

2013 APPLICATION GUIDELINES FOR NEW CHARTER SCHOOL START UPS

**Application to Establish a Public Charter School
In the District of Columbia**

**DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD**

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www.dcpsb.org



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

District of Columbia Public Charter School Board

Mission

The Board's mission is to provide quality public school options for DC students, families, and communities through:

- A comprehensive application review process;
- Effective oversight;
- Meaningful support; and
- Active engagement of its stakeholders.

Vision

The Board's vision is to lead the transformation of public education in DC, and serve as a national role model for charter school authorizing and accountability.

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District of Columbia Public Charter School Board Members

Brian W. Jones, J.D., Chair

Brian W. Jones is Senior Vice President and General Counsel of Strayer University, a provider of postsecondary education to working adults on 96 campuses in 26 states and through online learning programs. Before joining Strayer, he co-founded Latimer Education, Inc., an early stage venture-backed company partnering with historically black colleges and universities to provide African-American students with high quality online postsecondary education opportunities. He served as General Counsel at the U.S. Department of Education from 2001 to 2005.

John "Skip" McKoy, Vice Chair

John "Skip" McKoy is Director of Programmatic Initiatives at Fight for Children. He has a strong background in urban planning and community development and oversees Fight For Children's strategic focus on improving health and educational outcomes for DC children ages 3 and 4. He works closely with local community, business, education and government leaders to develop collaborative strategies aimed at improving the quality of life of underserved children in the National Capital Region. Prior to this role, he held executive positions at the Anacostia Waterfront Corporation, DC Agenda, Lockheed Martin and in the D.C. Government. He is the Chair of the State Early Childhood Development Coordinating Council and an advisor to the DC Fiscal Policy Institute and The Community Partnership for the Prevention of Homelessness.

Emily Bloomfield, Member

Emily Bloomfield works as a consultant and is leading a start-up initiative to address the educational needs of pre-teens and teens in foster care. She also serves on the board of the DC College Success Foundation. Most recently, she was a Senior Policy Advisor at Stand for Children. Her previous education experience includes serving as an elected member of the Board of Education in California's Santa-Monica-Malibu Unified School District, where she was Vice-President and Board President. She has worked as a product manager for CitySearch, a Senior Associate in marketing and strategic planning at *The Los Angeles Times* and as a Senior Economist at LMC International.

Sara Mead, Member

Sara Mead is a Principal at Bellwether Education Partners, where she focuses on thought leadership as well as strategic advising. Her work on federal education policy, charter schools, preschool and gender in education has been featured in numerous media outlets including *The Washington Post*, *The New York Times* and *USA Today*, and she has made television and radio appearances on CBS, ABC News and National Public Radio. Before joining Bellwether, she directed the New America Foundation's Early Education Initiative. She has also worked for Education Sector, the Progressive Policy Institute and the U.S. Department of Education.

Don Soifer, Member

Don Soifer is a co-founder and Executive Vice President of the Lexington Institute, where he directs domestic policy research programs on education, energy and other topics for the

Arlington, VA-based nonpartisan think tank. His education policy work, including research on higher education finance, special education and closing the achievement gap for English language learners, has been published in numerous media outlets including *The New York Times*, *The Washington Post*, *USA Today* and *The New York Daily News*. He has testified before Congress on his research and makes radio and television appearances on Fox News, Fox Business and Wisconsin Public Radio. He serves on several advisory and governing boards for government and nonprofit organizations.

Darren Woodruff, Ph.D., Member

Darren Woodruff is a Principal Research Analyst at the American Institutes for Research (“AIR”), where he works in a variety of research and consulting capacities on issues related to school improvement, supports for at-risk youth and eliminating disproportionality in special education. Before joining AIR, he evaluated schools implementing the Comer School Development Program, and he has also served as a teacher and counselor at the elementary, high school and college levels. He received his Ph.D. in educational psychology from Howard University, and has written and presented on culturally responsive instructional practices. He co-authored a chapter in the Harvard report, *Racial Inequity in Special Education*, and also co-authored *Using School Leadership Teams to Meet the Needs of English Language Learners*.

LETTER FROM THE BOARD CHAIR

September 2012

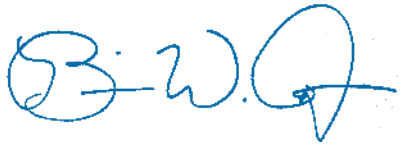
Dear Prospective Applicant:

Thank you for considering applying to the District of Columbia Public Charter School Board to open a new charter school.

These guidelines give a thorough overview of our rigorous application process, which is designed to approve the schools that have the most chance at success. Our board is committed to ensuring that the families in the District of Columbia have access to high-quality school options for our students and families.

We are committed to transforming public education in Washington, DC and look forward to reading your application.

Sincerely,



Brian W. Jones

Chairman

District of Columbia Public Charter School Board

General Overview of the Application Review Process

To ensure a thorough review of applications, PCSB has established the following application review process:

- A screening of each application by Board members and its staff;
- Interviews with Eligible Applicants; and
- A public hearing to gather additional information about each application.

Based on the application review, Board members vote on the applications in one of three ways:

- Denial - No further consideration
- Approval with Conditions - Approved to open a new charter school only when certain conditions are addressed such as securing a school facility (then full approval would be granted)
- Full Approval - All conditions were met during the application cycle and negotiations on the terms of the charter agreement can immediately begin

Special Deadlines for Conversion Applications

Applications for the conversion of a public, private, or independent school to a public charter school are due on the same date as applications for new charter school start-ups: March 1, 2013. However, conversion applicants have the option of submitting endorsement signatures by either one of two dates:

- March 1: Parents, adult students, and teachers *as of the Spring 2013 semester*; or
- July 31: Parents, adult students, and teachers *as of the Fall 2013 semester*.

Conversion applications will be reviewed on the same schedule as other applications. However, the Board will not consider a conversion application complete until endorsement signatures are submitted. *Therefore, conversion applicants will not be eligible for full approval or approval with conditions until signatures are submitted to the PCSB.*

2012-2013 Application Review Process Timeline

New School and Conversion Applications	
September 18, 2012	Release Application Guidelines
October 17, 2012 6:00pm – 8:00pm	Public Information Session
December 3, 2012	Submission of Declaration of Intent
March 1, 2013	Application Submission Deadline Parental conversion endorsement signatures due for students enrolled in Spring 2013
March 26 - 28, 2013	Applicant Interviews
April 15 - 18, 2013	Public Hearings
May 20, 2013	Board decisions announced publicly
May 2013	Feedback sessions with charter applicants
May – June 2013	Charter negotiations with fully approved applicants
July 31, 2013	Parental conversion endorsement signatures due for students enrolled for Fall 2013
August 2014	Fully approved schools open

Defined Terms (as used in these guidelines)

Board Member Agreement - a signed document that outlines the specific responsibilities of each member of the school's Board of Trustees. Each school should use its own agreement template.

Experienced Operator - a charter management organization, education service provider, or single charter school operator with extensive experience in managing a successful charter school(s) or charter school network seeking to replicate the educational model of the existing school(s).

Charter Management Organization - an organization that operates or manages multiple charter schools by centralizing or sharing certain functions and resources among schools.

Education Service Provider - a nonprofit or for-profit organization that contracts with new or existing public, public charter, private schools or school districts to provide a comprehensive approach to school improvement, including school administration and educational programming.

Eligible Applicant - a person, including a private, public, or quasi-public entity, or an institution of higher education that seeks to establish a public charter school in the District of Columbia.

English Language Learner - a student enrolled in elementary or secondary school whose native language is a language other than English and whose difficulties in speaking, reading, or understanding the English language may be sufficient to deny the ability to successfully achieve in classrooms where the language of instruction is English.

Non-Resident Student - an individual under the age of 18 who is enrolled in a District of Columbia public school or a public charter school and does not have a Parent residing in the District of Columbia; or (b) an individual who is age 18 or older and is enrolled in a District of Columbia public school or public charter school and does not reside in the District of Columbia.

Parent - a person who has custody of a child and who (a) is a natural parent of the child; (b) is a stepparent of the child; (c) has adopted the child; or (d) is appointed as a guardian for the child by a court of competent jurisdiction.

Petition - a written application.

State Assessment - an assessment tool administered by the Office of the State Superintendent of Education ("OSSE") to students enrolled in District of Columbia Public Schools ("DCPS") and public charter schools.

Student Learning Standards - what students are expected to know and be able to do, including what is taught in each subject area and at each instructional level and what is likely to be tested to assess student achievement.

Students with Disabilities - students with disabilities as provided in the Individuals with Disabilities Education Act (20 U.S.C. 1401(a)(1)) or students with disabilities as provided in the Rehabilitation Act of 1973 (29 U.S.C. 706(8)).

Frequently Asked Questions

1. What is a charter school?

A charter school is a publicly funded school in the District of Columbia that is not part of DCPS. Public charter schools exercise exclusive control over their expenditures, administration, personnel, and instructional methods and are, in most cases, exempt from rules and regulations established for DCPS schools.

2. How are charter schools funded?

Each charter school receives a per pupil allocation based on a student's grade level, special education needs, and other factors. Funding is provided by the District government directly to schools on a quarterly basis, beginning with a July 15th payment – in accordance with the July 1-June 30 fiscal year. More information, including a copy of the current year's funding formula can be found at www.dcpcsb.org.

3. Who has authority to grant charters in Washington, DC?

The District of Columbia Public Charter School Board (“PCSB”) is the sole chartering authority in Washington, DC. The Board was created pursuant to the School Reform Act (the “SRA”), and its members are appointed by the Mayor of the District of Columbia, with the advice and consent of the Council of the District of Columbia.

4. Who is eligible to establish a public charter school?

A person, including a private, public, or quasi-public entity, or an institution of higher education may establish a public charter school in the District of Columbia.

5. Can an existing school propose to become a charter school?

Yes. An eligible applicant may submit a Petition proposing (1) conversion of an existing District of Columbia public school into a public charter school; (2) conversion of an existing private or independent school into a public charter school; or (3) establishment of a new public charter school.

6. What are the application requirements?

Eligible Applicants must submit four (4) bound copies and one (1) unbound copy with **original** signatures of the application package to PCSB office by the submission deadline. In addition, applicants must submit two (2) electronic PDF versions of the application via email to applications@dcpcsb.org. One electronic version should include all sections of the application, including the budget spreadsheets and appendices in one PDF file. **The second electronic version will be made available to the public upon request, and should redact any personal information of founding group members – including address, city and state, phone number**

and email – on the submitted resumes. To complete the application, Eligible Applicants must submit a **\$150.00 processing fee by certified check or money order made payable to the DC Public Charter School Board.**

7. What is the application deadline?

The application deadline for new charter school start-ups is March 1, 2013.

8. Can more than one application be submitted during a calendar year?

No. An Eligible Applicant may not file more than one Petition to establish a public charter school during a calendar year.

9. How many charter schools can be approved in one year?

PCSB is authorized to approve up to 20 Petitions to establish public charter schools in any given calendar year.

10. How can I learn more about the Public Charter School Board's application process?

PCSB will hold a public information session for those interested in establishing a public charter school on October 17, 2012 at the PCSB Headquarters, 3333 14th Street, NW. We also invite potential applicants to visit our website at www.dcpubliccharter.com or call 202-328-2660 for more details.

Application Guidelines - Getting Started

Invitation to Apply

PCSB invites interested individuals and groups to submit an application to establish a public charter school in the District of Columbia. Pursuant to the SRA § 38-1802.04, a public charter school shall provide a program of education, which shall include one or more of the following:

- A. Pre-kindergarten;
- B. Any grade or grades from kindergarten through grade 12;
- C. Residential education; or
- D. Adult, community, continuing, and vocational education programs.

Applications will be received for (1) conversion of an existing District of Columbia public school into a public charter school; (2) conversion of an existing private or independent school into a public charter school; or (3) establishment of a new public charter school.

Any person or entity that expects to submit an application during this application review cycle is strongly encouraged to complete and submit a “Declaration of Intent to Apply Form” included in Appendix D by **December 3, 2012**.

Eligibility

Any individual or entity is eligible to apply to establish a public charter school in the District of Columbia. However, a public charter school must be organized under the District of Columbia Nonprofit Corporation Act.

Limitations on Filing an Application

An Eligible Applicant may not file more than one Petition to establish a public charter school during a calendar year.

Instructions for Submitting Applications

Four (4) bound copies, one (1) unbound copy with original signatures of the application package, **and a money order or certified check for \$150.00** made payable to the DC Public Charter School Board must be submitted by **5:30 PM on March 1, 2013** to the address below. In addition, applicants must submit (2) two an electronic PDFs (in no more than three separate files) of the entire application including narrative, budget spreadsheets, and appendices to applications@dpcsb.org. **The second PDF will be made available to the public upon request, and should redact any personal information of founding group members – including address, city and state, phone number and email – on the submitted resumes.**

Submit applications to:

District of Columbia Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

Application Format

The format provided in these guidelines allows Eligible Applicants to fully describe their plans for a proposed public charter school in three areas - an Educational Plan, a Business Plan, and an Operations Plan. Following this format ensures an objective review of proposals to establish public charter schools in the District of Columbia. Therefore, applications submitted by Eligible Applicants must meet the following guidelines:

- Include a Table of Contents that lists page numbers for each section of the application. Number each page of the educational, business, and operations plan. **Follow the same format and order as the Sample Table of Contents provided on page 14.**
- Include labeled tabs to separate each of the sections outlined in the Table of Contents and any appendices.
- For the bound copies, submit the application in a professionally bound format (pronged report cover; three-ring binder - no larger than 2½"; tape, coil, comb, or velo binding). No applications bound by staples, paper or binder clips or submitted in folders or portfolios will be accepted.
- Limit the overall length of the application to 150 pages. Note that the following documents are *required* and *will not* count toward the overall 150 page limit:
 - Applicant Information Sheet
 - Discipline Policy
 - Assurances Form
 - Articles of Incorporation
 - By-laws
 - Code of Ethics
 - Conflict of Interest Form
 - Résumés, Board Member Agreements, and Statements of Interest and Qualifications of Founding Members [**please submit (2) two versions of these materials: one with full information listed in the resume; the second version with all personal information redacted, as outlined on pp. 9 and 11)**]

- Management Agreement and Related Documents (if applicable)
- Letter of Intent for Facility (if applicable)
- Conversion Endorsement Certification (if applicable)
- Demographic Analysis Form
- Charter School Board of Trustees Job Description
- Charter School Board Member Agreement
- Budget Narrative
- Pre-Opening/Planning Year Budget
- Public Charter School Two-Year Operating Budget Worksheet
- Public Charter School Five-Year Estimated Budget Worksheet
- Monthly Cash Flow Projection
- Capital Budget
- In addition to the requirements outlined in the Educational Plan, if the applicant group proposes to add grade levels after the first five years of operation, the following curricular materials for those grade levels should be included in Section J.
 - Student Learning Standards
 - Assessments
 - A Timeline for Curriculum Development

The narrative section of the application should be limited to a discussion of each of the criteria presented in the guidelines. Additional information that may support the information presented in the narrative and help the Board to assess better the proposed public charter school should be included in the appendices. Examples of additional information to be included in the appendices are curriculum samples; student learning and performance standards; letters of support; program descriptions; architectural drawings/floor plans of potential school sites; financial statements; parent, student, or faculty handbooks; samples of student work; and organizational charts.

Application Guidelines - Contents of Application

SAMPLE TABLE OF CONTENTS

Applicant Information Sheet

Executive Summary

Proposed Plans

- A. Educational Plan
 - 1. Mission and Purpose of Proposed Public Charter School
 - 2. Charter School Curriculum
 - 3. Student Performance
 - 4. Support for Learning
- B. Business Plan
 - 1. Planning and Establishment
 - 2. Governance and Management
 - 3. Finance
 - 4. Facilities
 - 5. Recruiting and Marketing
- C. Operations Plan
 - 1. Student Policies and Procedures
 - 2. Human Resource Information
 - 3. Arrangements for Meeting District and Federal Requirements
 - 4. Implementation of the Charter

Forms and Required Documents

- D. Certifications (Assurances Form)

- E. Budget
- F. Résumés, Board Member Agreements, and Statements of Interest and Qualifications **[please submit (2) two versions of these materials: one with full information listed in the resume; the second version with all personal information redacted, as outlined on pp. 9 and 11)**
- G. Conflict of Interest
- H. Demographic Analysis
- I. Required Documents¹
- J. Full Curriculum (for fall approval), Curriculum Sample (for Approval with Conditions), Scope and Sequence for Earning a HS Diploma, if applicable.

¹ Items in Sections I and J do not count towards the 150 page limit.

APPLICANT INFORMATION SHEET

Request for Approval

This application is a request to establish and operate a public charter school as provided in the District of Columbia School Reform Act of 1995, as amended.

Name of Proposed Charter School:

Name of Entity Applying for Charter Status in DC:

Contact Person:

Address:

Daytime Telephone:

E-mail:

Fax:

Name of Person Authorized to Negotiate:

(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature: _____

Proposed Start Date:

Proposed Year 1 Budget:

Start Up Information

First-Year Enrollment: From age/grade: to age/grade: Number of students:

Year Five Enrollment: From age/grade: to age/grade: Number of students:

Enrollment at Capacity: From age/grade: to age/grade: Number of students:

Location of school (address or area of city):

Names of Organizations Involved in Planning (if applicable):

Name of Educational Service Provider (if applicable):

Type of Application (Check One)

Conversion of Existing Public School Conversion of Existing Private School New School

If conversion, name the school being converted: _____

If conversion, do you wish to retain the existing school site? Yes No

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? Yes No

EXECUTIVE SUMMARY

In no more than two pages, provide a brief descriptive narrative summary of the key features of the Petition. This executive summary will be considered a public document and will be used by PCSB as public information during public hearings and in response to queries from the public about petitions.

A. Educational Plan

1. **Mission and Purpose of the Proposed Public Charter School** [*See* SRA §§ 38-1802.02 (1), (2), (3)]
 - a. **Mission and Philosophy:**
 - Write a one-sentence statement of the mission of the proposed public charter school.
 - Briefly describe the proposed school’s philosophy for educating students.
 - b. **Educational Needs of the Target Student Population:**
 - What are the needs of the students you plan to serve? How will the proposed school meet these needs?
 - Explain the relationship between the student population to be served and the intended geographic area of the city where the school will be located.
 - Based on the Demographic Analysis Form included in Appendix D, describe the impact of the proposed school on the existing community and neighborhood schools and provide a rationale for the chosen location.
 - c. **Educational Focus:**
 - What is the educational focus of the proposed school?
2. **Goals** [*See* SRA §§ 38-1802.02 (1), 38.1802.02 (1)(3)(5)]

When evaluating a school, the SRA requires PCSB to look at whether a school has fulfilled the “goals and student academic achievement expectations” in its charter [*See* SRA § 38-1802.12 (c)]. Describe 5 -7 goals which reflect the mission and vision of the proposed school by which the school would be evaluated.

- a. **Academic Goals.** The school may choose to set academic goals for, among other things:
 - Student achievement in terms of school’s the educational focus;
 - A target percentage for student promotion and/or graduation; and
 - For schools with vocational programs, percentage of students earning an industry-recognized certificate.
- b. **Non-Academic Goals.** The school may choose to set non-academic goals for, among other things:

- Attendance and re-enrollment rate;
 - Graduation rates;
 - College acceptance, college persistency and college completion rates;
 - Student extracurricular participation; and
 - For schools with vocational programs, percentage of students employed within three months of graduation.
- c. **Organizational Goals.** The school may choose to set organizational goals for, among other things:
- Teacher retention; and
 - Parent, teacher, and student satisfaction with the school.
- d. **Further discussion around goals**
- How will student progress towards meeting the proposed school’s goals be measured and monitored to ensure students are on track?

3. **Student Academic Achievement Expectations**

PCSB has adopted the Performance Management Framework (“PMF”) as a means of measuring both student academic achievement as well as certain other key indicators for all schools serving grades 3-12 (see Appendix B for a description of PMF). There is also a pilot program for measuring student achievement in grades PK-2 (described in Appendix C).

Eligible Applicants are encouraged, though not required, to use the PMF in setting its student academic achievement expectations. If the applicant does not to use PMF, the applicant is encouraged to create 5 -7 student academic achievement expectations that meet or exceed the ambition of the PMF and that incorporate rigorous nationally-recognized assessments or examinations.

a. **Guidelines for Eligible Applicants Electing to Use the PMF in Setting Student Academic Achievement Expectations.**

- Set individual goals for each grade span (early childhood, elementary/middle, and high school) you plan to serve over the life of the charter.
 - For early childhood, using the PMF Early Childhood Guide, develop and list five to seven goals that address all grades in this grade span.
 - For grades 3-8, use the PMF Guide for Standard Schools to

develop at least two goals that address PMF overall percentage score and/or tier.

- For high school, use the PMF Guide for High Schools to develop at least two goals that address PMF overall percentage score and/or tier.
- List additional expectations that are not covered by the PMF. Such expectations wherever possible, should be specific and described in a way that PCSB can feasibly measure or determine progress against the expectations.

Note: All goals and student academic achievement expectations should have a time element (annual, two-year, five year) – e.g. a school may have one PMF percentage score after two years and a higher score after five years.

Note: Schools using PMF percentages or tiers acknowledge that the methodology for calculating the PMF may change from time to time (though always via a process that considers public comment).

b. Guidelines for Eligible Applicants Not Electing to Use the PMF in Setting Student Academic Achievement Expectations.

- Eligible Applicants are requested (but not required) to list expectations in the following categories. Applicants intending to operate multiple grade spans during the life of the charter should identify separate expectations for each grade span, recognizing that tested grades are 3-8 and 10. All expectations wherever possible, should be specific, include a time element, and be described in a way that the PCSB can feasibly measure or determine progress toward the goal. Please provide a total of 5 – 7 student academic achievement expectations.

Category 1: Student Performance and Assessments.

How will student achievement and growth be measured in each subject area and within each grade span? For example:

- Results on the state assessment (DC CAS or PARCC).
- Results on the school’s chosen assessment measure (such as the NWEA or Terra Nova).
- Individual student growth on the state assessment and/or the proposed school’s chosen assessment measure for students who

have taken the DC CAS more than once (measured as median growth, or movement between categories such as Basic to Proficient).

- For non-tested grades, specific measures of academic proficiency using widely used normed assessments.

Category 2: Gateway Measures. For example:

- What core standards, skills, or accomplishments must be achieved to maximize the likelihood of future success? What are specific goals around these? (For example, 90% of 9th graders will have sufficient credits to graduate on time, or 60% of 4th graders will test proficient on the ELA section of the DC CAS.) SAT, AP/IB, PSAT, and ACT scores and passage rates are also useful gateway measures for high school.

4. **Charter School Curriculum** [See SRA §§ 38-1802.02 (3), (4)]

a. **Student Learning Standards:**

- What learning standards will be used for each academic subject, and why did you choose these standards?
- How does the selection of these standards ensure that all students will be nationally and internationally competitive, educated individuals in the 21st century, and **meet or exceed** expectations of the DC Learning Standards?

b. **Resources and Instructional Materials:**

- What resources and instructional materials are planned for use in each subject area and grade level?
- How will these resources and materials lead to the accomplishment of the proposed school's mission and goals?

c. **Methods of Instruction:**

- What methods of instruction will be used?
- Why are these methods well-suited for the anticipated student population?
- Describe the methods and systems teachers will use to provide instruction to meet the needs of all students.

d. **Students with Disabilities:**

- Describe how the proposed school will identify students with disabilities.
- Describe the school's plan for providing a continuum of services for students requiring levels 1 to 4.
- Describe how students requiring 504 plans will be identified.
- How will you service students with 504 plans?

e. **English Language Learners:**

- How will English language learners be identified?
- Explain the process the proposed school will use to educate English language learners in both English and the core content as they matriculate through the stages of English language development.
- How will the proposed school ensure effective communication with families who are not English speakers?

f. **Strategies for Providing Intensive Academic Support:**

- How will the needs of students who are substantially below grade level in reading and mathematics be addressed?

g. **Strategies for Meeting the Needs of Accelerated Learners:**

- How will the needs of students who are above grade level in reading and mathematics be addressed?

Note: Include curricular materials in Section J.

No school will receive **full approval** without submitting a full curriculum for its first year of operation and a completed scope and sequence for grades to be served in the first five years of the charter. **Approval with conditions** may be granted with a sample curriculum for one grade level and one subject.

5. Graduation/Promotion Requirements

- a. PreK-Middle School Programs: Describe the criteria a student must meet to be eligible for graduation from the school.
- b. High Schools: Describe courses that must be completed at each grade level to receive a high school diploma.
- c. Alternative/Adult Education: Describe the requirements a student must meet to receive a certificate of completion, and/or career certifications,

language acquisition certification, or other programs. Describe the proficiency level(s) that a student must attain to be promoted to the next level or to successfully exit the program. Describe what promotion and exit criteria the charter network uses, and how and why these are similar or different from the proposed school's criteria.

Note: High School Applicants only - Include in Section J, a four-year scope and sequence to ensure that all 9th graders will be on-track to graduate high school in four years with enough credits to enter competitive four-year colleges.

6. **Support for Learning** [*See SRA §§ 38-1802.02 (10), (11), (14)*]

a. **Family Involvement**

- What is the proposed school's philosophy around family engagement and how will it promote this philosophy?
- Describe the parent trainings, programs, or initiatives, if any, that will be implemented to support students' families.
- Describe how families will be made aware of the proposed school's performance on the PCSB's Performance Management Framework and the State's accountability index.

b. **Community Participation:**

- How will the community be engaged in the planning, development, and implementation of the proposed school?

c. **School Organization and Culture:**

- What methods will be used to improve student self-motivation, classroom instruction, and learning for all students?
- Describe the plan for building a positive learning environment at the proposed school.
- Describe plans for acculturating students who enter the school mid-year or after the first year of enrollment.

d. **Extracurricular Activities:**

- Describe the types of sports, recreational, clubs, and other extracurricular activities offerings that are planned. Discuss any plans for collaboration with community organizations for the provision of recreational and/or social programs.

e. **Safety, Order, and Student Discipline:**

- How will the proposed school ensure that it has a safe and orderly environment to protect the health and safety of students and faculty?
- Describe the school's philosophy regarding student behavior and discipline for the general student population and for students with disabilities that supports the school model.

f. **Professional Development for Teachers, Administrators, and Other School Staff:**

- What professional development will be provided to teachers, administrators, and staff to implement the educational program and meet the proposed goals?
- Describe what teachers, administrators and other school staff may need in terms of professional development opportunities and how they will be involved in the design and identification of such opportunities.

g. **Structure of the School Day and Year:**

- Provide the school's calendar (including the number of days the school will be in session), the daily hours of operation, and the way the school day and year will be organized for instruction, assessment, independent study, professional development, Parent-teacher conferences and extra- or co-curricular activities (Dates are subject to change).
- High School Applicants only: Include a four-year scope and sequence to ensure that all 9th graders will be on-track to graduate high school in four years with enough credits to enter competitive four-year colleges. Include in the scope and sequence how students who fall off-track can still graduate in four years and be college-ready.

h. **Technology Plan:** *Virtual School Applicants Only*

- Describe all technological equipment and services that will be required to implement the curriculum, including hardware, software, connectivity, and media storage.
- Specify any equipment that students and families will be responsible for obtaining, and any equipment that the virtual charter school will provide.
- Indicate how the virtual charter school will ensure access to technology for all students. Describe the scope of technological support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which support will be accessible to students and families.
- Detail any technological support for which students and families will be responsible.
- Explain the procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Describe the virtual charter school's Acceptable Use policy. Specify data protection and recovery procedures in the event of a catastrophic system failure.

B. Business Plan

1. Planning and Establishment [See SRA §§ 38-1802.02 (8), (13), (14), (16)]

a. Profile of Founding Group:

- Identify the key members of the founding group and provide a brief bio of each member, highlighting what experience they will bring to the school. Identify only individuals who will play a substantial and ongoing role in the school's development, governance and/or operation, and will thus share responsibility for the school and/or network's educational success.
- If founding members are directors or officers of organizations or corporations, include the most recent annual report in Section I.

b. Planning Process:

- Explain how and why the founding group decided to form a school in Washington, DC.
- To date, how have parents, teachers, and other members of the community been involved in developing the proposed school's application?
- How will the DC community be involved in implementing the charter school?
- Describe plans for further recruitment of board of trustees and school leadership positions.

c. Corporate Structure and Nonprofit Status of the School:

- Submit copies of by-laws and articles of incorporation if the school entity has been incorporated as a public charter school. If the school entity has not yet been incorporated, please describe the process and timeline under which this will occur.

Note: No school will receive **full approval** until copies of by-laws and incorporation documents are provided that demonstrates the school's nonprofit status under the District of Columbia Nonprofit Corporation Act. A school may receive approval with conditions if it has not received its 501(c)3 status but can produce evidence of applying.

2. Governance and Management [See SRA §§ 38-1802.02 (7), (9); 38-1802.05]

a. Board of Trustees:

- How will the founding group create an independent and autonomous

local Board of Trustees as required by the SRA? The Board of Trustees must include two parents, majority DC residents, and an odd number of people, not to exceed 15.

- Explain the procedure by which board members have been and will be selected.
- How will the board be organized to manage and provide strategic direction for the proposed school?
- Outline the succession planning for the board members and leadership.
- Describe how the Board of Trustees will hold school leadership accountable for meeting the goals set forth in the Charter, holding students to high learning outcomes, and ensuring that there is a demand for the proposed school.
- Describe the relationship of the Board of Trustees to the school's administrators, staff, Parents, and students.

Note: Provide Board of Trustees' job description and performance expectations in Section I of the application.

Note: PCSB reserves the right to conduct background checks (AAA Credit Release) on the Board of Trustees for those applications that are granted full approval or approval with conditions.

b. **Rules and Policies:**

- Discuss the powers and duties of the Board of Trustees.
- Describe the Board's ethical standards and procedures for identifying and addressing conflicts of interest.
- Identify any existing relationships that could pose actual or perceived conflicts if the application is approved: discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Note: Submit a Code of Ethics Statement in Section I.

c. **Administrative Structure:**

- Describe the administrative structure of the school.
- How will the parents, teachers, and students of the proposed school have input in decision making?

d. **Performance History of Experienced Operator:**

For Eligible Applicants partnering with an Experienced Operator, provide the following information to demonstrate that the Experienced Operator

has the capacity to successfully manage or provide services to a public charter school in the District of Columbia:

- A list of other schools managed by the Experienced Operator, with address and contact information and demographic profiles of the student body.
- State accountability data for the schools in comparable markets for at least the last three years;
 - Performance data for all student subgroups served by grade level;
 - Data which shows any within school and within comparable schools achievement gaps and how the school has made progress in closing them;
 - Non-academic indicators that describe the school's performance (i.e., student attendance, retention, graduation data, suspensions/expulsions, waiting lists, etc.);
 - Descriptive information (i.e., grades served, number of students, years of operation, demographics, student and staff attrition rates, etc.);
 - Any additional evidence that the existing design has been effective in raising student achievement (Section I).
- Three years of audited financial statements and management letters and most recent internal financial statements for the organization as a whole and any related business entities.
- Disclose any sanctions placed on the Experienced Operator's schools short of closure, such as shortened or conditional renewals, withdrawals/non-openings of schools, intervention caused by performance deficiencies or compliance violations.
- Disclose any management contracts broken with any schools and any current or past litigation that has involved the applicant or any school it operates.
- Disclose any negative publicity that PCSB would discover through researching the Experienced Operator and explain the circumstances of such publicity.
- Include a draft contract between the Experienced Operator and the school's Board of Trustees with a clear description of the services to be provided, including the roles and responsibilities of the Experienced Operator in relation to the applicant, the school's management, and the school's governing body; a term sheet indicating the fees proposed to be paid by the proposed school, the length of the proposed contract, the terms of the contract's renewal, and provisions for termination; academic, financial, and operational performance expectations for the Experienced Operator and how the governing Board will monitor and

evaluate that performance.

Note: In Section I, include an organizational chart showing the relationship among all business entities being operated by or affiliated with the Experienced Operator.

3. **Finance** [*See* SRA § 38-1802.02 (6)]

a. **Anticipated Sources of Funds:**

- How much funding do you expect to receive from the per pupil allocation? Include add-ons for grade levels, students with disabilities, and English language learners. Indicate the amount and sources of additional funds, property, or other resources expected to be available for the costs of planning, startup, and operation of the proposed public charter school. Where grants or loans are included, please indicate which of these are in hand and which are anticipated. For anticipated grants or loans, please provide evidence of firm commitments where they exist.
- Describe what contingencies are in place in the event that funds for per pupil allocations are not available as early as expected, or are lower than expected.
- Explain the specific financial goals and objectives for the projected five-year budget (e.g., capital improvements, equipment, increased instructional and staffing costs).

b. **Planned Fundraising Efforts:**

- Describe any planned fundraising efforts to generate capital or to supplement the per pupil allocation for operating expenses.
- Discuss plans for raising funds to cover planning and development expenses expected to occur prior to opening the school.

c. **Financial Management and Accounting:**

- Describe the financial management and internal accounting procedures of the school, including the fiscal controls that will be put in place to ensure accountability.
- Describe the school's cash flow management plan and how it will ensure availability of funds throughout the year. If the charter school is being established as an outgrowth of an existing organization, describe how the charter school's resources will be segregated from those of the affiliate organization.

Note: The charter school must agree to maintain its financial records in

accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).

d. **Civil Liability and Insurance:**

- Indicate the types of insurance and the levels of coverage sought.

e. **Provision for Audit:**

- Describe the provisions that will be made for conducting annual audits of the financial operations of the school.

4. **Facilities** [See SRA §§ 38-1802.02 (6); 38-1802.09]

a. **Identification of a Site:**

- What is the proposed permanent site for the school and what are the terms of the lease? Describe the plan to secure a facility that is accessible to students with limited mobility.
- Describe the facility and any existing occupancy limitations for this site.
- If a permanent site has not been identified, describe options and include a timetable for identifying and acquiring a facility.

Note: No applicant will receive **full approval** of its charter until the Eligible Applicant has demonstrated that it has acquired title to or has otherwise secured the use of a facility. If converting an existing public school, include a Letter of Intent in Section I indicating the terms and conditions of the proposed lease.

b. **Site Renovation:**

- If a permanent building has been identified, explain how this site would be a suitable facility for the proposed school, including any plans to renovate.
- If proposing to convert an existing public school, include in the discussion what renovations are planned and whether the city will be expected to provide any capital improvements to the site.

c. **Financing Plans for Facilities:**

- Describe financing plans for acquisition (purchase, lease, etc.) and renovation of a facility.

d. **Building Maintenance:**

- Describe plans for building maintenance, including how assurances will be made to see that applicable codes and standards are continuously met.

5. **Recruiting and Marketing** [See SRA § 38-1802.06]

a. **Outreach to the Community:**

- Discuss how the school and its program will be publicized throughout the community and who the school plans to serve.
- Identify and describe relationships with community organizations that will assist in outreach and recruitment efforts.
- If proposing to convert an existing public school, describe efforts to inform the community of the proposed conversion.

b. **Recruitment of Students:**

- What outreach efforts will be made to recruit families and students?
- What is the timeline for student recruitment?
- If planning to locate the school in an area that is densely populated with schools, describe a recruitment strategy that will ensure adequate enrollment.
- Provide a contingency plan to ensure viability of the school should enrollment be significantly less than expected.
- If the school is targeted for a specific population, describe how recruitment efforts *will ensure a fair and equitable* open enrollment process.

c. **Future Expansion and Improvements:**

- In a table, please display enrollment targets for each age/grade level for the first five years of operation, including projected enrollment for limited or non-English proficient students and Students with Exceptional Needs at each level.
- If the targets reflect an increasing enrollment, describe plans for expanding school facilities, attracting additional qualified staff, and acquiring the other resources needed to serve a larger student body.

C. Operations Plan

1. Student Policies and Procedures [See SRA §§ 38-1802.02(10); 38-1802.06]

a. Timetable for Registering and Enrolling:

- Describe the calendar to be used for registering and enrolling students.
- Provide the cutoff date for accepting enrollment forms and the timetable for a random selection process, if needed.
- Describe the process for enrolling students if more students apply than available spaces in the school and the enrollment procedure for siblings.

b. Policies and Procedures for Enrollment and Withdrawal of Students:

- What are the policies and procedures that will guide the enrollment and withdrawal of students, including verification of District residency?
- Describe the proposed school's policy on enrollment and tuition reimbursement for nonresident students.

2. Human Resource Information [See SRA §§ 38-1802.02 (12), (18); 38-1802.07]

a. Key Leadership Roles:

- Please provide the names and qualifications of the persons who will hold critical positions in the public charter school - chief administrative officer (e.g., executive director, principal or head of school); curriculum leader (e.g., curriculum coordinator or director, lead teacher, principal); business officer; and legal counsel, and the percentage of the person's time that will be assigned to these duties.
- If permanent selections for these roles have not yet been made, indicate the names and supply the résumés of the individuals who are providing leadership for these areas of responsibility during the planning period.

b. Qualifications of School Staff:

- Describe the criteria that will be used in hiring teachers, administrators, and other school staff, and how these criteria will meet or exceed the requirements of the Elementary and Secondary Education Act.
- Describe the recruitment strategies that will be employed to achieve the desired quality of staff.
- Describe the steps to be taken to ensure that background checks are

conducted on all school personnel, including volunteers, prior to the beginning of their employment or service.

c. **Staffing Plan:**

- Provide information about the anticipated number of staff members, their positions, and the pupil-teacher ratio.
- Explain how staff will be organized to accomplish the school's mission and goals.

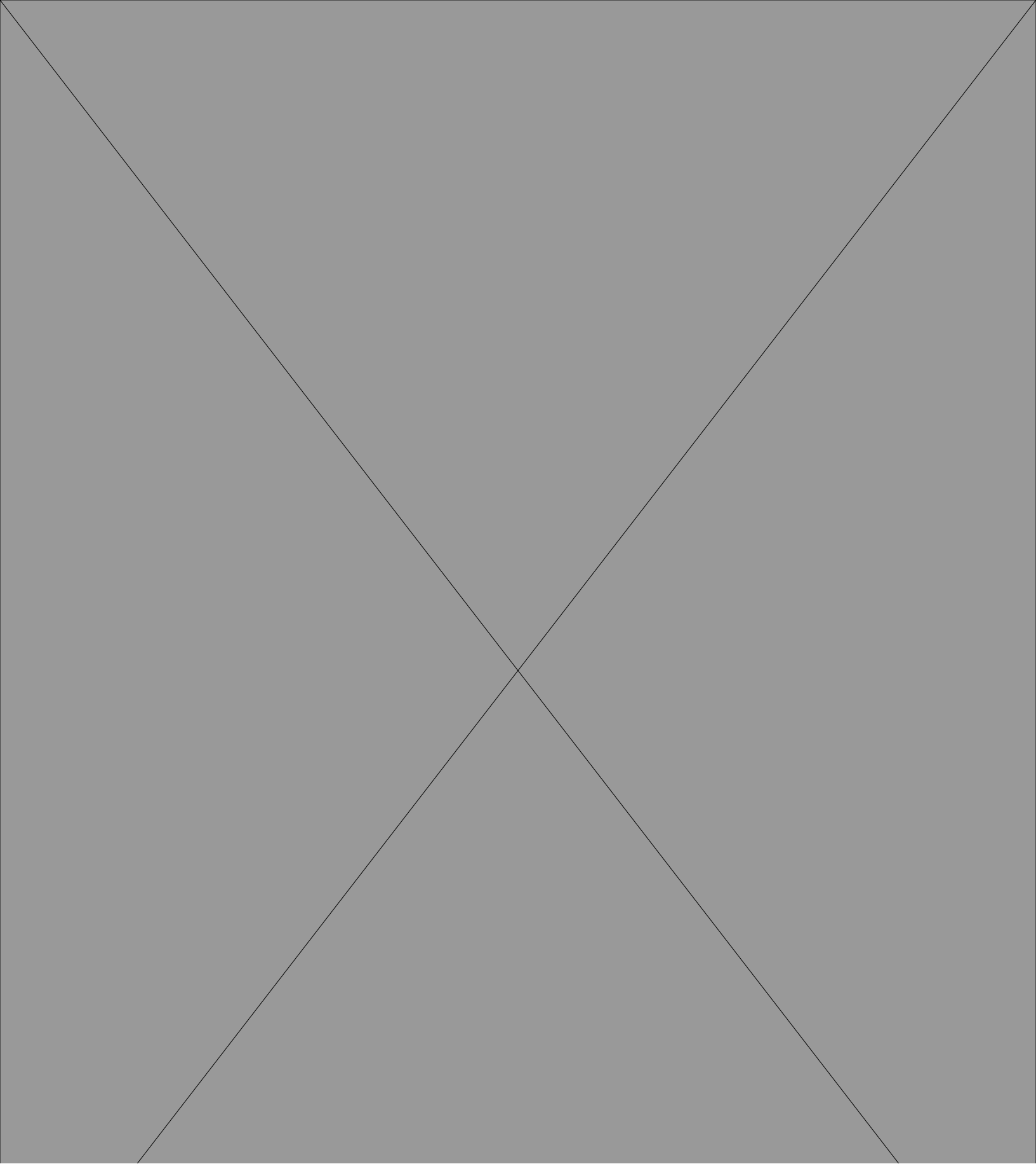
d. **Employment Policies:**

- Describe policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans (including pensions), and other matters related to staffing.
- Describe how salaries and benefit plans will be competitive with the surrounding market to attract the quality of staff desired.
- Describe policies on equal employment opportunities and maintenance of a drug-free workplace. If these policies are not yet in place, describe the process and timetable under which they will be developed.
- Describe how the existing or proposed policies will assure that the rights and benefits of current employees of the District of Columbia Public Schools will be protected if they accept employment at the proposed public charter school.

3. **Arrangements for Meeting District and Federal Requirements**

Submit a document that assures that the school will meet each of the following requirements.

- a. **Health and Safety:** *See* SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010; compliance of facilities with Americans with Disabilities Act and DC Fire Prevention Code, *see* D.C. Code §6-501 *et seq.*;
- b. **Enrollment Data:** *See* SRA §38-1802.04(c)(12);
- c. **Maintenance and Dissemination of Student Records:** *See* SRA, Parts B and D, and other applicable laws, including D.C. Code §31-401 *et seq.* (compulsory school attendance); D.C. Code §31-501 *et seq.* (immunization of school students); D.C. Code §31-601 *et seq.* (tuition of nonresidents); and D.C. Code §29-501 *et seq.* (non-profit corporations);
- d. **Compulsory Attendance Laws:** *See* D.C. Code §38-201, *et seq.*;



d. **Services Sought from the District of Columbia Public Schools:**

- List and describe the nature and extent of any services to be sought from the DC Public Schools. These might include such things as special education services, transportation, or food services.

D. Certifications

An Assurances Form, located in Appendix D, is required to be signed by a duly authorized representative of the applicant and submitted with the initial application.

Note for Conversion Applicants: See Appendix A for instructions regarding conversion endorsement signatures and certification.

E. Budget

1. Budget Narrative

- Provide a budget narrative that includes a description of the assumptions on which revenues are based, as well as the basis for the calculation of line item expenses.
- Include a list of all components that make up each line item in the budget. For example, the narrative description corresponding to Line Item 23 “Salary of Teachers” should provide a detailed itemization of the number of teachers and average salary budgeted (i.e. 20 teachers @ \$50,000 = \$1M).

2. Pre-opening Expenses

A public charter school is likely to incur considerable costs before it receives its first payment from the per pupil allocation, usually in October. Provide a budget projection that includes revenues and expenses related to anticipated early planning and implementation costs that are expected to be incurred between the time a charter is awarded and July 1 of the start-up year, and which are not likely to be covered by the school's first-year operating budget. Also, provide a cash flow projection for this period.

3. Two-Year Operating Budget

Using the form available on the PCSB website at www.dcpubliccharter.com, prepare and submit a Two-Year Operating Budget (using a fiscal year of July 1 to June 30) that includes sources of revenue, both public and private, and planned expenditures.

If the Two-Year and Five-Year Operating Budget Projections include revenues from non-formula grants, donations, and/or activity fees (such as before- and after-school care) that amount to 10 percent or more of total revenues, please submit two- and five-year budget projections that show how the school would continue to operate and meet its objectives using only the funds provided by the per pupil allocation and formula grants.

In addition to the other expenditures associated with operating the public charter school, the applicant must include in its operating budget an Administrative Fee of one-half of one percent of the annual budget of the school, payable to the DC Public Charter School Board to cover the costs associated with the performance of its administrative responsibilities.

4. Estimated Five-Year Budget Projections

Using the form available on the PCSB website at www.dcpubliccharter.com, prepare and submit five-year estimates of the public charter school budget. These projections are needed to ensure that a school can cover its estimated fixed and variable costs with its expected per pupil funding.

5. Capital Budget

In addition to including capital costs in the Two-Year Operating Budget Projection, please provide a capital budget that includes a detailed price list of fixed assets to be purchased in Years One and Two.

6. Cash Flow Projection for Year One

Using the form available on the PCSB website at www.dcpubliccharter.com, provide a monthly cash flow projection for the period from July 1 through June 30 of Budget Year One.

F. Résumés, Board Member Agreements, and Statements of Interest and Qualifications

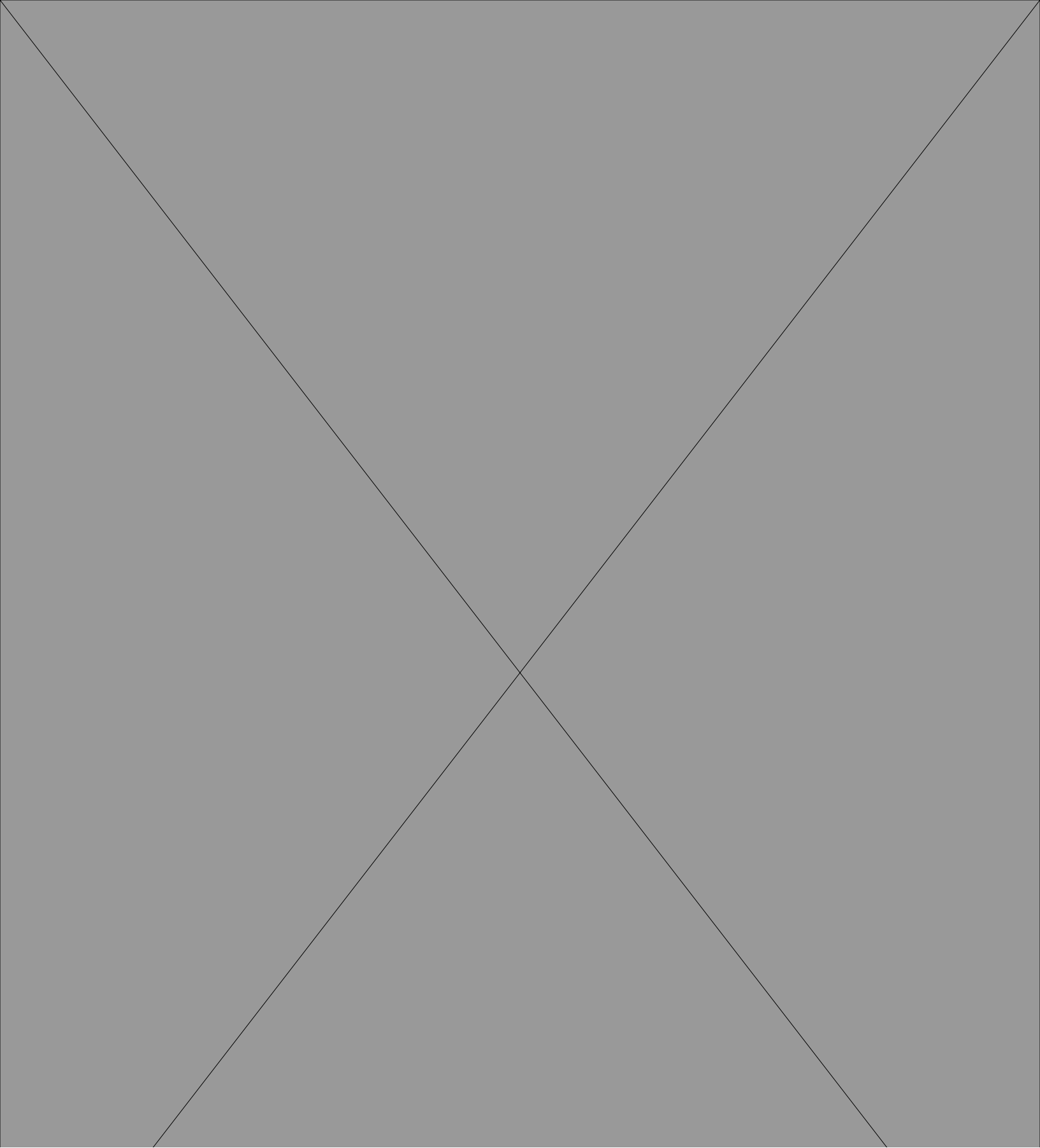
Submit a résumé, board member agreement, and a signed personal statement, *in that order*, from each founding member that describes his/her interest in the proposed charter school, his/her role in the development of the application, his/her role should a charter be granted, and the expertise and resources that he/she will bring in establishing the proposed charter school.

G. Conflict of Interest

Include a Conflict of Interest Form, located in Appendix D, for all founding and Board of Trustee members (note: Personal Background Check Consent Forms, also in Appendix D, must be submitted at the time of application under separate cover; Personal Background Check Consent Forms are not to be included in the application).

H. Demographic Analysis

Using the Demographic Analysis Form provided in Appendix D, collect and report data describing the status of schools in the intended location that serve the same age/grade levels as included in this proposal. Based on the information provided in the analysis, on a separate sheet of paper describe how the proposed charter school will compete with the identified schools as it relates to the recruitment of students and highly qualified teachers and securing an adequate facility. Provide a description of the proposed charter school's student recruitment strategies should the school initially locate in an area other than the intended location. Specifically, explain if students will be recruited from the area of the intended location or where the school will initially be located, and the short- and long-term impact of such a strategy. Provide a justification for the intended location if a strong presence of charter schools currently exists or will do so in the future. Describe how the proposed charter school will be successful given the surrounding schools.



Appendix A

Conversion Applications - Special Requirements

SRA §§ 38-1802.01 (a) and (b) provide that an applicant seeking to convert a District of Columbia public school or an existing private or independent school in the District of Columbia into a public charter school shall file such an application after the Petition:

- is signed by two-thirds of the sum of (i) the total number of Parents of minor students attending the school; and (ii) the total number of adult students attending the school; and
- is endorsed by at least two-thirds of full-time teachers employed by the school.

Applicants may choose to collect and aggregate parental signatures in one of two ways:

- signatures from Parents representing two-thirds of the students enrolled in the school; or
- signatures from Parents representing two-thirds of the families represented in the school.

To qualify for conversion to charter school status, schools must submit signatures on either of the following schedules:

March 1: Parents, adult students, and teachers as of the *Spring 2012* term; or

July 31: Parents, adult students, and teachers as of the *Fall 2012 term*.

As signatures are being gathered, applicants must provide Parents, teachers, and adult students with a brief summary describing the proposed public charter school. Applicants must obtain conversion endorsement signatures using an individual sheet for each signee that includes the following statement:

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have [School Name] converted from a [type of school: public, private, or independent] school into a public charter school, and that I support the proposal.

In addition, the signature forms with parental endorsement must include the student's name, Parent's name, and Parent's address with each signature. The signature forms for teacher endorsement must include the teacher's name and the teacher's address with each signature. The signature forms for adult student endorsement must include the student's name and the student's address with each signature.

In addition to endorsement signatures, conversion applications should also include:

1. rosters including the names and addresses of: all minor students, including the names and addresses of their Parents or legal guardians; all adult students attending the school; and all full-time teachers employed by the school;

2. a brief explanation of the procedures that have been used to obtain and count the signatures of Parents;
3. a description of the community outreach efforts that provides clear evidence that the community has been informed of the proposed conversion;
4. the Conversion Endorsement Certification form, provided below, signed by the applicant's authorized representative;
5. achievement data for the school to be converted for the past three years, including performance on District-wide Assessments;
6. attendance data for the school to be converted for the past three years; and
7. a report of incidents involving outside authorities (police, fire department) over the past three years for the school to be converted.

Conversion Endorsement Certification Form

As the authorized representative of the applicant, I certify that the signatures for the conversion of [Name of School] to the [Name of Proposed Charter School] satisfy the requirements for conversion endorsement as stated in Subtitle B, § 38-1802.01 (a) and (b) of the District of Columbia Reform Act of 1995, as amended.

Signature of Authorized Certifying Official

Title

Applicant Organization

Date Submitted

Appendix B

Performance Management Framework Overview²

The SRA grants PCSB authority to hold District of Columbia public charter schools accountable for fulfilling their duties and obligations under the Act. To this end, PCSB has developed a Performance Management Framework (PMF) to evaluate the academic performance of public charter schools annually.

Academic Elements of School Performance

For standard grades (3 -12) in K-12 schools, PCSB has developed an academic evaluation framework based on four core indicators:

1. **Student Progress**. Median growth percentiles for math and reading based on individual student DC-CAS performance.
2. **Student Achievement**. Percent of students scoring at least Proficient and those scoring Advanced on the DC-CAS for math and reading. (For high schools, ratio of number of passing Advanced Placement scores for the entire population to number of seniors is also required). For IB, percent of students scoring greater than or equal to 4.
3. **Gateway Measures**.
 - a. For 3rd-5th grades: percent of students scoring at least Proficient in third grade reading on the DC-CAS
 - b. For 6th-8th grades: percent of students scoring at least Proficient in eighth grade math on the DC-CAS
 - c. For high schools:
 - Graduation rate based on incoming 9th grade cohort, as defined by OSSE statewide graduation standards
 - Percentage of 11th grade students scoring 80+ in combined math and verbal sections of the PSAT
 - Percentage of 12th grade students scoring 800+ on combined math and verbal sections of the SAT and percentage of students scoring greater than or equal to 16
 - Percentage of seniors accepted to college
4. **Leading Indicators**.
 - a. Attendance: ratio for entire population, written as a percentage, of days present (inclusive of excused absences) to days enrolled
 - b. Re-enrollment: percentage of eligible students who re-enroll
 - c. For high schools: percentage of 9th grade students on-track to graduate in 4 years, based on OSSE guidelines for completed Carnegie Units and required courses

² For a more detailed explanation of the PCSB Performance Management Framework, please see <https://pcsb-pmf.wikispaces.com>.

Different weights will be assigned to each indicators depending on the school’s grade span.

Elementary and Middle School (3-8) Academic Elements Framework

Academic Indicator	Weight
Student Progress	40%
Student Achievement	25%
Gateway Measures	15%
Leading Indicators	20%

High School (9-12) Academic Elements Framework

Academic Indicator	Weight
Student Progress	15%
Student Achievement	30%
Gateway Measures	30%
Leading Indicators	25%

Academic Evaluation for Non-Standard Schools

Non-standard schools, including schools offering adult education, and schools specializing in special education, develop specialized accountability plans with PCSB to measure evaluate academic achievement. For purposes of this application, a non-standard school should choose between 5-9 targets, based on the following guidelines.

Academic Indicator	Criteria
Student Progress	<ul style="list-style-type: none"> • Can be curriculum-based or standardized; PCSB prefers standardized measures • Targets must assess a cross-section of students in programs
Student Achievement	<ul style="list-style-type: none"> • Can be curriculum-based or standardized; PCB prefers standardized measures • Targets must assess a cross-section of students in programs
Gateway Measures	Optional
Leading Indicators	<ul style="list-style-type: none"> • Re-enrollment (optional) • Attendance (optional)

Appendix C

Early Childhood Performance Management Framework Pilot Program³

This year, PCSB is introducing a pilot of the Early Childhood Performance Management Framework, which is based on four core indicators: progress, achievement, leading indicators, and mission-specific. Early childhood institutions are asked to choose between 5-7 targets total, depending on grade levels served:

- *PreK-2nd schools. 7 targets:* 2 progress, 2 achievement, 2 leading indicators, 1 mission specific (or additional progress target if no mission specific target)
- *PreK-K schools. 6 targets:* 2 progress, 1 achievement, 2 leading indicators, 1 mission specific (or additional progress target if no mission specific target)
- *Pre-K only schools. 5 targets:* 2 progress, 1 leading indicator, 1 mission specific (or an additional progress target instead if no mission specific)

Measuring Achievement According to the Four Indicators

Achievement according to each of the four indicators will be measured as follows.

Indicator	Domains	Number	Metric
Progress (PK, K-2 nd)	Literacy/ language *math optional	2-3	Target range: 60-100%
Achievement (1-2 nd) *K optional	ELA and/or Math *Math optional in pilot year, mandated future years	2	Target range: 60-100%
Leading Indicators (PK, K-2 nd)	Attendance	2	PK: 88%; K-2: 92%
Mission Specific/ Social Emotional (PK-2 nd , optional span)		1- Optional	Target range: 60-100%

³ Note: The Early Childhood Performance Management Framework is tentative, pending PCSB approval on September 17, 2012. More information will be available at <https://pcsb-pmf.wikispaces.com>.

Appendix D Forms

The following pages contain the forms referenced in the Application Guidelines. Applicants are asked to make copies of these forms and use them in the preparation of their applications.

1. Declaration of Intent to Apply Form
2. Demographic Analysis Form
3. Assurances Form
4. Conflict of Interest Form
5. Personal Background Check Consent Form

Declaration of Intent to Apply Form

The undersigned individual/organization is considering the possibility of submitting an application to establish a public charter school in Washington, D.C. We wish to participate in all forums and receive all information provided to potential applicants by the District of Columbia Public Charter School Board.

Entity Interested in Applying _____

Address _____

Name of Contact Person _____

Daytime Telephone _____ Fax _____

Email Address _____

Name of Proposed School _____

Target Population to be Served _____

You are invited to provide a one-paragraph description of the public charter school you are interested in establishing.

Please complete and mail this form to the following address:

District of Columbia Public Charter School Board
3333 14th Street, N.W.
Suite 210
Washington, D.C. 20010

The form may also be emailed to: dcpublic@dcpubliccharter.com

Demographic Analysis Form

Name of Proposed School: _____

Proposed Location:

 (Address or general location—NE, SW, NW, SE. *If no general location has been identified, provide information for top two options.*)

Projected Age Range and Number of Students Expected to Enroll:

- a. In 2013-2014 From age/grade _____ to age/grade _____ Number of students _____
 b. At Full Capacity From age/grade _____ to age/grade _____ Number of students _____

1. Please provide the following information for schools that serve **the same age/grades** as you propose and are located in the neighborhood where you propose to establish your charter school:

Name	Projected Enrollment/ Capacity 2011-2012 ¹	Actual Enrollment 2011-2012	Type ²	% Low Income	DCCAS Performance (% Proficient) SY 2011-2012	Percentage of Highly Qualified Teachers ³

NOTES:

¹For charter schools, enter projected enrollment; for all other schools, enter capacity.

²Type = DCPS, public charter school, private, parochial, independent, other

³Not applicable to private, parochial, and independent schools

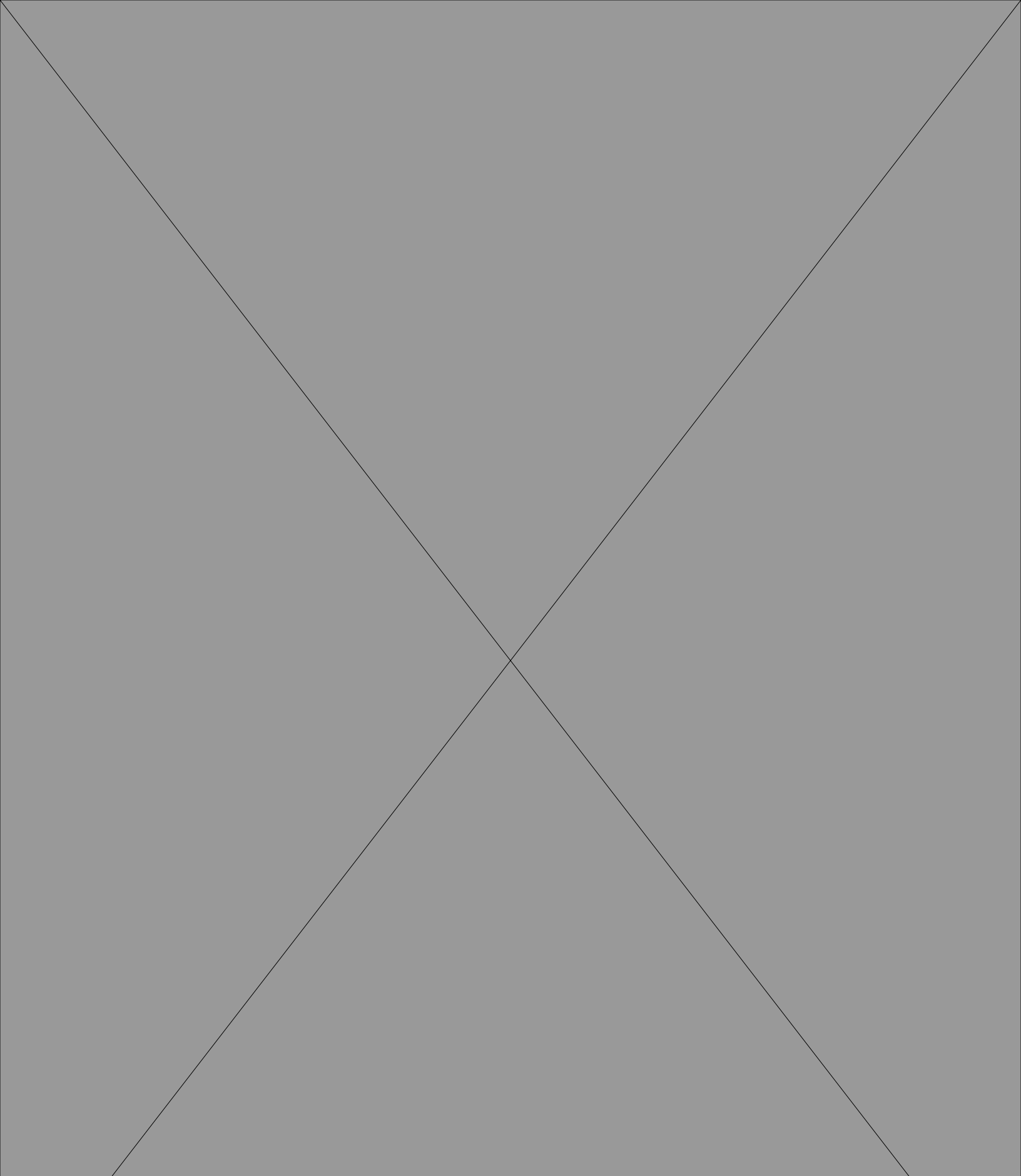
2. Please check the **ONE** statement that best describes your recruitment strategy and provide a rationale for the chosen strategy:

I will recruit exclusively in the neighborhood where I plan to locate my charter school.

I will primarily focus my recruitment efforts in neighborhoods other than the one where I plan to locate my school. Please list those neighborhoods. _____

I will primarily focus my recruitment efforts in targeting specific populations of students, regardless of their neighborhood. Please describe the target population you intend to recruit (i.e., youth placed at risk, special needs, non-native English speakers, etc.) _____

I will conduct a citywide recruitment effort for my school.



Assurances Form

(This form must be submitted with the application.)

As the authorized representative of the applicant, I certify that the proposed public charter school:

1. Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. *See §2203(h), D.C. School Reform Act.*
2. Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. *See §2204(c)(2), D.C. School Reform Act.*
2. Will provide the D.C. Public Charter School Board student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. *See §2204(c)(12), D.C. School Reform Act.*
3. Will establish an informal complaint resolution process not later than two months prior to the first date on which instruction commences. *See §2204(c)(13), D.C. School Reform Act.*
4. Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. *See §2204(c)(15), D.C. School Reform Act.*
5. Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. *See §2204(c)(16), D.C. School Reform Act.*
6. Will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. *See §2206(a), (b), (c), and (d), D.C. School Reform Act.*
7. Will give the District of Columbia Public Charter School Board access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.
8. Will provide training to relevant school personnel and Board of Trustee members in financial management, governance and management, and other areas as deemed necessary by the District of Columbia Public Charter School Board.
9. Will collect, record, and report attendance data using the attendance management reporting software required by the District of Columbia Public Charter School Board.
10. Will collect and report academic and non-academic performance using technology prescribed by the District of Columbia Public Charter School Board.
11. Will submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools.

Signature of Authorized Certifying Official	Title
Applicant Organization	Date Submitted

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer “yes” to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes___ No___
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes___ No___
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes___ No___
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes___ No___
5. Have you, your spouse or any member of your family guaranteed any loans for the proposed charter school or loaned it any money? Yes___ No___
6. Are or will you, your spouse, or any member of your family be employed by the proposed charter school, its ESP or other contractors? Yes___ No___
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes___ No___
8. Did or do you, your spouse, or other member of your family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer “yes” to any of the questions 1-7? Yes___ No___
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes___ No___
10. Do you currently serve as a member of the board of any public charter school? Yes___ No___
11. Do you currently serve as a public official? Yes___ No___
12. Have you, your spouse, or any member of your family applied to establish or participated in the establishment of a charter school? Yes___ No___
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes___ No___

Signature	Title
Applicant Organization	Date Submitted

