K-12<sup>th</sup> grade public contract school. He was responsible for all educational alignment, program development, integration and accountability, cultural strategies, and leadership and teacher development.

Prior to this appointment, Mr. Bullard worked seven years with the Kansas City, Missouri School District as a Program/Curriculum Coordinator for the African Centered School initiative. Mr. Bullard is currently involved in ethnographic research, connecting cultural history and oral traditions through art, as well as providing consulting and technical assistance in educational reform and administrative leadership.

### Educational Background

University of Missouri, Kansas City. Urban Leadership and Policy Studies (ULAPSIE)

- Doctoral, anticipated 2017

Northeastern Illinois University, Chicago, IL

- Bachelor of Arts in Urban Education and African Studies, *magna cum laude*, 1990-1994
- Master of Arts in Inner City Education and Cultural Studies, *summa cum laude*, 1996-1998

### Employment Background

ACETI/ACECC, 2006-2012,

- Executive Director of African Centered Education Collegium Campus, PK-12 grade

KCMO School District, 1998-2005

- Curriculum/Program Coordinator for J.S.Chick and S.B.Ladd elementary, M.L.King Jr. Middle, Southeast High, J.C. Clarke stand-alone

Alternative, INC. Chicago, IL, 1994-1998

- Educational Program Developer, educational enrichment and cross-curricular programs for 51 diverse cultural organizations

### Professional Expertise

Mr. Bullard's background is multi-disciplined and cross-categorical:

- Curriculum and design
- Cultural competency in educational leadership and pedagogy
- Cultural learning assessments in human development
- Program alignment and integration
- Youth socialization, mentoring and Rites of Passage application
- Art
- Cultural anthropology
- Ethnographic research
- Cultural art collector (emphasis on West Africa)
- Urban education
- Education school reform

**B.3 1-2**  
**ARTICLE SUPPORTING LEADERSHIP STRUCTURE**

## Whitmire: America's Best Charter School Doesn't Look Anything Like Other Top Charters. Is that Bad?



*March 27, 2016*

**Richard Whitmire**

*contributors@the74million.org richardwhitmir*

**TALKING POINTS**

*A mom-and-pop Boston charter network that eschews tech is the best in the country. Here's why*

*Some top charters talk about closing the achievement gap, Boston's Brooke Charter Schools actually do*



*Boston, Massachusetts*

This is my second visit to the East Boston campus of Edward Brooke Charter Schools. During a previous stop, I sat down with co-director Kimberly Steadman. She was helpful, but I'll have to admit I walked away wondering: Why is this (arguably) the nation's top-performing charter? I still don't get it.

A year later I returned, still looking to answer that question. I arrived a few days after the Massachusetts Board of Elementary and Secondary Education voted to allow Brooke a high school so students from its current three schools can transition into a high school run with the same philosophy and results.

Said state Commissioner Mitchell Chester: "It would be hard to overstate the track record of educational performance (at Brooke)." Keep in mind, this green light to expand happened in Massachusetts, a state in the throes of the nation's most bitter fight over charters.

This time I sat down with Steadman's husband, and co-director, Jon Clark, who founded Brooke. Even an hour into the interview I was worried once again: Am I going to walk away and still not understand Brooke's secret sauce (a horrible cliché, but it gets to the heart of it) that makes them the best charter school in Massachusetts, a state that boasts the nation's top-performing charters?

Among charter founders, Clark is unique. Quiet, studious, not given to bragging, not out to conquer the world by sprinkling charters in every state or even outside Boston. He's prone to crediting his wife more than himself and offers only general clues to watch for as I start my classroom observations. It's all about the teaching, he advised me.

What school leader doesn't say that?

At the moment, the advice didn't seem particularly helpful. At the end of the day am I going to climb into a cab to head back to Boston's Logan Airport still puzzling over how Brooke takes in a student population that's almost entirely low income and entirely minority, and turns them into scholars with test scores that match students enjoying the privilege of growing up white in a wealthy Boston suburb?



**Brooke founder and co-director Jon Clark (Photo by Richard Whitmire)**

Some top charters talk about closing achievement gaps; Brooke actually does it.

Here's the challenge about Brooke: It's a group of K-8 schools, essentially a mom-and-pop charter, a creation of Clark and Steadman. Aren't the nation's best charters supposed to emerge from prestigious charter management organizations such as KIPP and Achievement First?

There's more to the challenge. Unlike many top charters, especially Rocketship charters out of California, a blended learning pioneer (creating personalized learning by leaning on computer-based instruction) that I followed for more than a year while writing a book, "[On the Rocketship](#)," Brooke mostly eschews computer learning. No blended learning to be seen anywhere.

Why? Clark has yet to find a software learning program that impresses him. Brooke's entire emphasis is on teacher quality. Why would you subtract from teacher time by sending students off for laptop instruction?

The challenge goes on. Unlike many "no excuses" charter groups which adopt a highly scripted instructional style that could be set to a metronome, Brooke is pretty laid back. There's no heavy "culture" pressure here.

"Our kids do well on tests because they love reading"

At Brooke, elementary students have carpeted squares they sit on for up-close-and-personal sessions with the teacher, but if a student happens to spill over into the next square there's no command-and-control correction coming from the teacher, as I have seen in many "no excuses" charters. Yes, they file quietly through the hallways when changing classes, but nobody has to hold their hands behind their back or cupped in front of them.

In fact, if you suddenly forgot that every single student there comes from a non-privileged background, you could easily imagine you were in a private school where the students are somehow just naturally curious and well behaved, interested in every comment made by a fellow student.

Sounds intriguing, right? But how do they do it? I'm mid-way through my day-long stay here, and I still don't have a real clue. Clark doesn't make me feel any better when he advises me to watch classrooms for evidence of Brooke's twin pillar philosophy in action: "challenged" and "known." Challenged I get. But "known?"

The first insight into my unanswered question came as I tagged along with teacher Heidi Deck after she walked her fourth-graders across the street in very blustery conditions to physical education. One unique thing about being a Brooke teacher, she said, is that the instruction always starts with an unfamiliar problem, something the students haven't seen before.

Deck went on to describe flipped instruction. In most math classrooms, teachers present a problem, demonstrate the solution and then have the students practice. It's dubbed the "I do-we do-you do" method of instruction. Rinse and repeat.

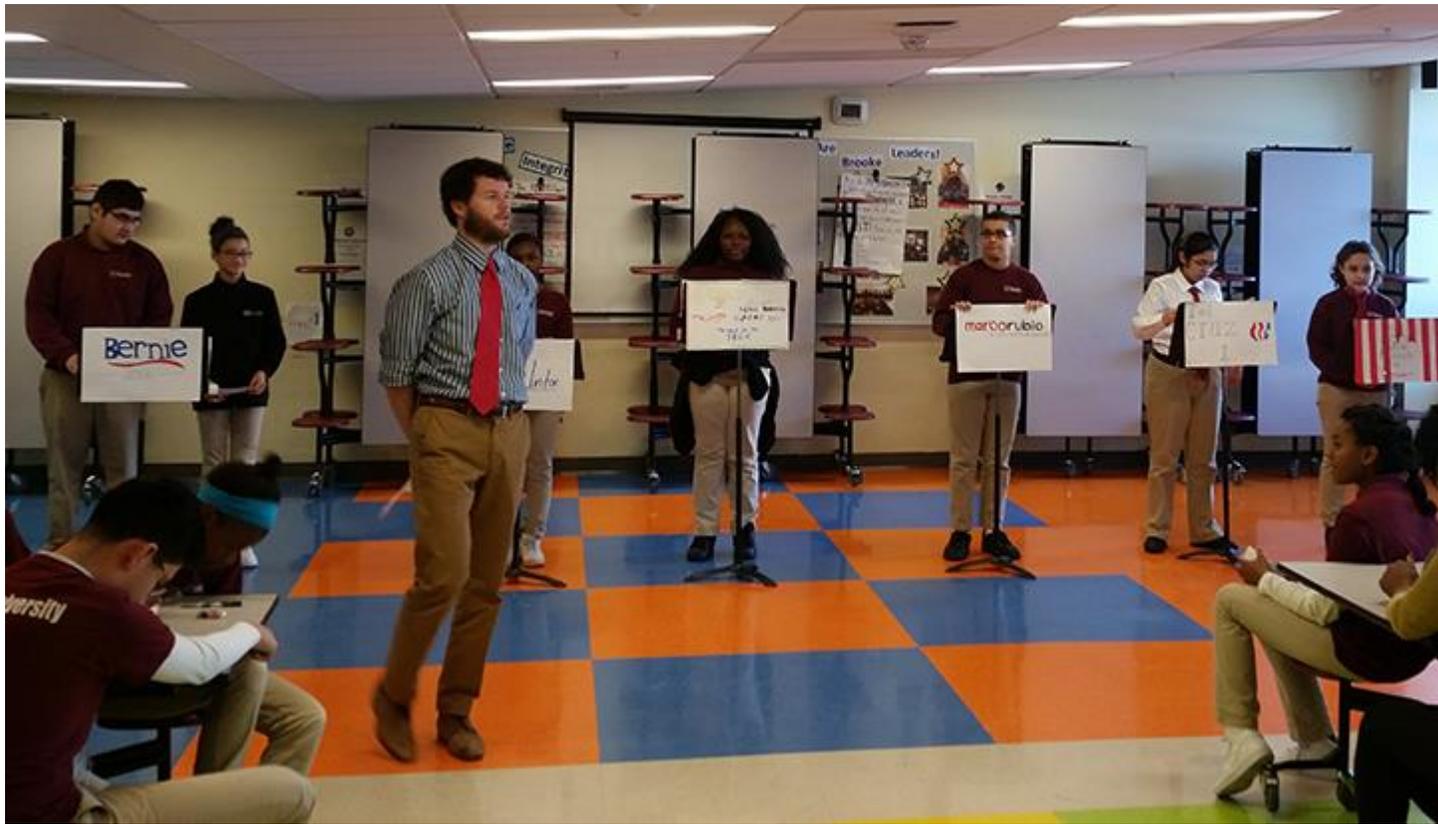
Not at Brooke. Here, teachers start by presenting a new problem and then invite the students to solve it on their own, armed only with the tools from previous lessons. "We really push kids to be engaged with the struggle," explained Deck.

Next, the teacher invites students to collaborate with one another in trying to solve the problem, which is followed by more individual attempts to solve it. Then there's a classroom discussion about different ways students tried to solve it, with teachers doing their best to draw out solutions from the students. Ideally, they carry the weight of the instruction, learning from one another.

"The kids have to do the logical work of figuring something out rather than repeating what the teacher does," said Steadman, who acts as the chief academic officer.

That posits math instruction more in the real world. Aren't we always coming up against unfamiliar challenges, from calculating the wisest purchase to computing taxes?

And there's another advantage: There's no panic when Brooke students come across a math problem on the state exam they've never seen before. Instead they ask: What are the tools I already have to solve this?



**Brooke eighth graders role play a presidential debate (Photo by Richard Whitmire)**

Here's another intriguing feature about Brooke: The reading scores here are as high as the math scores. That may not sound unusual, but it is. At almost any other top charter I visit that serves high-poverty students the math scores tend to soar while the reading scores are barely any better than neighborhood schools.

Why? The explanation always offered is that math gets taught in classrooms; literacy is more rooted in home life. Plus, in charters that rely on using computerized blended learning, the math software is great; the literacy software usually mediocre or worse.

The reason the math and reading scores align at Brooke comes down to a simple-but-radical approach to literacy: Reading is taught not as something mechanical (you will never see a reading worksheet at Brooke) but as something to be loved. In a traditional school, including charters, a child struggling with reading gets special help in breaking down the process into small pieces, with teachers searching for deficits that need correcting.

Brooke emphasizes phonics as much as any school, but on a broader level. A struggling reader at Brooke first gets asked: Why don't you love reading? To the Brooke teachers,

finding a way to unlock that love is as important, or more important, than isolating mechanical deficiencies.

“The goal is to get kids to love text so they become lifelong readers,” said Steadman. “Our kids do well on tests because they love reading.”

Yet another observation about Brooke. Visit any school in the country, charter or traditional, and the classroom walls will be full of colorful posters, student work and the daily academic goals. It wasn't until about the third classroom I dropped in on that I noticed something different: At Brooke, the walls have that regular art but slathered over that are huge, jumbled tear sheets revealing classroom discussions about math, religion, history, a novel, pretty much anything.

These posters are chock-full of teacher scribbles of student comments, kind of like those Hollywood movies about math savants who fill blackboards with calculations. It all feels rich and creamy.

Take Deck's fourth-grade classroom: The back wall is covered with tear sheets revealing elaborate graphs created with orange, blue, purple and green markers. There's one labeled: Comparing decimals. Another: Divisibility rules. Another: What do I do with a remainder? On a side wall, two charts that break down a novel's inner workings are partially covered by a tear sheet spelling out the players in the underground railway.

The complex walls arts points to one thing: Some serious and enthusiastic scholarship took place here. Here's something else you notice about Brooke: There are a lot fewer students walking through the hallways. Actually, this is a pretty big difference (I may have saved the best for last.)

Brooke does something with its middle school grades that few others do. They structure them on an elementary school model, keeping students mostly in self-contained classrooms with the same teachers throughout the day. All those in-school shuffles between math, reading and science, prompted by soul-deafening buzzers. Not happening here.

Interesting story how that happened, and it's all about Steadman. Or, to put it more precisely, it's all about her husband, Clark, listening closely to Steadman, who arrived at Brooke in 2004 as a seventh-grade math teacher. Her prior experience had been as a fifth- grade math teacher. But really, she asked herself, how different could it be teaching seventh grade? As it turned out, a lot.

At that time Brooke's older grades operated like a traditional middle school, where students changed classes to see teachers who specialized in math, reading or science. So Steadman taught nothing but math, class after class — and didn't like it.

Aside from not getting to know the students that well, she missed the teacher collaboration she enjoyed in elementary schools where all the teachers who taught, say fourth grade, got together to plan what all fourth-grade classes should be studying that week. Wondered Steadman: Why should middle school be different?

After Steadman launched the elementary program, Brooke undertook an internal teacher survey that revealed something interesting: Elementary grade teachers reported more satisfaction than the middle school grade teachers. Why? Because of the teacher-to-teacher collaboration.

“It’s one of my big beliefs about how people work,” she said. “They like having thought partners, people they can talk to about the work they do. Being verbal about your work makes it more purposeful.”

So why not shift the middle school grades to the elementary school schedule? After a one-year successful pilot with fifth grade, Brooke flipped all its older grades to the self-contained model. Thus, teachers instruct all subjects, drawing on heavy collaboration with same-grade teachers. That guarantees a deeper relationship with the teacher, and also cuts down on the time students spend shuffling from class to class.

But the biggest benefit may be teacher satisfaction. Said Clark: “If you ask any teacher at Brooke to name the biggest thing that pushes you to get better, I think they would answer it’s having a smart colleague to co-plan with and look at data with.”

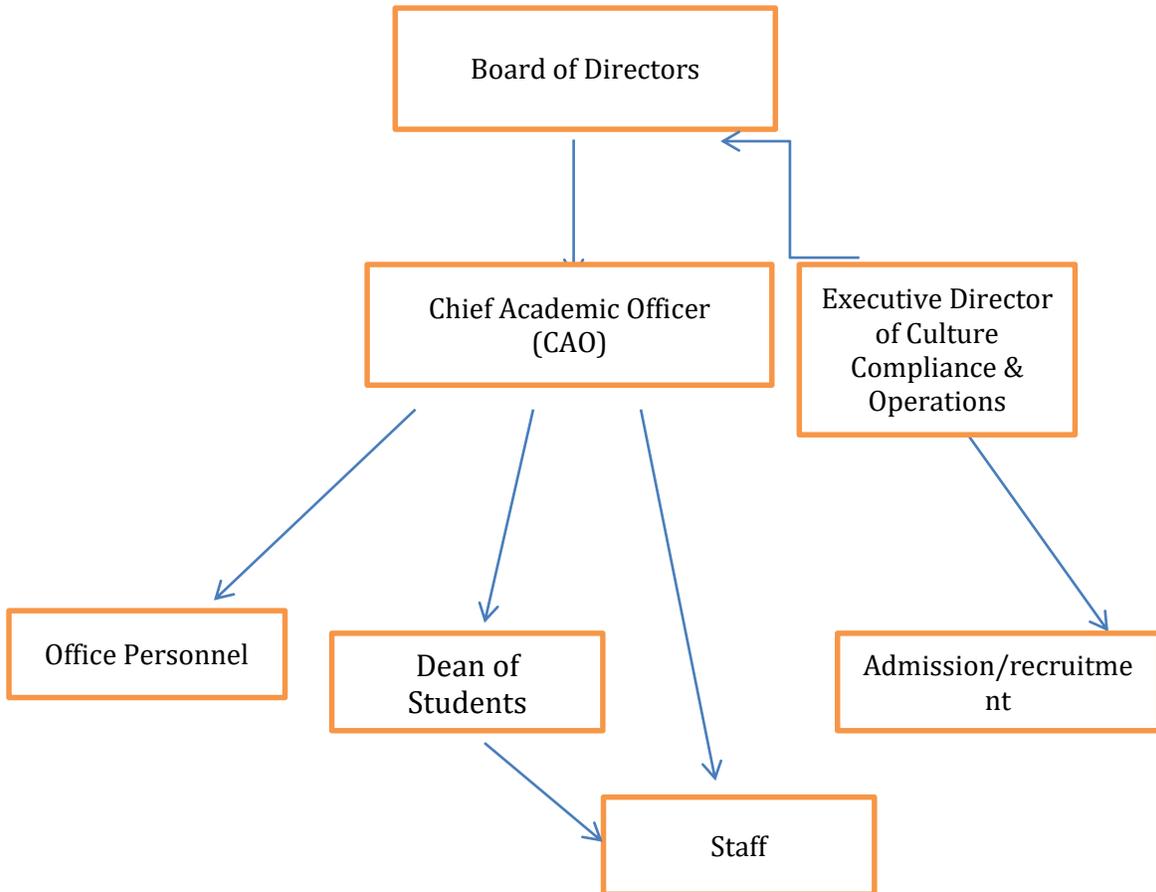
That self-contained model also helps explain the “known” part of the Brooke twin pillars philosophy: All students should feel well known by Brooke teachers, something more likely to happen in the nurturing self-contained classrooms.

All the above factors, woven together, account for the high performance at Brooke. Which raises this question: If the nation’s top charter school is headed in a direction different from other high-performing charters, is that a problem?

My answer: Only if you think all charter schools are supposed to look alike.

### **B. 3.3 Organizational Chart**

## Legacy Charter Academe



**B. 3.4 Staff Job Descriptions**

## **LCA Staffing and Faculty Positions**

### ***Executive Director of Cultural Compliance and Operations***

The LCA Executive Director of Cultural Compliance and Operations will report to and be evaluated by the Board. The Executive Director of Cultural Compliance and Operations is responsible for the overall operations and outcomes of the LCA charter school system. The EDCCO will create and maintain an organizational culture at LCA that challenges and motivates its diverse leaders, students, teachers, and families to achieve academic excellence, develop as people, and positively impact the communities in which they live.

### ***Responsibilities:***

- Support and develop a school-based cultural model to enhance the hiring process, staffing structure, curriculum and instruction to align with LCA’s vision, mission, and educational philosophy and core values.
- Build a culture of relentless self-improvement and adaptive leadership among the entire school.
- Ensure the implementation of the LCA academic model and alignment of school-based academic programming.
- Oversee operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of any contracted back-office financial service provider.
- Oversee and operate as a liaison with LCA’s legal support, as appropriate.
- Develop and promote LCA’s unique school culture, mission, vision, core values and educational pillars to staff, stakeholders and extended community. Ability to synthesize student achievement data into reports that serve as graphical representations of progress.
- Ensures compliance with state/federal mandates as they relate to curriculum, instruction, special education, and special projects.
- Assists in the selection, evaluation, and procurement of instructional materials for the state/and or federal programs with the assistance of staff.
- Interpret regulations and develop timelines.
  
- Oversee school-wide operations: budgeting, accounting, human resources, contract management, compliance, etc.
- Work with external counsel to support the legal needs of LCA.
- Manage LCA facility operations, maintenance and future expansions.
- Develop academic priorities and work closely with LCA’s Educational Leaders in the establishment of school performance benchmarks.
  
- Lead by example and maintain the highest ethical profile in LCA’s school culture and educational model.
- Manage the external representation, message and image of LCA in the public.
- Represent LCA in local, district, state and national communications.

- Execute sound performance management of LCA Instructional Leadership Team to ensure student and school-wide achievement gains are being realized.
- Build and maintain a dynamic, high performing, consistent data-driven culture across LCA.

**Qualifications:**

- Master's degree required. Doctorate degrees, particularly those demonstrating an emphasis on history and culturally relevant pedagogy, are a plus but not required.
- A minimum of five years of administrative/supervisory experience, including school-based administrative experience.
- Experience in culture, history and/or project-based interdisciplinary learning models or a perceived willingness to learn.
- Demonstrated experience and ability to work in a start-up school environment.
- Clear and compelling communication skills, including verbal, written, and presentation.
- Experience in school-based budget preparation and management.
- Experience with actively involving parents/community in all phases of the school program.
- Demonstrated knowledge and ability to work effectively with individuals and groups from a variety of cultures and backgrounds.

**Chief Administrative Officer (CAO):**

The Chief Administrative Officer (CAO) serves as the school based leader and is responsible for the management and supervision of the charter school and reports to the LCA Board of Directors.

***Responsibilities:***

- Achieve and maintain high performing school rating as measured by the state assessment
- Facilitates the implementation of the school vision, culture, and educational model.
- Assists in planning, implementing, and evaluating the instructional programs.
- Selects and evaluates instructional materials with the assistance of staff.
- Provide leadership for staff and students.
- Demonstrate knowledge and skill to implement and evaluate curriculum frameworks and the latest instructional methodology: project based instruction, differentiated instruction, investigation and convergence thinking.
- Ability to retrieve, analyze and sort data to make instructional decisions to improve student performance.
- Comply with State Curriculum Standards and Common Core.
- Ensures compliance with state/federal mandates as they relate to curriculum, instruction, and special projects.
- Interpret regulations and develop timelines.
- Coordinate preparation of project evaluation and disseminate findings and recommendations.
- Willingness to work extra hours to meet deadlines for projects as needed.

- Supervises and evaluates certificated/academic.
  - Recruits and hires staff pending corporate approval.
  - Evaluate and develop strategies to address professional development needs of staff.
  - Serve as a model and a coach for staff.
  - Plans, organizes and conducts in service training for teachers and instructional assistants.
- 
- Supervise the safety and welfare of students.
  - Direct disaster planning and preparedness.
  - Implement school regulations pertaining to discipline.
  - Participate in the coordination of Individualized Educational Plans (IEPs) and other support services for students.
  - Assists with student activities.
  - Coordinates the planning for the administration of assessments for students.
  - Achieve and maintain required enrollment projections.
- 
- Establish the rapport with the community
  - Serve as the educational leader.
  - Spearhead relationship building with parents and community partners.
  - Proactively resolve parental and community concerns.
  - Assists with the planning and organizing of parent advisory committee meetings and parent education workshops.
  - Other duties as assigned.

#### Qualifications:

- Bachelor's degree required. Masters and doctorate degrees, particularly those demonstrating an emphasis on history and culturally relevant pedagogy, are a plus but not required.
- Professional Certificate to serve in the role of Principal
- A minimum of five years of administrative/supervisory experience, including school-based administrative experience. Additionally, experience as a classroom teacher.
- Experience in inquiry-based and/or project-based interdisciplinary learning models or a perceived willingness to learn.
- Demonstrated desire and ability to work in a start-up school environment.
- Clear and compelling communication skills, including verbal, written, and presentation.
- Experience in school-based budget preparation and management.
- Experience with actively involving parents/community in all phases of the school program.
- A demonstrated belief that all children can achieve at the highest levels.
- A demonstrated passion for working or serving in underserved communities a plus.
- Demonstrated knowledge and ability to work effectively with individuals and groups from a variety of cultures and backgrounds.
- Have current authorization to work in the United States.

### **Dean of Students (third year of operation):**

The Dean of Students will assist in the coordination of activities including instructional programs, supervision of the staff, day-to-day management, supervision, and operation of the charter school and reports to the Chief Administrative Officer (CAO). This includes, but is not limited to attendance, discipline, student activities, parent communication, staffing, buildings and grounds. The Dean of Students will work closely with school leadership to make instructional quality and achievement the top priority of the school. The Dean of Students will support a safe and healthy school environment and foster parent involvement and engagement.

#### ***Responsibilities:***

- The Elementary Charter School Dean of Students serves as the chief administrative officer of the school in the absence of the CAO.
- The Dean of Students assumes responsibilities from within the CAOs job responsibilities as directed and supervised by the CAO.
- The Dean of Students is responsible for assisting in the day-to-day management, supervision, and operation of the charter school. This includes but is not limited to:
  - attendance,
  - discipline,
  - student activities,
  - parent communication,
  - staffing,
  - buildings and grounds.
- Supports implementation of the school vision, culture, and educational model.
- Provide onsite leadership for staff and students.
- Demonstrates skill and knowledge in the design, implementation, and evaluation of the educational programs and activities to ensure academic success and improvement.
- Demonstrates depth of knowledge in curriculum frameworks, latest research based instructional methodology, and special education regulations on both the Federal and State levels.
- Ability to retrieve, analyze and sort data to make instructional decisions to improve student performance.
  
- Supervises and evaluates staff as assigned
- Assist with the recruitment, selection, and assignment of staff for charter school.
- Evaluate and develop strategies to address professional development needs of staff.
- Plans, organizes and conducts in service training for teachers and instructional assistants.
- Observes the operation of classrooms and provide assistance to teachers and students in achieving educational goals.
  
- Supervise the safety and welfare of students.
- Direct disaster planning and preparedness
- Implement school regulations pertaining to discipline.

- Participate in the coordination of Individualized Educational Plans (IEPs) and other support services for students
- Coordinates the planning for the administration of assessments for students.
- Maintain records and submit reports as required, in a timely manner.
- Responds to administrative requests in a timely fashion.
- Coordinates and facilitates State wide testing.
- Coordinates and facilitates all State reporting requirements, program reports, districts reports, and web site reports.
- Willingness to work extra hours to meet demands of projects.
  - Establish and maintain good school community relations.
  - Spearhead relationship building with parents and community partners.
  - Proactively resolve parental and community concerns.
  - Demonstrate effective oral and written skills in communicating with students, staff, community, the district, and Board of Directors.
  - Other duties as assigned.

*Qualifications: The ideal candidate will have:*

- Master's Degree
- Valid Missouri Administrative certification preferred
- Valid Missouri Teaching Credential (required).
- An enthusiasm for curriculum development to support a young and growing school program.
- Ability to communicate in writing.
- Experience working with culturally responsive pedagogy and culturally relevant curriculum models.

### **Special Education Coordinator**

The Special Education Coordinator will assist in the coordination of special education activities including monitoring and implementing LCA's compliance with student Individual Education Plans (IEP), maintaining active and up to date records. This includes, but is not limited to attendance, discipline, student activities, parent communication, staffing, buildings and grounds. The SEC will work closely with school leadership to make instructional quality and achievement the top priority of the school. The SEC will report to the Chief academic Officer.

- Development of curriculum maps, lessons and units of study that meet or exceed requirements of Missouri Learning Standards and also incorporate the multiple intelligences.
- Ongoing assessment of student progress and achievement using a variety of means to collect and report on academic data.

- Use of data to tailor instruction to meet individual student academic and social needs with a goal of every student performing on-grade level or above in all subject areas.
- Participation in professional development activities, both internal (led by the CAO, lead teachers and visiting experts) and external (visiting other schools, attending conferences, and engaging in best practice sharing with others in the charter school community, etc.).
- Participate as an active member of the community and adherence to its mission and guiding principles.
- Maintaining a high-level of professionalism including meeting deadlines, and commitments to self, students, and the community.
- Monitoring and implementing School's compliance with student Individual Education Plans (IEP), maintaining active and up to date records.
- Monitoring and implementation of the School's Special Education Program, which includes compliant timely response to parent inquiries, student assessment, and reporting.
- Support and lead the convening of the Student Support by providing clear agendas, goals, and documentation of each meeting.
- Conferences with teachers, school leaders, and other instructional personnel, external educational agencies, to aid in the development of robust, appropriate, educational programming and supports to students who are at-risk of failure, not meeting school academic goals, and/or currently being supported by a formal IEP.
- Overseeing and implementing the School's Response to Intervention program and monitoring and documenting school-wide, including classroom progress toward goals. Staff and reporting relationships
- The Special Education Coordinator will report to the Academic Administrator (CAO) and/or Assistant CAO of the school.

*Qualifications: The ideal candidate will have:*

- Minimum a bachelor's degree and a provisional cross-categorical special education Missouri Special Education and Elementary Education Teacher Certificate.
- Minimum of two years' experience teaching in relevant elementary grades.
- Experience working in a socio-economic, racial and culturally diverse classroom setting.
- Ability to effectively manage and instruct both small and large groups of students.
- Knowledge of and experience with SPED related computer programs to document services, notes, write IEP's and run all necessary reports.
- Knowledge of or ability to learn and track on-going all compliance oriented SPED timelines, procedures, and processes.
- An exhibited ability to work with children in a caring and respectful manner in order to create a joyful, caring classroom environment where instructional time includes community building, conflict resolution, skill-building, and empowering students.

- Ability to communicate in writing.

***Executive Administrative Assistant (Third Year of Operations)***

This position is responsible to the EDCCO for the coordination of district-level administrative systems. The Executive Administrative Assistant will work in cooperation with EDCCO and other staff, specialists and consultants to implement and maintain policies and procedures that meet objectives delineated by EDCCO and to ensure the efficient daily operations of non-academic functions of the district.

- Assisting the EDCCO with all administrative functions of the district.
- Coordinating all routine clerical support for the district office including answering phones, communicating with vendors, preparing and filing reports, etc.
- Supporting distribution, collection, retention and proper submission of wide variety of forms and reports, including personnel forms, accidents, budgets, curriculum, special programs, employee time reporting, purchase orders, supply and equipment requisitions, student files, personnel files, etc.
- Ordering and purchasing supplies and vendor management.
- Preparing correspondence, reports, bulletins, files, forms and memorandums.
- Customer service and point person for all district visitors, technicians, vendors, plant staff, etc. Management of confidential and sensitive student, family, staff and school information with the highest level of discretion and confidentiality.
- Serves as a member of the district leadership team.
- Perform other duties as assigned by EDCCO

*Qualifications: The ideal candidate will have:*

- Minimum of two years' experience in a similar position.
- Demonstrate skills with Microsoft Office Suite, including expertise in Excel and data management.
- Initiative to solve problems and follow through to complete each task and project.
- Experience working in fast paced educational environment, nonprofit or social enterprise.
- Ability to communicate in writing and verbally.
- Strong facilitation and group communication skills.
- Eagerness and maturity to collaborate and support fellow staff members.
- Background experience aligns with LCA's educational philosophy, mission and vision.

***School Secretary / Office Manager Summary:***

This position is responsible to the Chief Executive Officer for the coordination of building-level administrative systems. The Office Administrator will work in cooperation with Chief Administrative Officer and other staff, specialists and consultants to implement and maintain policies and procedures that meet objectives delineated by Chief Executive Officer and to ensure the efficient daily operations of non-academic functions of the school.

- Assists students as needed for the purpose of ensuring timely availability of resources and enhancing student achievement.
- Assists with first aid and prescription medications to students (under the direction of a health care professional) for the purpose of meeting immediate health care needs within established guidelines
- Assisting the Chief Administrative Officer (Principal), Assistant Principal (when hired) and Executive Director with all administrative functions of the school.
- Coordinating all routine clerical support for the school office including answering phones, communicating with parents, preparing and filing reports, etc.
- Supporting distribution, collection, retention and proper submission of wide variety of forms and reports, including personnel forms, attendance, grade and test reports, accidents, budgets, curriculum, special programs, employee time reporting, purchase orders, supply and equipment requisitions, student files, personnel files, etc.
- Working with Academic Administrator (Principal) and regional staff on school lottery and enrollment, including intake of applications from prospective students, enrollment forms and registration.
- Ordering and purchasing supplies and vendor management.
- Assisting in the management of school lunch ordering, serving, tracking, reporting and billing process.
- Maintaining the school's Student Information System to ensure all student, staff, attendance and school info is current and up to date.
- Preparing correspondence, reports, bulletins, files, forms and memorandums.
- Customer service and point person for all parents, visitors, technicians, vendors, plant staff, etc. Management of confidential and sensitive student, family, staff and school information with the highest level of discretion and confidentiality.
- Serves as a member of the school's emergency and incident response team.
- Perform other duties as assigned

*Qualifications: The ideal candidate will have:*

- Minimum of two years' experience in a similar position.
- Demonstrate skills with Microsoft Office Suite, including expertise in Excel and data management.
- Initiative to solve problems and follow through to complete each task and project.
- Experience working in fast paced educational environment, nonprofit or social enterprise.
- Ability to communicate in writing and verbally.
- Strong facilitation and group communication skills.
- Eagerness and maturity to collaborate and support fellow staff members.
- Background experience aligns with LCA's educational philosophy, mission and vision.

***LCA Teachers***

All teachers at LCA will play an integral role in setting the tone of the school and setting the foundation for the future of the school. Each teacher at LCA will be leader in the school and community. Each teacher at LCA will be a passionate educator who challenges students to be critical thinkers, social justice seekers, and high academic achievers. LCA teachers will be results-driven educators with knowledge in, and commitment to, standards-based curriculum and the use of data and assessments to drive instruction.. The LCA teacher will be able to manage an urban classroom with positive behavior discipline and support, structure, appropriate incentives, and high expectations to achieve measurable academic success.

All teachers will report to the Chief Academic Officer (Principal) and/or Assistant Principal (when hired) of the school.

### ***Classroom Teachers***

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Prepares course objectives and outline for course of study following curriculum guidelines or requirements of state and school.
- Lectures, demonstrates, and uses audiovisual teaching aids to present subject matter to class.
- Prepares, administers, and corrects tests, and records results.
- Assign lessons, corrects papers, and hears oral presentations.
- Teaches rules of conduct.
- Maintains order in classroom and on playground.
- Counsel pupils when adjustment and academic problems arise.
- Discusses pupils' academic and behavioral attitudes and achievements with parents.
- Keeps attendance and grade records as required by school.
- Coordinates class field trips.

#### **MINIMUM QUALIFICATIONS**

- Bachelor's degree in Elementary Education from four-year college or university.
- Missouri State Certification in Elementary Education
- Demonstrated experience and/or training in current techniques and skills in teaching elementary level students (preferred).
- Teaching experience in urban schools.

### ***Art Teacher***

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Teaches skills in the various arts to elementary students.
- Plans a balanced art program and organizes daily class time so that student preparation for class and instructions are accomplished within the allotted time.
- Provides individual and small group instruction in order to adapt the curriculum to the needs of each individual student.

- Utilizes a variety of art material and subjects that are appropriate for the ages and skill level of the students.
- Controls the storage and use of art supplies.
- Establishes and maintains standards of pupil behavior to provide an orderly, productive environment.
- Selects and requisitions books and instructional aids; maintains required inventory records.
- Identifies pupils' needs and cooperates with other professional staff members in assessing and helping students solve health problems.
- Supervises students in out-of-class activities.
- Participates in curriculum and other developmental programs.
- Participates in facility committees and sponsorship of student activities.
- Maintains professional competency through in-service education provided by the district and in self –selected professional growth activities related to art.
- Makes provision for being available to students and parents for education related purposes outside the instructional day when required or requested to do so under reasonable terms.
- Other duties may be assigned.

***REQUIRED QUALIFICATIONS:***

- Bachelor's degree.
- Missouri Art Teaching Certification (K-12)

***Musicologist Teacher***

PURPOSE OF JOB: Teach skills in music appreciation, harmony and explorations in music, and in instrument music (band, orchestra, instrumental ensemble) and choral music (chorus, choir, choral ensemble) to elementary students.

***ESSENTIAL DUTIES AND RESPONSIBILITIES***

- Utilizes repertoire of all types of music literature, including traditional, cultural and contemporary that are appropriate for the ages and skill levels of pupils.
- Controls the storage and use of school owned property; makes minor adjustments and requests repairs to instruments as required.
- Establishes and maintains standards of pupil behavior to provide an orderly, productive environment during practice, group rehearsals and musical performances.
- Evaluates each pupil's musical growth and performance, assessing each individual's contribution to the performance of the group.
- Selects and requisitions books and instructional aids; maintains required inventory records.
- Maintains professional competence through in-service education provided by the district and in self-selected professional growth activities related to music.
- Makes provision for being available to students and parents for education related purposes outside the instructional day when required or requested to do so under reasonable terms.
- Participates in curriculum and other developmental programs.

- Participates in facility committees and sponsorship of student activities.
- Supervises students in out of class activities
- Other duties as assigned

#### REQUIRED QUALIFICATIONS:

- Bachelor's Degree in music and or cultural arts
- Demonstrated experience and/or training in current techniques and skills in teaching elementary students.
- Teaching experience in urban schools.

#### ***P.E. Teacher***

##### ESSENTIAL DUTIES AND RESPONSIBILITIES

- Instruct students by lecturing, demonstrating, and using audiovisual aids and other materials to supplement presentations.
- Prepares course objectives and outline for course of study following curriculum guidelines or requirements of state and school.
- Assigns lesson and corrects homework.
- Administers tests to evaluate pupil progress, records results, and issues reports to inform parents of progress.
- Keeps an attendance record.
- Maintains discipline in classroom.
- Meets with parents to discuss student progress and problems.
- Participates in faculty and professional meetings, educational conferences, and teacher training workshops.
- Performs related duties such as sponsoring one or more activities or student organizations, assisting pupils in selecting course of study, and counseling student in adjustment and academic problems.
- Other duties may be assigned

#### ***MINIMUM QUALIFICATIONS***

- Bachelor's degree in Education from four-year college or university.
- Missouri State Certification in Physical Education (K-12) AND Health (K-12).
- Demonstrated experience and/or training in current techniques and skills in teaching elementary students.
- Teaching experience in urban schools.

#### ***Computer/Technology Teacher/Coordinator***

- Development of curriculum maps, lessons and units of study that meet or exceed requirements related to computer education in the Missouri Learning Standards.

- Ongoing assessment of student progress and achievement using a variety of means to collect and report on academic data.
- Creation of a strong school culture and contributes to the broader school community.
- Participation in professional development activities, both internal (led by the principal, lead teachers and visiting experts) and external (visiting other schools, attending conferences, and engaging in best practice sharing with others in the charter school community, etc.).
- Maintain frequent communication and engagement with students' families, colleagues, and other school stakeholders.
- Participate as an active member of the community to provide stewardship of the school and adherence to its mission and guiding principles.
- Maintaining a high-level of professionalism including meeting deadlines, and commitments to self, students, and the community.
- Other duties as assigned

*Qualifications: The ideal candidate will have:*

- A Bachelor's degree and Missouri teaching credential (required).
- Experience working in a socio-economic, racial and culturally diverse classroom setting.
- Ability to effectively manage and instruct both small and large groups of students.
- An exhibited ability to work with children in a caring and respectful manner in order to create a joyful, caring classroom environment where instructional time includes community building, conflict resolution, skill-building, and empowering students.
- Ability to communicate effectively in writing.
- Experience working with culturally diverse student populations.

### ***Instructional Assistant (Teacher Aide)***

The job of Instructional Assistant - Cultural is done for the purpose/s of providing support to the cultural program with specific responsibility for improving students' success in academics and cultural knowledge; and assisting students by modeling the skills necessary to perform assignments.

This job reports to Principal and/or Assistant Principal

- Demonstrates LCA unique theme into grade level planning and teacher support
- Communicates with a variety of personnel (e.g. teachers, students, staff, parents, etc.) for the purpose of assisting in evaluating progress.
- Implements under the supervision of assigned teacher, culturally relevant programs and lesson plans.
- Maintains classroom equipment, work area, and manual and electronic files and records for the purpose of ensuring availability of items, providing written reference, providing a safe learning environment, and/or meeting mandated requirements.

- Monitors individual and/or groups of students in a variety of settings (e.g. rest rooms, playgrounds, hallways, bus loading zones, cafeteria, parking lots, etc.) for the purpose of maintaining a safe and positive learning environment.
- Observes students during the course of the school day for the purpose of taking action and/or providing information or documentation of noteworthy behavior or progress.
- Monitors children during instruction and during independent work to ensure that they stay on task and understand the material.
- Assists teachers in instructing and tutoring students, either one-on-one and/or in groups, by lecturing, demonstrating and using audiovisual aids and other materials to supplement learning.
- Performs additional tasks and assumes such other responsibilities as assigned by the Teacher and/or Principal.

*Qualifications: The ideal candidate will have:*

- High School degree or equivalent
- 60+ college hours (preferred)
- Experience working in a socio-economic, racial and culturally diverse classroom setting.
- Ability to effectively manage and instruct both small and large groups of students.
- An exhibited ability to work with children in a caring and respectful manner in order to create a joyful, caring classroom environment where instructional time includes community building, conflict resolution, skill-building and empowering students.

### ***Instructional Assistant (Teacher Aide)***

The purpose/s of providing support to the social emotional instructional program with specific responsibility for improving students' success in academics and behavior; and assisting students by modeling the skills necessary to perform assignments.

This job reports to Principal and/or Assistant Principal

- Communicates with a variety of personnel (e.g. teachers, students, staff, parents, etc.) for the purpose of assisting in evaluating progress.
- Implements under the supervision of assigned teacher, culturally relevant programs and lesson plans.
- Maintains classroom equipment, work area, and manual and electronic files and records for the purpose of ensuring availability of items, providing written reference, providing a safe learning environment, and/or meeting mandated requirements.
- Monitors individual and/or groups of students in a variety of settings (e.g. rest rooms, playgrounds, hallways, bus loading zones, cafeteria, parking lots, etc.) for the purpose of maintaining a safe and positive learning environment.
- Observes students during the course of the school day for the purpose of taking action and/or

providing information or documentation of noteworthy behavior or progress.

- Monitors children during instruction and during independent work to ensure that they stay on task and understand the material.
- Assists teachers in instructing and tutoring students, either one-on-one and/or in groups, by lecturing, demonstrating and using audiovisual aids and other materials to supplement learning.
- Performs additional tasks and assumes such other responsibilities as assigned by the Teacher and/or Principal.

### ***Elementary Counselor:***

**PURPOSE OF JOB:** The elementary counselor is a member of the district's guidance function, charged with providing a comprehensive guidance program for students in grades K-6. The counselor develops program activities to meet the needs of students; consults with teachers, staff and parents to enhance program effectiveness and provides support to other elementary educational programs.

***ESSENTIAL DUTIES AND RESPONSIBILITIES:*** include the following. **Other duties may be assigned.**

- Implements the elementary guidance curriculum by conducting guidance learning activities in the classroom as planned in conjunction with school administrators and teachers; consults with and serves as a resource to teachers to facilitate the infusion of guidance learning activities.
- Develops educational and career plans for groups and individual students; provides orientation activities for new students; participates in orientation programs for parents and students; assists students in transitioning to middle school and informs students and their parents of test results and their implications for educational planning; provides resources and information to assist in career awareness and career exploration activities.
- Conducts structured, goal oriented counseling sessions to meet the emotional, physical and psychological health needs of individuals or a group of students covering topics including self-awareness, self-identity, academic problems, peer problems, family issues, child abuse and substance abuse.
- Participates in staff meeting and conducts in-service programs for faculty; conducts and facilitates conferences with teachers, students, and parents; conducts or provides opportunities for parent education programs and assists students and parents in dealing with school related problems; advises administrators and faculty on student disciplinary matters.
- Consults and coordinates with in-district and community agencies, school psychologists, nurses, administrators, community-based psychologists, service agencies and physicians in meeting the special needs of students with severe problems.
- Interprets group test results to faculty and staff; established effective liaisons with all grade levels; acts as an advocate for students as appropriate in conjunction with other staff; assists school staff in placement of special needs students in gifted education and special education programs; participates with administrators and faculty as a team member in the implementation of the district testing program.

- Periodically reviews the guidance program with staff and administrators, based on students' needs assessments and program objectives; provides instructional activities and resources and individual planning systems to assist students as they develop educational and career plans; reviews and modifies the program calendar and evaluates guidance learning activities.
- Pursues professional growth by attending state and local staff development programs; joins professional associations (MSCA, MVA, AACD, AVA, MACD); reads professional journals; attends relevant workshops and conferences and takes post-graduate courses.

***REQUIRED QUALIFICATIONS:***

- A master's degree or higher degree in education, school counseling, counseling, counseling psychology, rehabilitation counseling or a closely related mental health discipline
- Completed additional graduate course work specific to school counseling, as designated by the state-approved recommending certification official, including a supervised internship or field experience of at least three hundred (300)

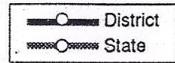
## **B 4-1 Recruitment Information**

SUNDAY, July 8, 1990 ★ ★

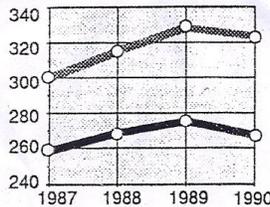
# Tests show KC district falling behind

## Scores rise but gap widens

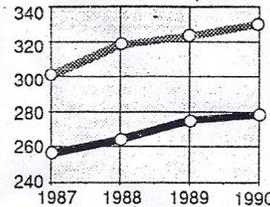
Results of the Missouri Mastery and Achievement Tests show improvement in the Kansas City School District, but not as much as for the entire state. A sampling of those scores:



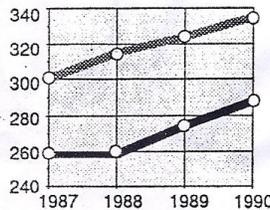
**3rd grade, reading**



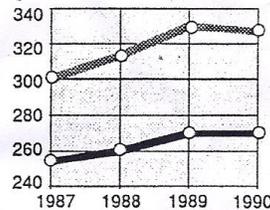
**3rd grade, math**



**10th grade, reading**



**10th grade, math**



Source: Kansas City School District

The Star

● According to the national tests, fifth-graders at Chick Elementary School are reading on virtually the same level — ninth grade — as high school seniors at Central, East and Paseo high schools. Garcia praised Chick's performance, saying the school's academic program and use of its effective-schools money were "having some big payoffs."

## **B 4-2 Student Recruitment**

# Laura Bush Visits J.S. Chick School

By Audrey L. McKinney

When First Lady, Laura Bush visited with dads and children on Tuesday, Oct. 11, at the J.S. Chick African-centered Elementary school, she reminded them that being a dad was important, and that spending time with children is a necessity.

"I know as the mother of 24 year olds, that time goes by so fast," said Mrs. Bush.

"You should cherish that time. Spend as much of it as possible with your children," she said.

Kansas City was just one of several cities Mrs. Bush has visited as part of the upcoming America's Youth conference to be held at Howard university at the end of the month.

Chick is one of the many schools that the Kansas City, Mo., School district has incorporated the "READ To Kids" program.

This program is administered by the National Center for Fathering, READ stands for Reconnecting Education and Dads.

Mrs. Bush was able to interact with some children, and read to them and do an art project.

Before the dads began reading to their children, they had to give them a 15-second hug to express their love and affection.

George Williams, with the National Fathering Center said, reading was a great way to connect with children.

"We need to pay attention to our children by putting down the remote and spending time with them. Read-

ing is a contact event that both Dads and kids can enjoy," said Williams.

Reynard Zweifel, an involved dad, who was there with his daughter Amaya, 5, said that his family has a regular schedule of reading.

"I started reading just five minutes a day about two years ago and now we're up to 30 minutes a day," said Zweifel.

Raymond Mabion, National Center for Fathering spokesman, who was a part of the roundtable discussion with Mrs. Bush, also said that he reads to his sons, Raymond II, 6, and Blake, 2, on a daily basis.

"Me and my wife read to our two sons every night before we go to bed. It's a good opportunity for the whole family to come together," said Mabion.

He added that unlike many men, today, he had a good role model.

"My father, Raymond Mabion, was a good provider, a loving pastor and family man, who spent time with me," said Mabion. "Fathers need to interact with their children because you can be in the house with them and still be absent."

Also participating in the event was Sara Tucker, 14, the essay winner of a "Best Dad" essay contest.

Sara recited her essay about her single father dad, Louie Culver.

"He has sacrificed for me. There's nothing he wouldn't do for me," said Sara.

Founded in 1990, the private non-profit National Fathering center is based in Merriam, Kas. It provides research, training and program resources to court services and schools nationwide.



THE WHITE HOUSE

October 24, 2005

Mrs. Audrey Bullard  
Principal  
J.S. Chick Elementary School  
4101 East 53rd Street  
Kansas City, Missouri 64130-4199

Dear Mrs. Bullard,

Thank you for your warm welcome to Chick Elementary. I enjoyed visiting the READ to Kids stations and appreciate your leadership in supporting programs that highlight the important role a father can play in a child's life and education.

I admire you and your faculty for choosing careers in education and for your dedication to the many children whose lives you touch.

With best wishes,



To Audrey Bullard  
With best wishes,  
*Laura Bush*

THE WHITE HOUSE

**B 5-1**  
**MARKETING, PROMOTION AND LEADERSHIP DEVELOPMENT**



# AFB “Legacy” Charter Academe

(Anticipated Opening: August, 2017)



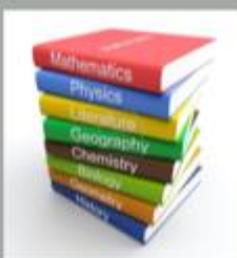
**“Rooted in the Past, Committed to the Future”**



**A New and Unique Charter School based upon the J.S. Chick Cultural School Model**

## LCA Vision

A public charter school model that provides educational equity for all children in Kansas City, Missouri through culture and exemplary teaching and learning.



## LCA Mission

To provide an education of excellence through a culturally responsive and critical thinking curriculum that will empower students to achieve academic excellence, self-reliance and leadership skills.

For information contact:



Legacy Charter Academe:  
P.O. Box 301031  
KCMO 64130

*Legacy-Makers: Frederick Douglass, Mary McLeod Bethune, Audrey F. Bullard, Jamie Escalante, Harriet Tubman, Eugene Eubanks, Asa G. Hilliard III, Barbara Sizemore, Chief Joseph Nez Perce, John Ramos Jr. and Many Others.*



## AFB “Legacy” Charter Academe

(Anticipated Opening: August, 2017)

**“Rooted in  
the Past,  
Committed  
to the  
Future”**



*Legacy Makers: Booker T. Washington, Katherine Dunham, Audrey F. Bullard, James Milton Turner, Marva Collins, Legacy Makers: George Washington Carver, Jacob Carruthers, Lucile Bluford, Chief Sitting Bull, William Edward Burghardt DuBois and Many Others.*

## A New and Unique Charter School founded upon the Legacy of the J.S. Chick Cultural School Model

### **AFB LEGACY CHARTER ACADEME EDUCATIONAL PILLARS:**

**Self-Awareness:** LCA will develop each student’s self-identity supporting active ownership of learning and the ability to be architects of their own destiny.

**Deeper Thinking:** LCA will build each student’s ability to establish deep meaningful knowledge connections between critical content and methods of knowledge expression always with the encouragement of understanding multiple cultural perspectives.

**360 Degree Instruction:** LCA will implement interdisciplinary instructional approaches through project-based, inquiry, and investigative learning preparing students to think deeply, speak thoughtfully, and demonstrate advanced proficiency in grade level skills.

**Student Efficacy:** LCA will nurture and challenge each student to build their individual efficacy for reaching unlimited goals and untapped potential.

For information contact:



Legacy Charter Academe:  
P.O. Box 301031  
KCMO 64130

**AFB Legacy Charter Academe (LCA)**  
**Strategy Session - Saturday, May 23, 2015**  
**Jamison Temple CME Church**  
**3115 East Linwood Blvd**  
**KCMO 64128**

**Section I: Board Updates**

- a. Submitted electronic application to MCPSA
- b. Have been working to submit charter application and identify sponsor
- c. Restart every year with search for sponsor; joined MCPSA for advocacy and support
- d. Worked with one individual (Pat, outside consultant) who had great knowledge of original charter process
- e. In the past: Lincoln University and UMKC were interested. Pursue multiple potential sponsors at the same time
- f. Sponsors must have troops on the ground for accountability to state
- g. Michael provided updates 501(c)3 status/bank account
- i. Central Bank? Liberty Bank?
- ii. Drawback to Liberty: they can't do certain electronic transactions, so some of the accounting would need to be manual
- iii. We do have not-for-profit status with the state, so we can open a bank account
- iv. Not-for-profit v 501(c) 3: not-for-profit = state designation of a business (as opposed to LLC, etc.). 501(c)3 = federal tax designation; application is much more involved and takes longer to complete
- v. c3 status still needs to be completed; takes a lot of time to complete the process. As long as we get the application in the mail to the IRS, we're on the right track -- application is a check the box, so we don't need to worry about institutional branding and can reuse materials from previous school as needed
- h. Concern: BACK SECTION OF THE APPLICATION HAS INCORRECT INFORMATION ON IT.

**Section II: Branding**

PURPOSE: create a consistent brand based on a few key ideas and messaging points.

- Creates a vision and a filter through which all initiatives can be expressed
- Things to think about:
  - Target audience (including multiples)

- Message points, strategically using messages for different audiences
- Brand essence -- how does it make the audience look and feel?
- Competitor positioning: alternatives. What differentiates you from alternatives? What makes your brand not only unique, but better?
- Brand Positioning Framework: Output
  - Core Brand Promise -- a short, simple idea that represents what the brand stands for egg “Ladies and gentlemen serving ladies and gentlemen” (Ritz Carlton) or “food with integrity” (Chipotle)
  - Brand Positioning Statement -- who you are in relation to the competitors, to the target audience
  - Brand Pillars -- one-word statements. key reasons to believe in this brand. measuring initiatives and services and ensuring that you’re always upholding these pillars and delivering on them
  - Brand Personality -- attitude of the brand, how we do things, how we treat each other. Just simple keywords to define “who the brand is” in the minds of consumers
- Brainstorming Session! What are our words? What does the brand mean?
  - Feeling from former JS Chick Students:

Respect	Pride	Results	Culture
Self-Respect	Dignity	Ownership	Choices
Fun	Responsibility	Purpose	Standards
Dedication	Efficacy	Service	Character
Values	Relationships	Leadership	Friendship
Knowledge	Focus	Courage	Parents
Attitude	Family	History	Africa
Teachers	Diversity	Students	Learning
Stability	Safety	Heritage	Perseverance
Order	Calm	Unity	Cooperation

- Goals for new school: (bolded words are repeat words from brainstorming session focusing on former JS Chick students; highlighted words were ultimately used in the brand output)

Self-reliance	Power	Innovative	Technology
Authentic	Dynamic	Responsive	<b>Values</b>
Nurturing	Rigor	Fidelity	Successful
Solidarity	Collaborative	Sustainability	<b>Diversity</b>
International	Rooted	<b>Community</b>	Data-driven
Evidence-based	Supportive	Preparatory	Visionary
Mission-driven	Self-sustaining	Tradition? Rituals?	Learning from the past?

- Mistakes, mis-management → happens because you don't have a strong brand. A strong brand creates a filter through which all initiatives and outreach can go through, unifying messaging and reducing rogue spokespersons' impact.
- Functioning within the same environment. Adapt strategy to existing power dynamic.
- Moving forward using Chick as the touchpoint?
- Brand Promise (board's first choice highlighted)
  - "Our standards, our choice"
  - "A cut above the rest"
  - "Rooted in the past, committed to the future"
  - "Rooted in the past..."
    - Innovative for the future
  - "Moving forward, giving back"
- Brand Positioning Statement (key words and phrases highlighted)
  - "AFB Academy of Cultural Excellence uses a proven, results-driven approach to create a safe, academically rigorous environment where students serve their community, lead by example with ethics and integrity, and develop strong critical thinking skills rooted in cultural competence."
- Brand Pillars (a few words or a phrases associated with one key idea)
  - Self-reliance

- Building active ownership to be the architect of your destiny
  - Culture/Heritage
    - Learning rooted in culture to give students real-world tools for success
  - Proven/Rigorous/Preparatory/Successful/Standards/Stability
    - Impacting the community as a hub of knowledge and stability
    - Adding value to community through stability/proliferation of learning
- Brand Personality
  - Collaborative
  - Innovative
  - Transparent
  - Organic
  - Nurturing
  - Welcoming
  - Invested
  - Ownership
  - Fun!

### III. Needs Assessment

- Responding effectively to community based on what community wants
- Assess needs of community, neighborhoods, parents, etc.
- Vote in November, after state approval you can start fundraising. Next year you can start hiring
- State Commission being formulated to explore alternative sponsors. State could potentially be a sponsor. MO Charter Start will advocate once they vet application to court sponsors
- CMSU was interested, but didn't have capacity in Charter Office to take on more charters
- Letters of support from neighborhood associations, etc.
- Identify individuals who will write new letters of support/potential neighborhoods
- Target neighborhoods
  - assessing buildings based on capacity
  - adequacy ratings scale - used existing facilities studies (3.5/4 - near move-in ready)

- CA Franklin 35th/Highland (Ivanhoe)
  - Askew
  - From Troost to Jackson between 35th and 47th
  - Derrick Thomas (35th between Main and Paseo - still available) - not district property
  - Meservey 44th/Jackson
  - Robeson 81/Holmes
  - most charter schools are congregated in SE corridor (looking further south)
  - “If they build it, they will come” - choosing based on capacity, needs for growth. Not based on competition.
  - Looking for something approx. 500 students
  - consider mapping out ‘competition’ (other charter schools, etc.) neighborhood by neighborhood
- Possible outreach strategy to consider: leveraging some of the guilt that previous partners or other community members may feel in order to obtain greater buy-in from power structure

#### **Section IV: Campaign Timeline**

- Focus on Alumni Engagement to build community outreach

#### **Section V: Alumni Engagement**

- Originally some push back from SE alums about SE switching to ACE
- What’s the name of the group?
  - Should include all alums
  - Should be search-engine optimized
  - “Kansas City ACE Alums 1991-2012”

#### **Section VI: Skills Bank**

- The purpose of the skills bank is to generate a list of necessary skills and/or roles that board members or outside partners may need to take on in the future. The names and contact information of these individuals should be recorded so that the board may reach out to those people and cultivate relationships with them at the appropriate time.

<b>Skills Bank</b>	
<b>Service</b>	<b>Names/Contact Info</b>
Printing/Copying	
Web designer	
Videographer/photographer	
Graphic designer	
External Communications Manager (to turn into public relations officer) (should be a board member)	
Social media manager (only after official approval)	
Grant/application writer (should be a board member)	
Legal representation	
School board liaison	
State board of education liaison	
Real estate broker	
Sponsor liaison	
City council liaison	
Arts representative/liaison (should be a board member)	
Educator/person with experience in direct education (should be a board member)	

**B 5-2**  
**LETTERS OF SUPPORT FOR LCA**

CITY OF FOUNTAINS  
HEART OF THE NATION



KANSAS CITY  
MISSOURI

## Office of the City Council

**Alissia Canady, Esq.**  
Councilwoman, 5th District

Chair - Neighborhoods & Public Safety  
Vice Chair - Ethics & Legal Review  
Member - Housing  
Member - Small Business, Entrepreneurship, & Jobs

22nd Floor, City Hall  
414 East 12th Street  
Kansas City, Missouri 64106

(816) 513-6521  
Fax: (816) 513-1612  
Email: [alissia.canady@kcmo.org](mailto:alissia.canady@kcmo.org)

March 7, 2016

Dear Potential Charter Sponsor,

I am writing in support of the charter school application and sponsorship for the AFB Legacy Charter Academe (LCA), which will be located within the Kansas City, Missouri School District.

The outstanding history of J. S. Chick Elementary School as a model for educational success, academic performance and cultural instruction closed the academic achievement gap existing within urban education for students in the Kansas City Public Schools. This evidence is documented and well respected. The planning team for LCA, using the Chick model for their application will have a following from former student alumni, parents and community members. They will anticipate with great passion, excitement and enthusiasm the opening of this new charter school that will empower students to achieve at a high level and work to improve their communities.

I am therefore writing this letter to support the approval of LCA's application and sponsorship.

Sincerely,

Alissia Canady  
Kansas City Council 5th District Representative

**The Baptist Ministers Union of Kansas City Missouri**  
**P. O. Box 7614**  
**Kansas City MO 64128**

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**Rev. L. Henderson Bell**  
President  
(816) 686 0865

**Rev. John Payne**  
1<sup>st</sup> Vice President  
(816) 977 5157

**Rev. Dr. John Modest Miles**  
2<sup>nd</sup> Vice President  
(816) 805 7551

March 7, 2016

Dear Legacy Charter Academy Board of Directors,

As a member of the Baptist Ministers Alliance of Kansas City, Missouri and as chairperson of the Education Committee, I am writing in support of the proposed 2017 opening of the AFB Legacy Charter Academy. My organization is very familiar with the success and storied history of the former J.S. Chick education model of which Legacy Charter Academe will replicate.

As concerned clergy and supporters of quality education, in 1995 the Ministers Alliance took an interest in the students and staff at Chick. We followed their success over more than fifteen years and observed that this school was able to provide a much needed solid educational foundation for our children. They were also skilled in engaging the cooperation and involvement of parents and community as partners in education,

It is without reservation that our organization stands united in full support of recommending the opening the AFB Legacy Charter Academy.

Respectfully,



L. Henderson Bell, President  
Baptist Ministers Union of Kansas City and Vicinity



## Jamison Memorial Temple

Christian Methodist Episcopal Church  
3115 E. Linwood Blvd.  
Kansas City, MO. 64128  
Office 816-921-8126  
Fax 816-921-8152



Rev. Dr. Faith A. Allen  
Pastor

Rev. Dr. Patricia A. Havis  
Presiding Elder  
Rt. Rev. Sylvester Williams Sr.  
Presiding Bishop

March 8, 2016

Dear Legacy Charter Academe Board of Directors,

As the Pastor of Jamison Memorial Temple Christian Methodist Episcopal Church (CME) in Kansas City, MO. and the General Secretary of Evangelism for the CME Church also a board member of Miles College, an HBCU in Birmingham, AL, I am writing in support of the proposed opening of the AFB Legacy Charter Academe in 2017.

The Mission of this new Charter School mirrors the pursuit of excellence I observed for many years in J.S. Chick Elementary School. The outstanding record of academic achievement, and destiny oriented students at J.S. Chick was renowned both locally and nationally.

Having been blessed to serve as a teacher at John Henrik Clarke Schule in Kansas City, MO, I experienced firsthand the commitment to instill in the students, parents and teachers a sense of partnership to achieve the highest level of academic and personal excellence.

As a pastor I am fully aware that teaching the value of life and the value of learning to our children will foster excellence and accomplishments for the future. Now more than ever our children stand in need of an environment that nurtures, strengthens and fortifies them for our global society.

I stand in full support of LCA's vision and mission and I eagerly anticipate the opening of this unique and dynamic school.

Sincerely,  


Rev. Dr. Faith A. Allen

**John A. Martin, Ed. D.  
Mo. 64114**

**200 W. 115<sup>th</sup> Terrace, Kansas City,**

March 4, 2016

To Whom It May Concern:

I am setting pen to paper to express my confidence in the professional and educational competence of Ms. Audrey Bullard, the main sponsor/designer of the charter school AFB Legacy Charter Academe (LCA). It is intended that this school be within Kansas City, Mo. serving students therein.

My acquaintance and knowledge of Dr Bullard stems from her work at the J. S. Chick Cultural School in the Kansas City Public School district. She was the principal of the school and its developer, its concept and its implementation. This school proved to be an innovative strategy and educational success. The students in 'Chick' were well educated as attested to by their growth and educational attainment based on test scores. 'Chick' at the time stood out as one of the most successful programs in the KCPS. There was community/parent support for its African centered educational approach. It had very high local support and the school received some national recognition as an effective educational strategy; specifically for inner city students. Dr. Audrey Bullard has led several educational programs all based on the African centered educational approach, each of these endeavors have proven to be good for the students, staff and parents associated with the schools.

Thus, I am recommending approval of the charter school application of the AFB Legacy Charter Academe based on its sponsorship and design under the guidance and influence of Dr. Audrey Bullard.

Sincerely Yours;



John A. Martin, Ed. D.

**Superintendent of Schools Retired**



**Office of the City Council**

Lee Barnes, Jr.  
Councilman, 5th District at Large

Vice-Chair - Planning, Zoning, Ed  
Member - Finance and Governance  
Member - Youth Development

22nd Floor, City Hall  
414 East 12th Street  
Kansas City, Missouri 64106

(816) 513-6519  
Fax: (816) 513-1612  
Email: lee.barnes@kcms.org

February 3, 2016

Dear Potential Charter Sponsor,

I am writing in support of the charter school application and sponsorship for the AFB Legacy Charter Academe (LCA), which will be located within the Kansas City, Missouri School District.

I am very familiar with the more than twenty years of proven educational expertise, academic accomplishments and effective administrative leadership practices demonstrated by the members of the Legacy Charter Academe planning committee. I have personally observed the unparalleled commitment to educational excellence exhibited by these individuals. Impressive also, is their ability to build school relationships that generate community pride and produce students that are respectful, active learners and youth leaders in civic and global affairs.

The outstanding history of J. S. Chick Elementary School as a model for educational success, academic performance and cultural instruction closed the academic achievement gap existing within urban education for students in the Kansas City Public Schools. This evidence is documented and well respected. The planning team for LCA, using the Chick model for their application will have a following from former student alumni, parents and community members. They will anticipate with great passion, excitement and enthusiasm the opening of this new charter school that will empower students to achieve at a high level and work to improve their communities.

I am therefore writing this letter to support the approval of LCA's application and sponsorship.

Sincerely,

Lee Barnes, Jr.  
Kansas City Council 5th District At-Large Representative



March 9, 2016

Ms. Audrey Bullard  
Legacy Charter Academe  
21 W. Gregory Blvd.  
Kansas City, MO 64114-1105

Dear Ms. Bullard:

The Local Investment Commission (LINC) has previously worked with the leadership of the proposed Legacy Charter Academe over an extended period of time dating back to J.S. Chick Elementary School.

The school leadership have been consistently well-regarded as educators, offering a different approach to educating children and, by offering a distinctive curriculum, a different way to engage children and families.

There are many charter schools within the Kansas City Public School District. Some have been short-lived while others have offered sound educational alternatives with a strong emphasis on understanding multiple cultural perspectives.

The leadership of Legacy Charter Academe is known in the community and has extensive experience in offering educational opportunities and operating independent self-governed schools.

We hope their application will be receive full and fair consideration.

Sincerely,

Gayle A. Hobbs, President

cc: Jack Craft, LINC cochair  
Bailus Tate, LINC cochair

CITY OF FOUNTAINS  
HEART OF THE NATION



KANSAS CITY  
MISSOURI

**Quinton D. Lucas**  
City Council of Kansas City, 3rd District at Large  
Councilman, 3rd District at Large

March 16, 2016

VIA EMAIL

Dear Potential Charter Sponsor,

I am writing in support of the charter school application and sponsorship for the AFB Legacy Charter Academe (LCA), which will be located within the Kansas City, Missouri School District.

The AFB Legacy Charter Academe will be founded on and utilize the proven educational success and cultural legacy from the J.S. Chick African Centered Education model. The goal of the school is to recreate the instructional best practices from the Chick School era and produce a second generation of academic excellence designed specifically for our children.

The outstanding history of Chick Elementary School as a model for educational success, academic performance and cultural instruction closed the academic achievement gap existing within urban education for students in the Kansas City Public Schools. This evidence is documented and well respected.

The planning team for LCA, using the Chick model for their application will have a following from former student alumni, parents and community members. They will anticipate with great passion, excitement and enthusiasm the opening of this new charter school that will empower students to achieve at a high level and work to improve their communities.

LCA has the potential to be a great educational asset to the 3<sup>rd</sup> District community, as well as Kansas City as a whole; therefore, I write this letter to support the approval of LCA's application and sponsorship.

Sincerely,

Quinton Lucas



## W.E.B. DuBois Learning Center

### Youth Leadership and Development Program

4510 East Linwood Boulevard • Kansas City, Missouri 64128 • Phone: (816) 523-3339 • Fax: (816) 523-5343

March 5, 2015

Dear Potential Charter Sponsor,

I am writing this letter in support of the charter school application and sponsorship for the AFB Legacy Charter Academe (LCA), which will be located within the Kansas City Missouri School District.

We are excited to learn of the development of the AFB Legacy Charter Academe. African-Centered education, specifically the J.S. Chick model, proved to be extremely successful and beneficial for students and parents in this community.

As a previous parent of a J.S. Chick Elementary School student, I can personally attest to the high quality of instruction and the critical importance that culture and history made on my child's educational experience. We didn't necessarily recognize it then, but can clearly see the benefit as he continues to matriculate through college.

The W.E.B. DuBois Learning Center has a long history of partnership with local elementary and secondary schools in the Greater Kansas City community, and on behalf of the Board of Directors, we are pleased to encourage and support full approval of LCA's application and sponsorship.

Sincerely,

Terri E. Barnes  
President



**Dr. Vernon Percy Howard, Jr.**  
President

**Att. Wesley Fields, Esq.**  
Board Chairman

**Rev. Samuel E. Mann**  
Vice President

**Att. Taylor Fields, Esq.**  
Treasurer

**Jessie Ward**  
Secretary

**Board Members**

Emanuel Cleaver, II—President  
Emeritus

Rev. Bob Hill

Rev. Gina Houston

Rev. John Modest Miles

Suzetta Parks

Rev. Kenneth Ray

Bishop James D. Tindall, Sr.

Alberta Walker

Dr. Herman Watson

**Support Staff**

Rev. Chaunia Chandler—Special  
Support Staff

Arlana Coleman—  
Event Coordinator

Min. Ah'Lee Robinson—  
Music Director

1 March 2016

Dear Community Partner in Education,

This letter comes in support of the effort to begin a new African Centered School in Kansas City, Missouri. For over 45 years here in Kansas City, our organization, the Southern Christian Leadership Conference of Greater Kansas City, has championed the causes of civil rights, justice, equality, and peace in our local community and beyond. We have done so through advocacy, community organizing, granting of academic scholarships to college-bound students, protest, non-violent direct action, civil disobedience, and fostering inter-faith dialogue and collaborative work for the common good.

We believe the new African Centered school is a significant step toward our stated mission to provide justice through educational excellence. The group planning the start of this new school is a very capable, committed, and experienced vanguard of educators, administrators, and community leaders who would ensure academic excellence, cultural relevancy, and community based schooling sorely needed in our community. We wholeheartedly support their efforts, advocate for their approval, and work along side them in the fulfillment of their educational endeavors in any way possible.

Best Regards,

*Dr. Vernon Percy Howard, Jr.*

Dr. Vernon Percy Howard, Jr.  
President,

**Southern Christian Leadership Conference**  
*Greater Kansas City Chapter*

1101 Euclid Ave., Kansas City, Missouri 64127 Phone: 816.547.0719  
Website: [www.selekc.org](http://www.selekc.org) Facebook: [www.facebook.com/SCLCGreaterKansasCity](http://www.facebook.com/SCLCGreaterKansasCity)

## C 1-1 LCA FIVE YEAR BUDGET

LEGACY CHARTER ACADEME						
FIVE-YEAR OPERATIONAL BUDGET						
		Year 1	Year 2	Year 3	Year 4	Year 5
		Budget	Projected	Budget	Budget	Budget
<b>Revenues</b>						
5100	Local Revenue		196,613	253,214	306,836	357,478
5300	State Revenue	1,814,954	2,337,441	2,832,429	3,299,917	3,767,405
5400	Federal Revenue	317,225	408,547	495,062	576,772	658,481
<b>5899</b>	<b>GRAND TOTAL REVENUES</b>	<b>2,132,179</b>	<b>2,942,601</b>	<b>3,580,705</b>	<b>4,183,524</b>	<b>4,783,365</b>
<b>Expenditures</b>						
1100	Regular Programs	919,060	1,265,472	1,704,778	2,042,284	2,254,425
1200	Special Programs	89,645	155,934	165,755	175,200	184,692
1999	TOTAL INSTRUCTION (K-12 Only)	1,008,705	1,421,406	1,870,532	2,217,485	2,439,118
2100	Support Services - Pupils	122,688	129,937	137,222	202,968	211,421
2200	Support Services - Instructional Staff	19,800	25,500	30,900	36,000	41,100
2300	Support Services - General Administration	25,000	42,500	50,000	55,000	60,000
2400	Support Services - School Administration	199,805	204,271	278,807	285,033	298,039
2500	Operation and Maintenance of Plant Services	378,140	474,550	562,650	678,547	759,146
2550	Transportation	100,000	150,000	200,000	250,000	250,000
2560	Food Services	160,202	206,321	250,012	291,276	332,540
2642	Recruitment and Placement	7,000	8,000	8,000	9,000	10,000
2660	Technology	19,800	25,500	30,900	36,000	41,100
2998	TOTAL SUPPORT SERVICES	1,032,434	1,266,579	1,548,490	1,843,824	2,003,346
3800	Community Services	15,000	20,000	25,000	30,000	35,000
4000	Capital Set Aside for Building Purchase	-	-	-	-	-
9998	TOTAL NON-INSTRUCTIONAL AND SUPPORT	15,000	20,000	25,000	30,000	35,000
<b>9999</b>	<b>GRAND TOTAL EXPENDITURES</b>	<b>2,056,139</b>	<b>2,707,985</b>	<b>3,444,023</b>	<b>4,091,309</b>	<b>4,477,464</b>
<b>Total Revenue Over/(Under) Total Expenses</b>		<b>76,040</b>	<b>234,616</b>	<b>136,682</b>	<b>92,215</b>	<b>305,901</b>
<b>Beginning Balance, July 1</b>		<b>-</b>	<b>76,040</b>	<b>310,656</b>	<b>447,338</b>	<b>539,553</b>
<b>Ending Balance, June 30</b>		<b>\$ 76,040</b>	<b>\$ 310,656</b>	<b>\$ 447,338</b>	<b>\$ 539,553</b>	<b>\$ 845,454</b>
	opening balance 7/1	\$ -	\$ 76,040	\$ 310,656	\$ 447,338	\$ 539,553
	operating income	\$ 76,040	\$ 234,616	\$ 136,682	\$ 92,215	\$ 305,901
	year end balance	\$ 76,040	\$ 310,656	\$ 447,338	\$ 539,553	\$ 845,454
	dese fund balance	3.70%	11.47%	12.99%	13.19%	18.88%

**C. 1-2**  
**LCA 1<sup>ST</sup> YEAR CASH FLOW**

<b>Year 1 Cash Flow Forecast-Summary Object Level</b>													
	<u>7/1/2017</u>	<u>8/1/2017</u>	<u>9/1/2017</u>	<u>10/1/2017</u>	<u>11/1/2017</u>	<u>12/1/2017</u>	<u>1/1/2018</u>	<u>2/1/2018</u>	<u>3/1/2018</u>	<u>4/1/2018</u>	<u>5/1/2018</u>	<u>6/1/2018</u>	
<b>Beginning Cash Balance</b>	185,000.00	\$23,138	\$11,787	\$5,386	\$31,482	\$57,578	\$83,674	\$113,895	\$144,116	\$174,337	\$204,558	\$232,799	
<b>REVENUES</b>													
Local	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
State	\$0	\$164,996	\$164,996	\$164,996	\$164,996	\$164,996	\$164,996	\$164,996	\$164,996	\$164,996	\$164,996	\$164,996	
Federal	\$0	\$0	\$0	\$32,497	\$32,497	\$32,497	\$36,622	\$36,622	\$36,622	\$36,622	\$36,622	\$36,622	
<b>TOTAL REVENUES</b>	\$0	\$164,996	\$164,996	\$197,493	\$197,493	\$197,493	\$201,618	\$201,618	\$201,618	\$201,618	\$201,618	\$201,618	\$2,132,179
<b>EXPENDITURES</b>													
6100 Salaries	\$14,167	\$81,894	\$81,894	\$81,894	\$81,894	\$81,894	\$81,894	\$81,894	\$81,894	\$81,894	\$81,894	\$81,894	
6200 Benefits	\$2,359	\$19,854	\$19,854	\$19,854	\$19,854	\$19,854	\$19,854	\$19,854	\$19,854	\$19,854	\$19,854	\$19,854	
6300 Purchased Services	\$57,595	\$54,394	\$49,444	\$49,444	\$49,444	\$49,444	\$49,444	\$49,444	\$49,444	\$49,444	\$51,424	\$51,424	
6400 Supplies & Materials	\$1,375	\$19,539	\$19,539	\$19,539	\$19,539	\$19,539	\$19,539	\$19,539	\$19,539	\$19,539	\$19,539	\$19,539	
6500 Equipment	\$86,367	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	
<b>TOTAL EXPENDITURES</b>	\$161,862	\$176,347	\$171,397	\$171,397	\$171,397	\$171,397	\$171,397	\$171,397	\$171,397	\$171,397	\$173,377	\$173,377	\$2,056,139 check
<b>SURPLUS</b>	-\$161,862	-\$11,351	-\$6,401	\$26,096	\$26,096	\$26,096	\$30,221	\$30,221	\$30,221	\$30,221	\$28,241	\$28,241	
<b>Ending Cash Balance</b>	\$23,138	\$11,787	\$5,386	\$31,482	\$57,578	\$83,674	\$113,895	\$144,116	\$174,337	\$204,558	\$232,799	\$261,040	\$76,040

## **C 5. Insurance Quote**

**Mickey Dean,**

**Re: Insurance Coverage for Charter School**

**Arthur J. Gallagher & Co.  
BUSINESS WITHOUT BARRIERS™**

Re: Insurance Coverage for Charter School	
We are pleased to advise our intention to provide insurance services for your new Charter School. Our division specializes in Public Entity and Scholastic risks, specifically charter schools throughout the country. We are licensed to work in Missouri as required by law. We typically obtain coverage from such major carriers as Philadelphia Insurance, The Hartford, Zurich, ACE, AIG, and Travelers.	
Based on our experience with charter schools, we can secure insurance as required by Charter School law in the State of Missouri. The following coverages can be secured to meet and exceed all requirements including your guidelines as outlined by the Authorizing Board.	
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requirements including your guidelines as outlined by the Authorizing Board.	
Coverage	Limit

General Liability (corporal included) Occurrence / \$3,000,000 Aggregate	\$1,000,000
Workers Compensation pursuant to MO laws	Statutory Limits
Employee Benefits Liability	\$1,000,000
Automobile Liability which includes non-owned and hired	\$1,000,000
Excess Umbrella Liability above primary Program	\$10,000,000
Employment Practices Liability	\$1,000,000
Educators Legal Liability	\$1,000,000
School Board Errors & Omissions (Directors & Officers)	\$1,000,000
Sexual Abuse I Misconduct Liability	\$1,000,000
Crime / Fidelity Coverage (Surety Bonds)	\$1,000,000
Property Coverage needed by School, on an all risk of direct physical basis	Blanket Limits as
Student Accident Insurance \$5 million CAT	\$25,000 primary and

