

Xcelerate Institute

**Application to the DC Public Charter School Board to establish a
Public Charter School in the District of Columbia**

February 28, 2014

Table of Contents

| | |
|--|-----|
| Applicant Information Sheet..... | 1 |
| Executive Summary..... | 2 |
| Proposed Plans | |
| A. Educational Plan..... | 4 |
| 1. Mission and Purpose of Proposed Public Charter School | 5 |
| 2. Goals and Student Academic Achievement Expectations..... | 9 |
| 3. Charter School Curriculum..... | 11 |
| 4. Support for Learning..... | 24 |
| B. Business Plan..... | 34 |
| 1. Planning and Establishment..... | 35 |
| 2. Governance and Management..... | 40 |
| 3. Finance..... | 44 |
| 4. Facilities..... | 46 |
| 5. Recruiting and Marketing..... | 48 |
| C. Operations Plan..... | 50 |
| 1. Student Policies and Procedures..... | 51 |
| 2. Human Resource Information..... | 54 |
| 3. Implementation of the Charter..... | 58 |
| Forms and Required Documents | |
| D. Certifications (Assurances Form)..... | 60 |
| E. Budget..... | 63 |
| F. Résumés, Board Member Agreements and Statements of Interest and Qualifications..... | 78 |
| G. Conflict of Interest..... | 105 |
| H. Demographic Analysis..... | 113 |
| I. Required Documents..... | 117 |
| J. Curriculum Sample..... | 138 |
| Supporting Documents..... | 147 |
| 1. Letters of Recommendation..... | 148 |

| | |
|---|---------|
| Council of the District of Columbia..... | 149 |
| Hispanic CREO..... | 151 |
| AEM (Asociacion de Empresarios Mexicanos)..... | 152 |
| UN Special Envoy for Global Education..... | 153 |
| Thiel Foundation..... | 154 |
| AdMoar Inc..... | 156 |
| Creative Minds International Public Charter School..... | 157 |
| Destinalo.com..... | 158 |
| Tiempo Latino..... | 159 |
| Building Hope..... | 160 |
| The Brookings Institution..... | 161 |
| Phone2Action.com..... | 162 |
| 2. Sample Rendering of Xcelerate Institute Floor Plan Design..... | 164 |
| 3. Final application of exemption for the 501c3..... | 171 |

Applicant Information Sheet

New Charter School 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: Xcelerate Institute

Name of Entity Applying for Charter Status in D.C.: Xcelerator Academy

Contact Person: Gabriel Sanchez Zinny

Address: [REDACTED]

Daytime Telephone: [REDACTED]

Fax: [REDACTED]

Email: [REDACTED]

Name of Person Authorized to Negotiate: Jennifer Daniels

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

Authorized Signature: [REDACTED]

Proposed Start Date: Sep. 2015

Proposed Year One Budget: \$ 1,800,784

Start-up Information

| Year | Starting Age/Grade | Highest Age/Grade | Total Number of Students/ Enrollment Ceiling |
|----------|--------------------|-------------------|--|
| One | 18&up | 18&up | 160 |
| Two | 18&up | 18&up | 200 |
| Capacity | 18&up | 18&up | 400 |

Proposed Location of School (address or area of city): To be defined, in Wards 1 and 4 (see application, "Identification of a Site" in Business Plan)

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?

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

Executive Summary

A Washington DC Charter School focused on preparing young adults for the workplace.

Why Xcelerate Institute?

To address four key challenges impacting the future of our students and our city:

DC HAS A SEVERE HIGH SCHOOL DROP OUT PROBLEM:

- Only 59% of high school students who started as freshmen in the 2006 school graduated four years later.

DC GRADUATES NEED TO BE READY TO COMPETE IN THE JOB MARKET:

- Unemployment rates in DC are significantly higher for minorities: 7.2% for Latinos and 16.3% for African Americans compared to 2.5% for Whites.

DC AND THE US ARE FACING A TALENT CRISIS DUE TO THE SCIENCE, TECHNOLOGY, MATEMATICS (STEM) SHORTAGE:

- The US faces a real shortage of STEM workers. Economic projections estimate a need for approximately 1 to 3 million¹ more STEM workers in the next decade than the US will produce at the current pace.
- The DC metro area (DC, MD, and VA) has a combined estimate of STEM job openings of 739,000 by 2018² (Source: STEM Connector Report)
- Participation of minorities in STEM is extremely low: The US College Board³ reports that only 8% of US STEM grads are Latinos and 7% Blacks.
- HS students are not getting the 21st Century skills they need to fulfill the demands in the job market. The US College Board⁴ reports that in 2012 no Latinos took Computer science Exams in 8 states and no African American in 11. In DC only 3 non-minority students took the test. This is troublesome as the ability to learn some aspects of computer science are invaluable in the preparation of tomorrow's workers and many jobs in demand require front-end web development skills that are less intimidating to students than programming.
- STEM workers even with less of a Bachelor's degree have higher earnings. The Department of Commerce⁵ reports that High school graduates without a BA in STEM occupations make 50% more than their counterparts in NON STEM careers.

¹ <https://nms.org/Education/TheSTEMCrisis.aspx>, Source: White House Engage to Excel Report of 2012

² <http://www.stemconnector.org/sites/default/files/store/STEM-Students-STEM-Jobs-Executive-Summary.pdf>, Source: STEM Connector Report,

³ <http://trends.collegeboard.org/education-pays/figures-tables/students-stem-fields-gender-and-race-ethnicity>

⁴ <http://media.collegeboard.com/digitalServices/pdf/ap/rtn/9th-annual/9th-annual-ap-report-state-supplement-district-of-columbia.pdf>

⁵ <http://www.esa.doc.gov/sites/default/files/reports/documents/stemfinaljuly14.pdf>

DC STUDENTS ARE LACKING BASIC ACADEMIC SKILLS

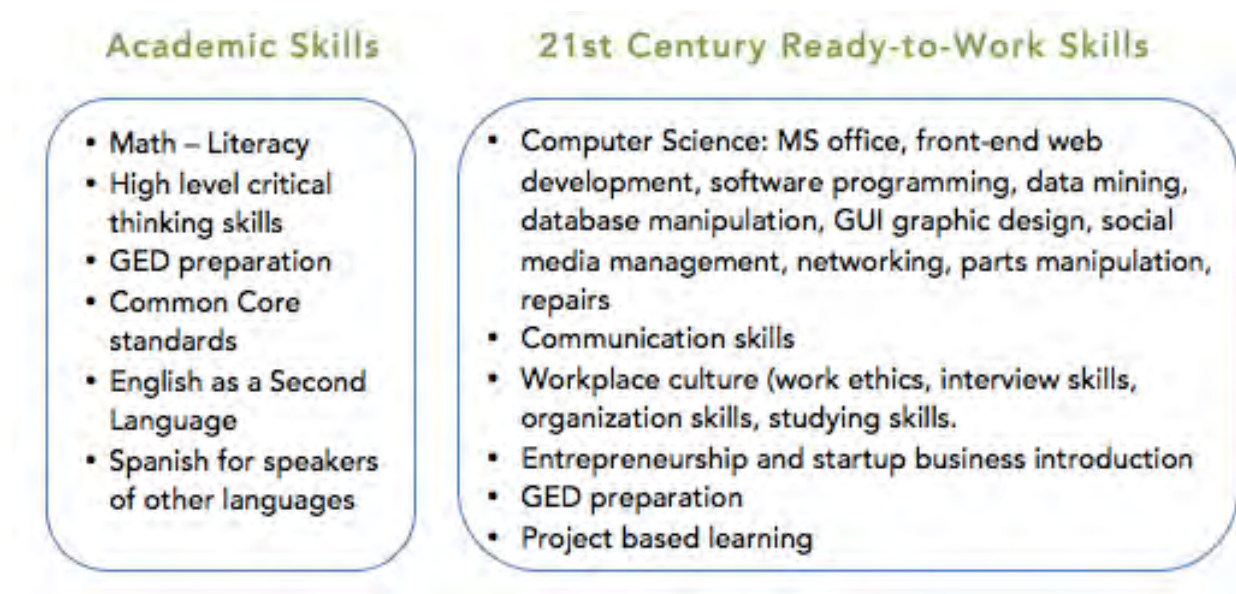
- DC students are failing at math and reading: 50 percent of students do not have basic math skills, while 53 percent of students are not proficient in reading.
- Only 18 percent of DC students scored proficient in reading and only 17 percent in math.

Our Approach

- By combining three elements; hands-on technology learning, skills-based curriculum, and application of knowledge through effective “in town” partnerships, Xcelerate Institute will address the school-to-work transition problem in DC.
- In partnership with the local business community, Xcelerate Institute will prepare students and match them with employers through training and internship opportunities – maximizing student potential and boosting the city’s economic productivity. Students will have the opportunity to interact with the vibrant growing startup community in DC. These partnerships can provide students the right environment to ignite entrepreneurship drive.
- Xcelerate Institute will serve 400 students in DC, focusing especially on minorities such as Latinos and African Americans and will be located in a DC ward with a high proportion of Latinos, most likely Wards 1 (15,827, 28.9 percent), 4 (14,179, 25.9 percent), and 2 (7,570, 13.8 percent)

Our Curriculum

Xcelerate Institute will provide our students with more than just academic skills – Xcelerate institute will offer a set of 21st Century Skills that are necessary to thrive in today’s ever-changing, competitive global economy. This influx of talent will also address the current shortage of workers in areas of vital importance in the economic growth of the Washington DC area.



A. Education Plan

A. Educational Plan

a. **Mission and Vision of Xcelerate Institute Charter School**

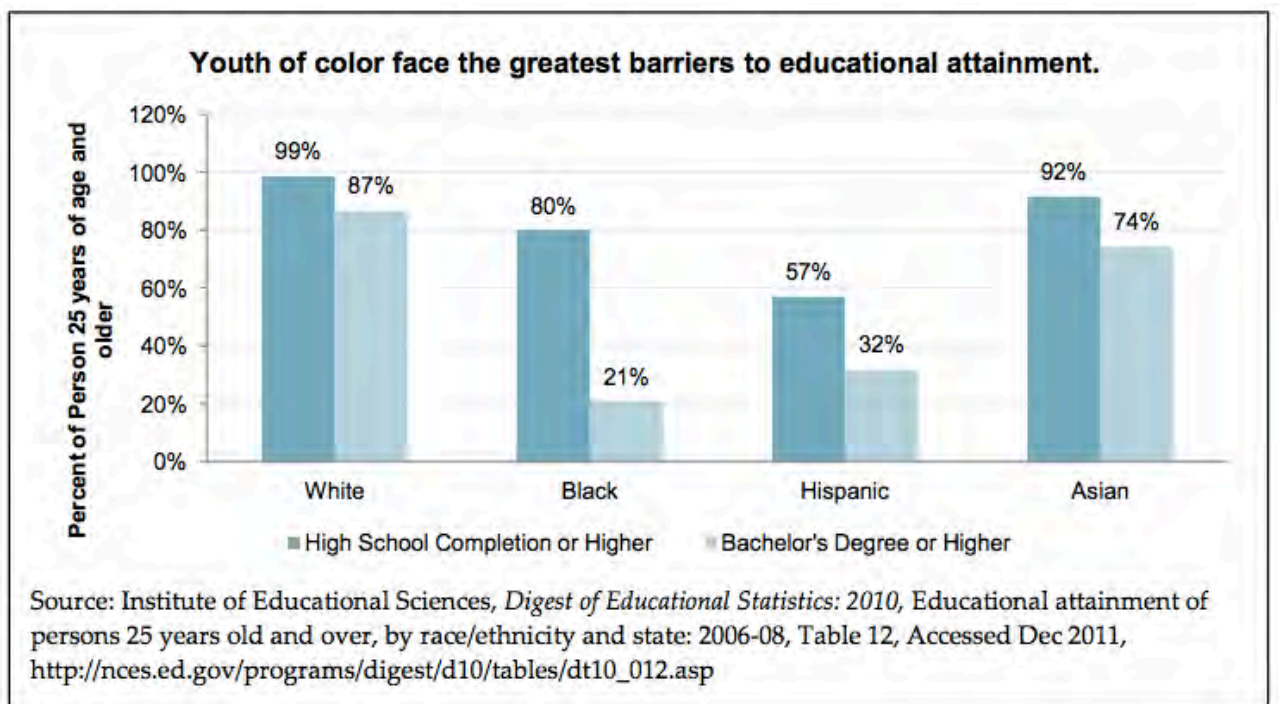
a. **Mission and Philosophy**

The mission of Xcelerate Institute is to provide young adults in DC who have dropped out from High School a high quality educational program that provides them with:

1) The needed preparation to successfully earn a high school diploma by obtaining a passing score in the new General Education Development Program, GED, 2014.

2) The acquisition of a skill set that prepares them to compete for jobs in demand today in the DC metro area and nationwide.

Xcelerate Institute's vision is to significantly decrease the number of disconnected youth due to dropping out from High School in Washington, DC and to "turn around" the lives of these youth by providing them with the skills they need to have a successful school-to-work transition. We don't just graduate students from High School, we graduate skilled and driven workers.



Xcelerate Institute also acknowledges that minorities in DC face particular challenges in the school-to-work transition. Therefore the school will actively recruit dropouts in the most vulnerable at-risk groups in the district.

b. **Educational Needs of the Target Student Population**

Over [2 million](#) adults were enrolled in adult education programs across the United

States in 2010, according to U.S. Department of Education data, over 900,000 of them in the basic level, 246,000 in high school and 839,000 in English literacy programs. [Blacks](#) and whites differed in participation rates in adult education with Hispanics, who ranked lower. According to 2007 data from that agency, among those employed in the past 12 months, the overall participation rate in adult education was higher for those in a professional or managerial occupation (70 percent) than for those employed in service, sales, or support jobs (48 percent) or those in trade occupations (3 percent).

Approximately 12 percent of the total adult population in the country does not have a high school degree. Of the 4 percent of adults in America who do not speak English well or at all, 61 percent lack a high school diploma.

Washington DC has historically been one of the districts with the lowest high school completion rates in the country. [Five](#) other states and the District of Columbia had graduation rates below 70 percent in 2013. The dropout rate in the area has averaged 30 percent of the high school population for more than two decades, rising to up to 34 percent of in 2012.

Based on the 2010 U.S. Census data, there were more than 26,000 DC residents under 44 years of age without a high school credential, and 10,000 did not complete 9th grade. According to a recent report by the [U.S.](#) Department of Education, 10 percent of the adult population in DC do not have a high school degree, and up to 1% do not speak English properly or at all. According to the 2013 “The Condition of Education” report, released by the National Center for Education Statistics, public school enrollment in grades preK–12 increased in 41 states between the academic periods 1989–90 and 2010–11, with the greatest increases occurring in Nevada and Arizona (134% and 76%, respectively). In contrast, during that same period, total enrollment declined in nine states and the District of Columbia. From 2010–11 to 2021–22, Alaska, Nevada, and Arizona are projected to see the greatest percentage increases in total enrollment (22%, 21%, and 20%, respectively), while D.C. is projected to see the largest percentage decrease in total enrollment over the same time period (15%).

Only enrollment in charter schools has grown in the D.C. area, as the Center reports. In 2010–11, California enrolled the most students in charter schools (364,000), and the District of Columbia enrolled the highest percentage of public school students in charter schools (38%), representing 27,000 students.

These facts translate into a high proportion of working-age adults who face or will face significantly more challenges to economic stability and growth for themselves and their families. While unemployment among residents without a high school diploma has fluctuated, it generally has been on the rise since 2008 reaching 24 percent in the second quarter of the 2013.

Unemployment among adults who have not completed their high school education affects mostly the male population, particularly blacks and Hispanics. The [general](#)

unemployment rate in DC by 2013 affected mostly the African American community, where it rose up to 16% of the total population, in contrast with only 2,5% for Whites and 7,6% for Hispanics.

In addition, while up to 51 percent of employed adults without a high school education are Hispanics, nearly 73 percent of unemployed adults who have not finished school are Black. It is also significant to point out that some 65 percent of the unemployed are Hispanics who do not speak English well or at all.

These numbers are particularly striking when considering 2003 data from the National Assessments of Adult Literacy (NAAL) (Kutner et al., 2007), supporting the links among literacy levels, employment and income by finding that individuals with higher levels of literacy were more likely to be employed in full-time positions and earn higher wages and were less likely to have received public assistance during their adulthood.

In addition, a number of studies show how the educational level of adults not only influence their ability to support themselves, but also impacts the literacy level of their children. However, by 2011, approximately 21 percent of school-age children in the United States were in families living in poverty, a number that came close to 30 percent in the District of Columbia.

Going back to labor competitiveness, eight in 10 jobs are estimated to be beyond the reach of workers who lack postsecondary degree, as the market increasingly demands skills requiring more than high school studies. With a growing earnings gap between low- and high-skilled workers, acquiring a post-secondary degree can be a “tipping-point” for low-income workers.

What’s more:

- 45 percent of U.S. employers say lack of skills is the “main reason” for entry-level vacancies.
- Only 42 percent of worldwide employers believe new graduates are adequately prepared for work. (McKinsey)
- A 2004 Conference Board survey of 120 corporate members of the Business Roundtable concluded that most companies take written communications into consideration when making their hiring and promotion decisions and implied that many current or prospective employees lack the requisite skills. This conclusion was reinforced by a 2006 Conference Board survey of 431 human resource professionals, which cited writing skills as one of the biggest gaps in workplace readiness.¹

1

<http://online.wsj.com/news/articles/SB10001424052702304561004579135253438812772>

- More than 70 percent of the educational institutions [surveyed by McKinsey](#) believe that their graduates are ready for the job market; more than half of employers and young people disagree. (McKinsey)

In the Demographic Analysis presented in the application, we haven't identified adult education school in the locations where we intend to place the school. Therefore, we believe we are going to have a great impact in the nearby community, benefiting 400 students each year when we reach full capacity.

c. Educational Focus

Xcelerate Institute believes that earning a high school diploma is not enough to be successful in today's world. The internet has made the world "flat", Alexis Ohanian, the successful Reddit founder says, and we agree. The access to information today is unlimited and this is why it is believe that the Internet is the biggest equalizer of our time. With today's web access we are all journalists, as the biggest news breaker today is no longer CNN but Twitter. All of this presents a challenge and an opportunity. The challenge is that without tech skills is becoming more and more difficult to access any kind of work position today. Even entry jobs require some use of technology. The opportunity is that there is a high volume of job offers in the area that do not require a college degree. Skills for coding, web/graphic design, and social media management are acquired today without formal college preparation, in part because youth born in the digital era (our students) are naturally skilled to navigate technology applications in ways other generations have not. Awareness of these challenges and opportunity is pivotal for schools today and therefore our goal at Xcelerate is to meet students where they are, assess their interest, identify their skills baseline, and immerse them in a solid program that graduates them prepared to access and retain well paid jobs in the area.

At Xcelerate we believe that the incorporation of technology in the classrooms and a skills-oriented curriculum can help us create a breakthrough in the school-to-work transition in the DC area. Our offer will be centered on a blended learning model combining online and traditional classes for the young adults, and an adult-oriented curriculum that combines GED preparation and work-oriented courses.

In order to provide this alternative, we will focus on the following aspects:

- The possibility of achieving a secondary high school degree
- The necessary tools and skills to thrive in today's economy
- A flexible offering that is compatible with the adults' schedules

In this context Xcelerate's program will seek to guarantee full completion of high school as a path to a better life quality, social harmony and an effective transition from education to production and work. Its offer will add to the existing alternatives for adults to finish their school studies, especially for those who, for many different reasons, have not been able to graduate in time and find it difficult to complete traditional in-person programs but our main differentiator is that our students will

also graduate prepared to work.

The instructional model chosen for Xcelerate Institute is Blended Learning.

Online learning is an excellent resource to access content at all times especially for young adults. However online learning alone can't provide the students with the support they need to succeed therefore Xcelerate Institute chose Blended learning because it provided the best of two worlds: Online Access and the Support of excellent teachers.

The Blended Learning Model is a formal education program in which a student learns in part through online learning with some elements of student independence, control over time, path and pace and at least in part in a supervised "brick and mortar" location away from home (in this case Xcelerate campus).

We believe Blended Learning is the most appropriate model for the students who will attend Xcelerate Institute because of their schedules and the challenging they may face juggling work and school. Because of their adult schedules which include work and family responsibilities, students will benefit from having the flexibility to study and make progress out of school premises. We do not think a fully online model would provide students with the support they would need as well as with the environment we will provide for them on campus thus Blended is the most appropriate one. Ideally we would like our students to spend as much time as possible on campus, especially in the beginning, to expose them to a culture that will inspire them to do more.

2. Goals and Student Academic Achievement Expectations

a. Student Academic Achievement Expectations

Xcelerate will base the definition of its goals and student achievement expectations on the Performance Management Framework(s) developed by PCSB ("PMF").

The School Corporation has selected as its measure of academic achievement expectations the indicators listed in the [adult education PMF](#) developed by PCSB. Accordingly, changes to any PMF implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, and formulas, will automatically become part of the measurement of the School's academic achievement expectations. However, if material changes are made to any PMF that a School Corporation elects not to accept, the School Corporation shall provide PCSB a petition for a charter revision pursuant to §38-1802.04(c)(10).

c. Goals

Following the benchmarks established in the PMF developed by the PCSB for adult education, Xcelerate Institute will tend to the accomplishment of the following goals.

| Measure | Performance indicator | Assessment Tool |
|------------------------------------|--|--|
| Student Progress | 70% of the students will obtain proficiency levels in TABE , CASAS, <i>Fuel ED ALS</i> and BEST | TABE - <i>Tests of Adult Basic Education</i> CASAS. <i>Fuel ED ALS</i> BEST |
| Student Achievement | 70% of students enrolled will pass the GED exam | Official GED Test |
| Gateway | 80% of students who graduate will obtain or retain employment, receive a promotion or wage increases 80% of the student that do not have a job upon enrollment will obtain an internship or or co-op job while enrolled | Graduate/Follow-up Surveys and Job Placement Forms |
| Leading indicators | 70% average daily attendance maintained 70% of students who pass the practice GED will pass two or more parts of the exam | Daily attendance reports Practice and Official GED score reports |
| Other/Mission Related Goals | 80% of students will become more engaged in their education 70% of students will complete their internships 40% will get job offers Partners satisfaction survey results of 70% | Surveys |

3. Charter School Curriculum

a. Student Learning Standards

The curriculum of Xcelerate Institute will integrate four areas of development:

1. Academics skills required to get a passing score in the new GED test of 2014. The new test focuses on measuring higher-level critical thinking skills in four areas: Mathematics, Reading Comprehension-Writing, Social Studies, and Science. GED 2014 is also aligned with the College and Career Readiness Standards for Adult Education (<http://1.usa.gov/1iZroqP>).
2. 21st Century working skills including critical thinking skills, effective communications, team-work and collaboration, entrepreneurship, financial literacy, work ethics, leadership. Some of this also required in the new GED 2014.
3. 21st Century tech skills for the workplace:
 - a. Programming: Front- End -Web Development
 - b. Social Media Marketing and Management
 - c. Web and Graphic Design
4. Application of knowledge: Application of knowledge is the most effective assessment. Students will have multiple opportunities to apply skills acquired via practicums and internships with local startups. Self-assessment and controlled monitoring of acquisition of skills will be built in every learning module so students lose the fear traditionally tied to “testing” and see the value of the measurement of progress along the way.

1. Academics skills for GED preparation:

- 1.1. Content and what students will be able to do: In alignment with the new GED 2014 guidelines the preparation for the next text must include the following areas of development.
 - 1.1.1. Reasoning Through language Arts: The reading comprehension
 - 1.1.1.1. Ability to read closely
 - 1.1.1.2. Ability to write clearly
 - 1.1.1.3. Ability to edit and understand the use of standard written English in context.
 - 1.1.2. Mathematical Reasoning
 - 1.1.2.1. Quantitative problem solving
 - 1.1.2.2. Algebraic problem solving
 - 1.1.2.3. Procedural skills
 - 1.1.2.4. Statistics and data interpretation
 - 1.1.3. Science
 - 1.1.3.1. Life Science concepts knowledge

- 1.1.3.2. Physical Science concepts knowledge
- 1.1.3.3. Earth and space science knowledge
- 1.1.3.4. Comprehension of “science excerpts” in context
- 1.1.4. Social Studies
 - 1.1.4.1. Key concepts of Civics and Government
 - 1.1.4.2. Key elements of United States history
 - 1.1.4.3. Key concepts on Economics
 - 1.1.4.4. Key concepts of Geography and the World
 - 1.1.4.5. Comprehension of “social studies” excerpts in context
 - 1.1.4.6. Ability to connect different key concepts and elements of United States History and the World.

1.2. Assessments

READING:

The reading comprehension portion of the GED-RLA test is designed to measure two reading standards that appear as anchor reading standards in the Common Core State Standards 1 and 10. They are

- Standard 1: Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence
- Standard 10: Read and respond to questions from a range of texts that are form the upper levels of complexity, including texts at the career and college-ready level of text complexity.

Because these two high level standards are the core of the reading portion of the GED, is important we use every opportunity to prepare and assess the progress of the students. This will mean to incorporate reading comprehension in other academic areas and position students so they are able to multiply the opportunities to make inferences about what they read. The tools to assess reading will include but are not limited to:

Assessment Tools:

| | | Publisher | Subjects |
|------|---|--|---------------------|
| TABE | <i>Tests of Adult Basic Education (TABE 9/10)</i> . Forms 9 and 10. Complete Battery consists of five test levels (Literacy, Easy, Medium, Difficult, and Advanced), two test forms (9 and 10), and a Locator Test. The Locator Test helps determine which level of an assessment to administer to obtain the most accurate information about an examinee's strengths and weaknesses. | CTB/McGraw Hill, 20 Ryan Ranch Road, Monterey, CA 93940. Telephone: (800) 538-9547. Internet: http://www.ctb.com . | Reading and Math |

| | | | |
|----------------|---|--|------------------------------|
| CASAS | <i>Comprehensive Adult Student Assessment Systems (CASAS) Reading Assessments (Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts—Secondary Level)</i> . Forms 27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188, 310, 311, 513, 514, 951, 952, 951X, 952X. 186-219: Beginning level 220-235: Basic level 236 and up Secondary level 246 and up: High level secondary | Publisher: CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123-4339. Telephone: (800) 255-1036. Internet: http://www.casas.org . | |
| BEST | <i>(Basic English Skills Test) Literacy</i> . Forms B, C, and D. | Publisher: Center for Applied Linguistics, 4646 40th Street, NW., Washington, DC 20016-1859. Telephone: (202) 362- 0700. Internet: http://www.cal.org . | English as a Second Language |
| TABE | <i>Tests of Adult Basic Education Complete Language Assessment System—English (TABE/CLAS-E)</i> . Forms A and B. | CTB/McGraw Hill, 20 Ryan Ranch Road, Monterey, CA 93940. Telephone: (800) 538-9547. Internet: http://www.ctb.com . | |
| Fuel ED ALS | <i>ALS Readiness Program for the GED Test</i> | Publisher: FuelEd, Herndon, VA Phone: 866-912-8588 Website: www.fueled.com | All Subjects |
| | <i>Teacher- Self Made Artifacts and Instruments</i> | Xcelerate Institute | |

MATHEMATICS:

The GED Mathematical Reasoning Test focuses on two major content areas:

- Quantitative problem solving
- Algebraic problem solving

The test will try to strike a balance between deeper conceptual understanding, procedural skill, and ability to apply these concepts in real life situations. Because the Common Core Standards for Mathematical Practice are the basis of the GED Math portion, the instruction at XCelebrate will be aligned to the framework of the Common Core Standards, CCSS. GED Math 2014 is 55% algebraic problem solving and 45% quantitative problem solving. Therefore, similarly to with the reading curriculum, students will be positioned in all of their courses at XCelebrate to “think mathematically” which is an ultimate goal of GED2014 Program.

Assessments Tools:

| | | Publisher | Subjects |
|-------|--|--|---------------------|
| TABE | <i>Tests of Adult Basic Education (TABE 9/10)</i> . Forms 9 and 10. Complete Battery consists of five test levels (Literacy, Easy, Medium, Difficult, and Advanced), two test forms (9 and 10). Complete batter including reading and math portions. | CTB/McGraw Hill, 20 Ryan Ranch Road, Monterey, CA 93940. Telephone: (800) 538-9547. Internet: http://www.ctb.com . | Reading and Math |
| CASAS | <i>Comprehensive Adult Student Assessment Systems (CASAS) Math</i> <i>186 – 215: Beginning</i> <i>216-230: Basic level</i> <i>231 to 235: Secondary</i> <i>236 and up: High level secondary</i> | Publisher: CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123-4339. Telephone: (800) 255-1036. Internet: http://www.casas.org . | |

SOCIAL STUDIES AND SCIENCE

In order for students to be prepared for the Social Studies and Sciences portions of the GED test, instruction must be twofold, it must help student acquire content knowledge and also refine high level critical reasoning skills. Students need to be able to apply these reasoning skills in scientific and social studies context. This means that

Xcelerate Institute program must continuously assess the learning of content but also the use of reasoning skills in all subjects.

The social studies main themes are Development of Modern Liberties and Democracy and Dynamic Responses in Societal Systems. These two social studies main themes must be applied to Civics, US History, economics, Geography and the World. The Science themes are Human Health/Living Systems and Energy and Related Systems in the domains of Life Science, Physical Science and Earth and Space Science.

| TEST | | | Subjects | |
|------------|---|---|--|--|
| FUELED ALS | <i>ALS Readiness Program for the GED Test</i> | Publisher: FuelEd, Herndon, VA Phone: 866-912-8588 Website: www.fueled.com | All including Social Studies and Science | |

Instructional Materials and Theoretical Framework Documents

| Reading | Math | Social Studies | Science | Source |
|--|--|--|--|-----------------|
| CCSS | CCSS | CCSS | CCSS | |
| GED 2014 | GED 2014 | GED 2014 | GED 2014 | |
| College and Career Readiness Standards for Adult Education | College and Career Readiness Standards for Adult Education | College and Career Readiness Standards for Adult Education | College and Career Readiness Standards for Adult Education | |
| FUELED Anywhere Learning System | FUELED Anywhere Learning System | FUELED Anywhere Learning System | FUELED Anywhere Learning System | Fueled.com |
| Khan Academy Video Library | Khan Academy Video Library | Khan Academy Video Library | Khan Academy Video Library | KhanAcademy.org |

2. **Academics skills for the workplace:** Students at Xcelerate will be placed in one of the following skill paths:

- **CODING (software development)**
- **SOCIAL MEDIA MANAGEMENT**
- **DIGITAL MARKETING**

2.1. Coding path:

2.1.1. Front End Web Development I. (Trimester)

2.1.2. Front End Web Development II (Trimester)

- 2.1.3. End Assessment: Practicum: Launch of the students 1st website and pitch contest

2.2. Social Media Marketing and Management path:

- 2.2.1. Social Media Management (Trimester Session)
 2.2.2. Basics of Social Media structure and experience with Twitter, Facebook, Instagram, Pinterest, LinkedIn (Module 1. 1/trimester)
 2.2.3. Social media management: Use of management tools such as Hootsuite (1.2 module on Trimester)
 2.2.4. Social Media Marketing: Google Ads, Twitter and Facebook Advertisement, Klout, metrics of success (module 1.3 of trimester)
 2.2.5. Practicum with DC startup (after module 1.3)
 2.2.6. End Assessment: Successful management of A one month campaign

2.3. Digital Marketing:

- 2.3.1. Adobe Illustrator (Trimester Session)
 2.3.2. Photoshop (Trimester Session)
 2.3.3. Practicum with DC startup (at end of Trimester)
 2.3.4. End Assessment: Completion of 10 piece Portfolio

Instructional Materials and Resources

| Course | Provider | Format | Source | Where |
|----------------|------------------|---------|---------------------|----------------------|
| Web Dev | General Assembly | Blended | GeneralAssembly.org | On Campus |
| Social Media | General Assembly | Blended | GeneralAssembly.org | Online and On campus |
| Graphic Design | General Assembly | Blended | GeneralAssembly.org | Online and On campus |

3. Academics soft skills for the workplace:

- 3.1. Critical Thinking Skills
 3.2. Study Habits
 3.3. Leadership
 3.4. Systems Thinking, Collaboration and Team Work
 3.5. Life and workplace skills
 3.6. Business Processes: How to write a resume, a bio, a Twitter profile, a professional email, work team systems:ASANA, Google docs, Google calendar.

Instructional Materials and Resources

| Content/Skill | Provider | Format | Source | Where |
|-------------------------|----------|---|-----------|-----------|
| Raising Resilient Youth | COPEs | In person and throughout school culture | COPEs.ORG | On Campus |
| Responsive | Neastern | Blended | NEFC | Online |

| | | | | |
|--------------------|---------------------|-----------------|-------------------------|----------------------|
| Classroom | Foundation | | | |
| Business Processes | General Assembly | Online Webinars | General Assembly | Online |
| Life skills | Core Skills Mastery | Blended | Core Skills Mastery.com | Online and on campus |
| Financial Literacy | Cashivity | Online | Cashivity.com | Online |

b. Resources and Instructional Materials

Instructional Materials and Theoretical Framework Documents

| Reading | Math | Social Studies | Science | Source |
|--|--|--|--|--|
| CCSS | CCSS | CCSS | CCSS | Corestandards.org OSSE |
| GED 2014 | GED 2014 | GED 2014 | GED 2014 | |
| College and Career Readiness Standards for Adult Education | College and Career Readiness Standards for Adult Education | College and Career Readiness Standards for Adult Education | College and Career Readiness Standards for Adult Education | College and career standards – Ed. GOV |
| FUELED Anywhere Learning System | FUELED Anywhere Learning System | FUELED Anywhere Learning System | FUELED Anywhere Learning System | Fueled.com |
| Khan Academy Video Library | Khan Academy Video Library | Khan Academy Video Library | Khan Academy Video Library | KhanAcademy.org |
| | Everfi | | | Everfi.com |

Assessments:

| TEST | Description | Publisher | Subjects |
|-------|--|--|------------------------------|
| TABE | <i>Tests of Adult Basic Education (TABE 9/10)</i> . Forms 9 and 10. Complete Battery consists of five test levels (Literacy, Easy, Medium, Difficult, and Advanced), two test forms (9 and 10), and a Locator Test. The Locator Test helps determine which level of an assessment to administer to obtain the most accurate information about an examinee's strengths and weaknesses. | CTB/McGraw Hill, 20 Ryan Ranch Road, Monterey, CA 93940. Telephone: (800) 538-9547. Internet: http://www.ctb.com . | Reading and Math |
| CASAS | <i>Comprehensive Adult Student Assessment Systems (CASAS) Reading Assessments (Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts—Secondary Level)</i> . Forms 27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188, 310, 311, 513, 514, 951, 952, 951X, 952X. <i>Reading</i> 186-219: Beginning level 220-235: Basic level 236 and up Secondary level 246 and up: High level secondary <i>Math</i> 186 – 215: Beginning 216-230: Basic level 231 to 235: Secondary 236 and up: High level secondary | Publisher: CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123-4339. Telephone: (800) 255-1036. Internet: http://www.casas.org . | |
| BEST | <i>(Basic English Skills Test) Literacy</i> . Forms B, C, and D. | Publisher: Center for Applied Linguistics, 4646 40th Street, NW., Washington, DC 20016-1859. | English as a Second Language |

| | | | |
|------------------------|---|---|---|
| | | Telephone: (202) 362- 0700. Internet: http://www.cal.org | |
| <i>Fuel ED ALS</i> | <i>ALS Readiness Program for the GED Test</i> | Publisher: FuelEd, Herndon, VA Phone: 866-912-8588 Website: www.fueled.com | Math, Reading, Social Studies and Science |
| | <i>Teacher- Self Made Artifacts and Instruments</i> | Xcelerate Institute | |

INSTRUCTIONAL PARTNERS

| Area | Partner | Contact Info | Why |
|-----------------------------------|---------------------------|---|---|
| Tech skills | General Assembly | 1133, 15th st. DC 20005 | Proven instructional effectiveness |
| Student Support Life Skills | Communities In Schools | 3121 South Street, NW Washington DC 20007 Phone: 202.333.2277 | Considered highly effective by National Dropout Prevention Network |
| Student Support Life Skills | COPEs | 502 583-6820 tstrader@sprynet.com COPEs.ORG | Strong Evidence of Effectiveness by National Dropout Prevention Network |

4. Application of knowledge

Students will have a very extensive set of activities within and outside campus to Apply their Knowledge. With the partnership with 1776 students will be able to attend some of the remarkable sessions led by established leaders in entrepreneurship. 1776DC is a landmark in the US on the development of technology startups. Their programming includes icons such as Steve Case, founder of AOL,

Michael Chase, founder of Blackboard. In addition, Secretaries, Leaders in DC and Federal Government, Celebrities and business leaders.

One of the most important elements of the program will be the internships students will have with companies in DC. This effort will be crucial for the students success and will be executed carefully. The partnerships with the business community will be key for the long term placement of students therefore a solid plan will be put in place.

c. Methods of Instruction

Xcelerate Institute believes that earning a high school diploma is not enough to be successful in today's world. The internet has expand the access of information kids across the globe have but has also raised the expectation. Even entry jobs today require some use of technology. The opportunity is that there is a high volume of job offers in the area that do not require a college degree. Skills for coding, web/graphic design, and social media management are acquired today without formal college preparation, in part because youth born in the digital era (our students) are naturally skilled to navigate technology applications in ways other generations have not. Awareness of these challenges and opportunity is pivotal for schools today and therefore our goal at Xcelerate is to meet students where they are, assess their interest, identify their skills baseline, and immerse them in a solid program that graduates them prepared to access and retain well paid jobs in the area.

Our youth need us to dramatically change the way we prepare them and this requires stepping away from traditional lecture type classes to move to project based instruction paired with continuous assessment.

Below is a list of core academic elements of Xcelerate Institute:

- a) A culture of high expectations
- b) Continuous monitoring of student progress
- c) High quality instructional offerings by highly qualified educators and instructors. This will be accomplished with recruiting, developing and retaining excellent teachers, establishing effective partnerships with organizations such as General Assembly that will provide the right instructors for the technology classes, and by implementing a robust and fair evaluation system.
- d) Strong school leadership: Leadership is key. Xcelerate Institute will do a national search to identify the best talent to lead the school.
- e) Strong Academic Leadership: The school not only will have a school Principal but a Director of Curriculum, a Director of 21st Century Skills and a Director of Evaluation and Application of Knowledge. The School Principal will ensure these three Directors wok together to ensure that the implementation of the four areas of the curriculum model are successfully integrated (GED preparation, tech skills, soft workforce skills, and application). These 3 positions are usually absent from traditional public high schools but we consider them critical to ensure that the school has the right instructional

leadership in areas that complement each other but require a specific level of expertise.

- f) Flexible schedule that accommodates students working and family commitments.
- g) Solid curriculum: Students will have access to relevant material.
- h) Effective implementation of curriculum modules: “How is taught” is as important as “what is taught.”
- i) Effective implementation of “tutorial” assistance made available online and on site.
- j) Motivating, attractive, minimalist environment that helps facilitate the transition with the workplace. The Xcelerate campus will be the place kids want to be.
- k) Effective use of technology and availability of tech resources for the students on and offsite.
- l) Wrap around services via partnerships to offer assistance to the students according to their needs. Assistance could include but is not limited to transportation, meals, health care, and resources for teen parents.
- m) Exposure to entrepreneurship by partnering with local accelerators and the world of DC startups.
- n) Match making with local companies for internships, practicums, and projects for application of knowledge
- o) Exposure to “disruption and innovation” by offering year contests for kids to attend SXSW in Austin, do field trips to successful tech companies in the DC area, field trips to companies like Google and Facebook in Silicon Valley and New York City and participation in hackathons.
- p) Strong INTAKE process to facilitate the placement of students in the appropriate levels which would ultimately ensure the students successful completion of the program.
- q) Strong partnerships with local companies and the vibrant DC tech community to facilitate placement of students for practicums, internships and ultimately job placement.
- r) FOCUS: Xcelerate Institute will not try different programs for students but just one. The school will graduate students to earn a GED and be ready to join the workforce as front-end web developer, graphic designer, social media manager, and related occupations. By having ONE focus Xcelerate Institute will ensure the school is effective in the implementation of the program and students are successful in its completion and graduation to jobs.

d. Strategies for Providing Intensive Academic Support

Research has shown that students who have dropped out from school are particularly vulnerable to drop out again without the needed support. At Xcelerate Institute providing the needed academic and non academic support for students will be priority. This process will begin the moment the student applies to school and will never end. A very important part of the process is to enroll the student in the right

courses and help the student identify the right path for the technology classes. To achieve this we will put in place an Intake Process to help students select the right classes and make adjustments as needed.

➤ INTAKE Process:

The first 2 weeks of school will be designed to obtain the information needed to successfully place students in classes. This entails:

- Assessment to determine academic levels of students in 5 areas, reading, writing, math, social studies and science.
- Assessment to determine students study and learning habits
- Interest assessment (how students spend free time)
- Home life assessment to determine students specific needs and needed wrap around services
- ESL assessment (done in partnership with Office of Bilingual Education at DCPS)
- In person interview to determine specific student needs

In addition:

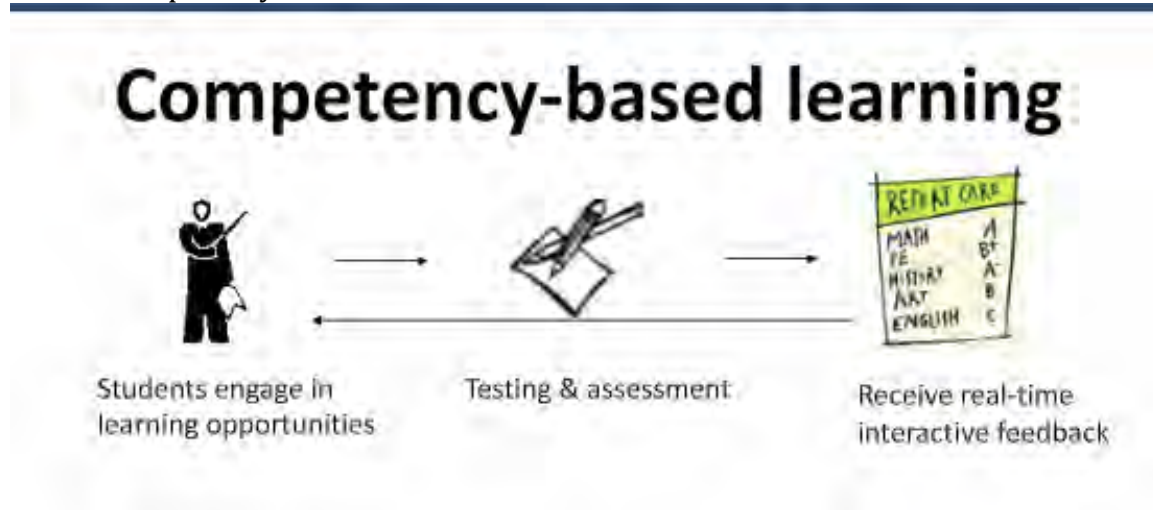
- Every student will be assigned a mentor within the larger community to provide specific support to students. The idea is to replicate the dynamic that exist in programs such as big brother and Big Sister but adapted for adults. The partnership with Communities in Schools will be invaluable in this effort.
- In addition, students will have a personalized plan of success that will be written between the student, the mentor teacher, the head mentor and the counselor. This plan will be assessed monthly to ensure that students are making the progress established in the goals but also to provide the support needed.
- Xcelerate will have a highly qualified team of social workers and guidance counselors to provide wrap around services to the adults.
- Teachers will be trained on differentiated instruction techniques so they provide each individual student with the help he or she needs. Cookie cut education will not be fostered but a student centered approach instead.
- Students will have specific schedules for assessment of learning that will ensure they are making steady progress overtime. Assessment will not be punitive but will be focused on celebration of progress.

At the core of Xcelerate Institute value system is the recognition of the individuality of every student. This will translate in the culture, the environment, and the teaching approach of the school. The student-centered approach will explicitly manifest in the teachers behavior of respect of the students culture, responsive to the students needs and effective to facilitate the students learning. With the understanding that every youth can learn at high levels we will instill a culture of high expectations but also of continued support.

We believe that for students to take responsibility of their actions they must be positioned to do so. Thus, the school will adopt a “responsive classroom” approach adapted for adult learners. The [Responsive Classroom](#) approach is an innovative way of teaching developed by the Northeast Foundation for Children (NEFC). Since the 1990s it has emerged as a nationally renowned method of teaching. The NEFC is a nonprofit organization founded in 1981 by a group of public school educators seeking to share the knowledge, skills, and philosophies they had acquired through years of teaching. The result of their combined experiences is the Responsive Classroom approach, which emphasizes the social, emotional, and academic growth of elementary school students in a strong and safe learning environment. The Responsive Classroom approach incorporates the students’ social and emotional growth into their academic learning, stemming from the notion that children learn best through social interaction and when they are explicitly taught social and emotional skills along with their academic lessons. The goal is to enable optimal student learning, and through the implementation and refining of classroom and school-wide practices, the Responsive Classroom approach has been shown to increase academic achievement,, decrease problem behaviors, improve social skills, and raise the quality of instruction.

In addition, teachers and instructors will use the following methods of instruction:

- Competency Based Curriculum:



- Differentiated Instruction: This approach acknowledges that students have different learning styles and study preferences. In addition, students have different levels of knowledge. To make sure students needs are met teachers will use assessment mechanisms that will inform them of the initial level of the students as well as the progress made overtime. Teachers will also use a collaborative learning approach where teachers teach in small groups or conduct individual mini lessons. Knowledges scaffolds so it is critical that students do not get “stuck” on difficult material but they are assisted quickly to learn and move to the next level.

- Project Based Learning
- Small Group Instruction
- Assessment for learning, not for punishment
- Celebration of successes
- ELL and Special Education specific technics
- Tutoring and academic support: Digital wrap around via text message and email

e. Strategies for Meeting the Needs of Accelerated Learners

One of the big advantages of blended learning is that empowers the student to own his/her own learning. This will provide kids with the flexibility to move faster ahead and take advance modules as needed and desired. This will also take place in the tech tracks where students will be able to take higher level of courses when they master basic ones. The goal is to provide endless opportunities for advancement not only to succeed at the GED test but mostly for them to be as proficient as possible on their tech path.

f. Graduation/Promotion Requirements

To graduate students will be required to attend 75% of classes and complete 70% of the online modules.

4. Support for Learning

a. Planning Year

During the planning year, the Executive Director together with the members of the Board will prepare the school for opening. This work will be focused on adjusting schedules, class curriculums, obtaining required certificates and licenses and securing teaching staff, school location and additional logistics.

In the first place, the officials will recruit a Principal who will select the Chief of Curriculum and Program Development. They will be in charge of curriculum definitions and of the process of interviewing and hiring teachers and instructors for the different subjects and courses offered by the Institute, following the guidelines described in prior sections.

Funding for the planning period will come from private sources, and will be raised by the Board.

With regard to the curriculum, Xcelerate will use the planning period before school opens to finish its review and evaluation, especially of the specific supplemental curriculum intended for the development of work skills.

In addition, a critical task to be performed is the uploading and adjustment of the online platform so that it covers all the teaching and learning needs of Xcelerate's blended model. This task will be led by the Chief of Operations in a joint effort with the teaching staff, who will identify and produce all contents and materials for the

classes.

The school will also define and produce the discipline, attendance, promotion and grading policies approved by the Board and which will be included in the charter's agreements.

During the planning period, Xcelerate will also address the recruitment of students for the first year. This challenge will be supported by a comprehensive marketing and communications plan, which will include advertising in printed and specialized media; development of a school website; participation in local and regional job fairs and colleges of education; and the use of professional networks, including the District of Columbia Department of Employment Services.

Location will be determined during the course of 2014, as described in the Business Plan, point 4), a) Identification of a Site.

b. School Organization and Culture

At the Xcelerate Institute we will promote a culture of mutual respect and will encourage academic achievement. Every member of the school community will be valued, add value, and have a role in the school and broader community.

We will cultivate cooperation between students, teachers and all the organization staff. Given the difficult situation that many of our students will be facing as adult learning, we find it very important to provide the right environment for students to progress.

We will encourage our students in pursuing new opportunities, by connecting them to new employers and community organizations. We believe it is very important also to share the entrepreneurial values which are very important, not only for entrepreneurs per se, but also for taking initiative in everyday decisions.

c. Safety, Order and Student Discipline

Xcelerate Institute will be a place of learning and growth for the whole educational community, especially students and teachers. The underlying goal of the conduct and behavior policies is to recreate an environment of positive young-adult development.

The creation of a safe, supportive, drug-free and orderly environment that serves as foundation of the learning atmosphere, will be based on the adherence to standards of the previously mentioned policies. They will be made clear and available to all students and staff from the beginning of the school year, in order to engage them in the practice of behavior standards. They will also be required to sign a form stating that they comply with and understand it.

Moreover, a student discipline plan that states the penalties for violations will be developed by school staff before opening to guarantee transparency over safety and behavior rules.

All policies will be defined and periodically reviewed by the school Board, and will be made available for staff and students for additional review, ensuring effectiveness, transparency and fairness of the implementation. The school rules and safety policies will be made available on printed format, while also permanently available on the course's online platform.

Good order and discipline starts with the basic commitment of attending class. Each teacher will record attendance at the beginning of class, and make it available to each student on a weekly basis. Students who exceed the maximum number of absences may face disciplinary action.

In general, students will be prohibited from engaging in behavior that will endanger or threaten the safety of themselves or others, damage property, or impede the orderly conduct of the school program. In particular, the Institute will have zero tolerance in regards to weapons and violence, including threats of violence and bullying. Students violating these principles rules may face expulsion.

On the other hand, as defined by DC code, students will have practice in following emergency drills: fire, bomb, stranger on campus, plus any other as applicable or required by state law. Xcelerate Institute will also comply with all applicable health and safety requirements (e.g., immunizations, building inspector, fire department, municipal license authority, all other federal, state, and local health and safety laws and regulations) for the school facilities. All necessary certificates and occupancy permits will be in effect prior to the opening of the school. The Head of School will bear responsibility for the leadership in responding to serious incidents that might occur in the school.

d. Professional Development for Teachers, Administrators and Other School Staff

Teachers are one of the determining factors in student's learning and success as specific literature has demonstrated, Xcelerate Institute is committed to providing them high quality, ongoing professional development under a culture of continuous improvement enabling them to help students realize their fullest potential.

Ongoing professional development keeps teachers up to date on new research on how adults learn, emerging technology tools for the classroom and new curriculum resources.

The school will provide teachers with a variety of engaging training sessions both in person and asynchronously during the year. The operation under a blended learning model poses an additional challenge in this field as it requires the school to expand the traditional variety of training options to include techniques to maximize effectiveness in the blended school environment, introduce and refresh effective online instructional methodologies, and others to leverage the performance in a public charter school.

Below, a sample of training programs as projected for the first and following years of operation:

School Based Training: This training will take place before school starts and throughout the year as needed. It will be oriented to providing teachers and staff with training that is school specific and essential to their daily responsibilities at the school.

Virtual Teacher Training: All staff will participate in these training modules, which will be assigned depending on the job role and responsibilities.

Curriculum Implementation: Teachers will be assisted with the implementation of a student centered learning environment.

Use of Technology: This is to insure and to secure a core level of understanding, and a competency of best practices. These sessions will focus on teacher proficiency in the platform use.

Data Based Decision Making: These professional development sessions will focus on the creation and maintenance of each student's individualized learning plans. These sessions will also educate teachers on how to collect, analyze, and monitor student data.

Working with Special Populations: This professional development will focus on the effective inclusion of English Language Learners, Gifted/Talented, and students with special needs.

School-Based Professional Development with Training Specialists and Consultants: The Principal will work with his/her administrative team and staff to address specific school goals and needs.

Personal Professional Development Opportunities: The Institute may have additional funding (state or federal grants or Title money) to support staff members with participating in additional professional development workshops or conferences outside of the school.

Teachers and school staff will have a personalized access to the Xcelerate's online platform to monitor and maintain their training and professional development plan and provide verification of module completion to their training managers and/or administrators as needed.

The responsibility for planning and providing this additional, school specific ongoing professional development belongs to the Head of School with the assistance of the Academic Administrator. Topics covered will include assessment, technology, instructional strategies, and content.

Special education teachers will be included in all aspects of the professional development.

e. Structure of the School Day and Year

Xcelerate Institute will offer comprehensive adult education courses for 39 weeks a year. The school year structure will consist of three trimesters, each 14 weeks long, which are comprised of one (1) orientation week and 13 academic weeks.

Structure of the School Day and Year:

- Length: 39 Weeks
- Format: Trimester:
- Trimester 1: September – December
- Trimester 2: January – April
- Trimester 3: May – August
- Academic Model: Blended Learning
- Campus: The vision for the Xcelerate Campus is to provide students and teachers with an environment conducive to learning and personal growth.
 - 1) Breaks: Between trimesters, teachers will have 2-3 weeks for planning and professional development; while the school's offices will close during the week of December 25th - holiday season.
 - 2) The Institute will operate Mondays – Fridays 8:00am-9:00pm.
 - 3) Schedule: 3 sessions daily

| | Monday | Tuesday | Wed | Thursda y | Friday |
|-------------|--------------------------|----------------------|----------------------------------|----------------------|---|
| 9.00-10:00 | Writers WorkshopLiteracy | Tech Path classes | Social Studies | Math | Tech Path classes |
| 10.05-11.15 | Reading Workshop | Tech Path Classes | Math | Science | Tech Path Classes |
| 11.30-12.30 | Workplace skills | Office hours/mentors | Project base individual learning | Reading | Workplace Skills/ Weekly goal setting & measurement |
| 1.00-2:00 | Writers WorkshopLiteracy | Tech Path classes | Social Studies | Math | Tech Path classes |
| 2:05 -3:15 | Reading | Tech Path | Math | Science | Tech Path |

| | Workshop | Classes | | | Classes |
|-----------|---------------------------|----------------------|----------------------------------|---------|---|
| 3:30 4:30 | Workplace skills | Office hours/mentors | Project base individual learning | Reading | Workplace Skills/ Weekly goal setting & measurement |
| 5:00-6:00 | Writers Workshop Literacy | Tech Path classes | Social Studies | Math | Tech Path classes |
| 7:05-8:15 | Reading Workshop | Tech Path Classes | Math | Science | Tech Path Classes |
| 8:30 | Workplace skills | Office hours/mentors | Project base individual learning | Reading | Workplace Skills/ Weekly goal setting & measurement |

Teachers will monitor the attendance and progress of each student assigned as part of their class list. While individual schedules may vary, students are generally expected to complete approximately 25% of the curriculum per quarter.

Xcelerate students will be required to attend the school facility five days each week, but fewer days onsite may be allowed when a student demonstrates success and responsibility with the online curriculum, or offsite study better meets its work or family needs.

Each teaching staff member will be assigned a group of students, grouped by grade level. Students will log into the online platform each day to access their coursework, which they will be required to complete under direct supervision of Coaches or Tutors. Teachers will schedule and follow up assignments, tests, quizzes, or activities both on and offline matching the student's progress on the curriculum. In addition, they will also be available for synchronous online sessions at fixed hours to support students with their coursework and depending on the relative progress of each student in a course and whether they need additional academic support for either remediation or enrichment

f. Family Involvement

Since our students are 16-year-old adults and older, regular communication with parents will be a random practice at Xcelerate. Information on students' progress will, however, be available for family members under their express permission, including a

report on achievements for representatives of relevant organizations or service providers (for example, case managers, guidance counselors, sponsors). In every case, openness and transparency over results obtained by our students will be exercised as long as their privacy is guaranteed and safeguarded.

On the other hand, Xcelerate will encourage family participation in extracurricular events, such as graduation, open houses, or end-of-term celebrations including annual parties or other cultural celebrations.

g. Community Participation

Community partners

| Area | Partner | Contact Info | Why |
|--|---------------------------|---|---|
| Hispanic Outreach | Hispanic CREO | Julio Fuentes, CEO [REDACTED] | National Leader on Hispanic Outreach |
| Hispanic Outreach | Comité Civico Salvadoreño | Reyes, Founder [REDACTED] | Leads Salvadorian Community in DC which is largest Hispanic Community |
| Technology Preparation and Internships | EInstitute | Katie Gage, Director [REDACTED] | Proven entity to provide internships for students with Startups |
| Tech skills | General Assembly | Kate Nolan [REDACTED] | Proven instructional effectiveness |
| Technology partnerships | 1776DC | Kate Nolan [REDACTED] | DC tech Hub, host 250 companies and is supported by DC public and private community |
| Student Support Life Skills | Communities In Schools | 3121 South Street, NW Washington DC 20007 Phone: 202.333.2277 | Considered highly effective by National Dropout Prevention Network |
| Student Support Life Skills | COPES | 502 583-6820 tstrader@sprynet.com COPES.ORG | Strong Evidence of Effectiveness by National Dropout Prevention Network |

h. Extracurricular Activities

Students will have a very extensive set of activities within and outside campus. With the partnership with 1776 students will be able to attend some of the remarkable sessions led by established leaders in entrepreneurship. 1776DC is a landmark in the US on the development of technology startups. Their programming includes icons such as Steve Case, founder of AOL, Michael Chase, founder of Blackboard. In addition, Secretaries, Leaders in DC and Federal Government, Celebrities and business leaders.

Field trips will be key. We believe that exposing kids with the right environment will motivate them to do better and strengthen self worth. Trips to companies and tech hubs in the East Coast will be planned as attendance to tech festivals such as SXSW.

One of the most important extracurricular activities will be the internships students will have with companies in DC. This effort will be crucial for the students success and will be executed carefully. The partnerships with the business community will be key for the long term placement of students therefore a solid plan will be put in place.

i. Technology Plan: *Virtual and Blended-learning School Applicants Only*

Xcelerate's coursework will be delivered through a balance of online digital curriculum and teacher-led instruction using digital content and research-based instructional materials in fixed length courses. The implementation of the curricular plan will be centered on a virtual platform that will host the theoretical and practical contents of Xcelerate's blended learning proposal. The platform will enable students to progress in the learning process with the flexibility of their own pace and schedule availability.

The students will set together with teachers and tutors the learning goals and calendar of activities for the course, during their first session. In addition, it will have access to all learning materials online in consecutive modules for each subject. Students will progress through learning modules that are designed to teach contents aligned with the DC standards. Licensed teachers will work in content area teams to review and validate the content of this material and assess students' mastery of coursework.

Online sessions for academic support and follow up between teachers and students will be available at predefined hours, especially during school's operating hours, which include day and evening. These encounters are aimed at orienting students and allowing them to reinforce the skills projected for each curricular space.

In this context, technology will play a key role, since the platform will provide with multiple meeting alternatives including chat rooms, forums, videoconferences and messaging.

This model will stress the student's autonomy to choose spaces, times and means of study, stimulating its role as an active participant in its own formation and collaborating to link theory and practice in an effort that will add value to their school-

to-work transition.

On the other hand, technology will also be applied to online periodic self-assessments and the completion and uploading of homework and/or special assignments, as two basic learning and certification tools. Assessments will be supported by an interactive background, with immediate and explanatory feedback prepared by the teachers of each curricular space, so that students can acknowledge their level, check the failed contents and select the issues in which focus their attention. Both assessments and special assignments will be scheduled at the beginning of the year and informed to the students in the first class.

Each student will have access through the Internet to the online campus with a personalized user and password, which will be sent by email together with an instruction manual on the use of the platform. Contact details of teachers and tutors will also be provided.

On the platform, students will have access to all courses they are enrolled in during that semester, including all theoretical and practical materials, communication and consultation tools with teachers, details on other class participants as well as administrative details.

The platform can be accessed on any device with an Internet connection (computer, tablet, smartphone). The school will provide technical support to deal with any problem or doubt regarding the use of the platform.

Once students are logged in for the first time, the Principal will greet them and teachers will contact them in order to start with the course and provide orientation on the learning process. All materials and academic requirements for each curricular space shall be uploaded on the platform.

All contents will be available online. These contents will be organized by module and will include multimedia contents, interactive tools and exercises that support the learning of each subject. The modular structure facilitates learning and the organization of autonomous progress.

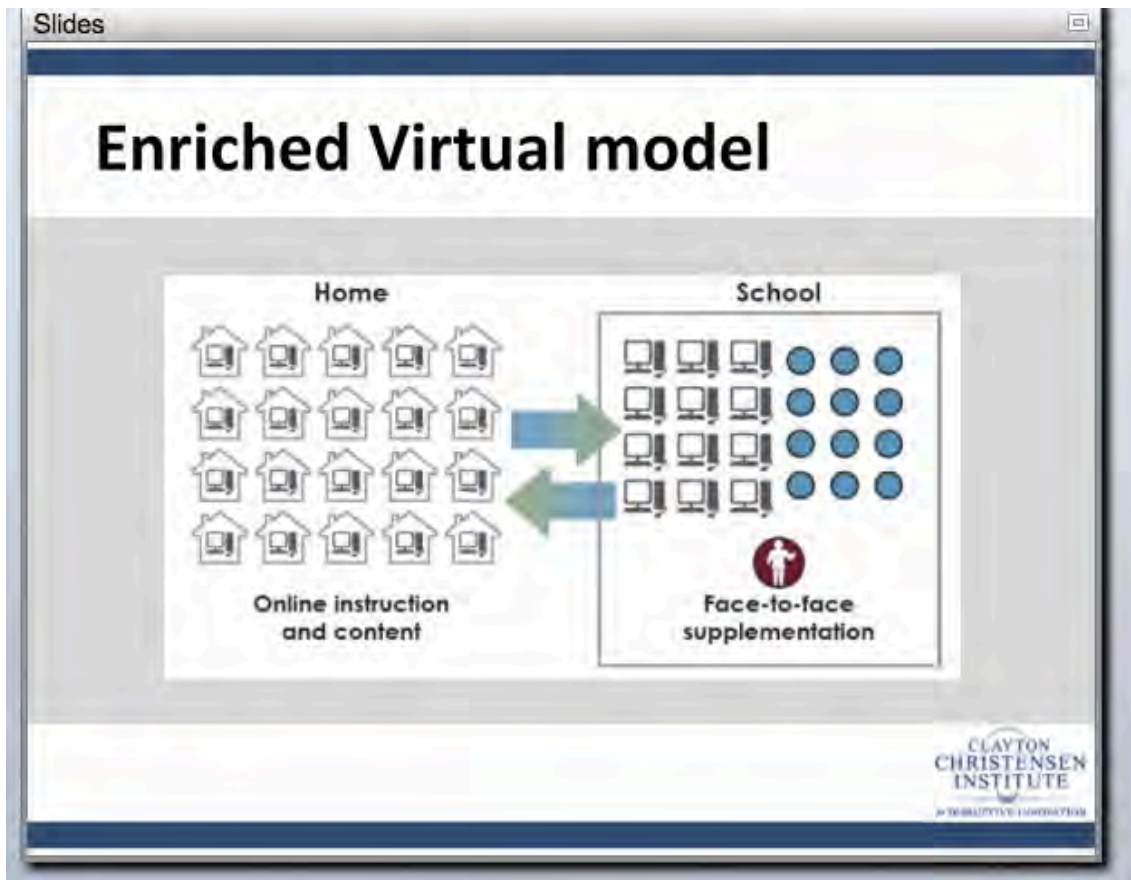


Image Courtesy of Clayton Christensen Institute

B. Business Plan

B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group

The Founding Group members of Xcelerate Institute share a common belief that education is the key solution to solve the unemployment problem of minorities in Washington DC. The members have a very diverse set of skills that will complement each other, and experience in relevant backgrounds such as education, entrepreneurship, communications, and the public sector. The biographies of the Founding Group members are described below:

Jennifer Cummings is a Washington, DC-based communications strategist who currently works for The Fratelli Group. Jennifer joined the firm 2006, following three years at Ketchum Public Relations on the agency's government/social marketing and healthcare teams.

While at Ketchum, Jennifer aided in message development, media outreach and strategic communications planning for the U.S. Department of Health and Human Services' award-winning Rescue & Restore Victims of Human Trafficking campaign, as well as its Medicare Prescription Drug Coverage (Part D) program. In addition to her work with the government, she was involved in issues management and public health education on behalf of Wyeth Pharmaceuticals and worked to advance the profile of member-driven healthcare associations and their experts, including The Endocrine Society.

Among her responsibilities at The Fratelli Group, Jennifer's work includes developing communications strategies, messaging and materials for a wide range of clients, with a particular focus on international trade. In this capacity, Jennifer has been at the forefront of every major trade deal over the past eight years, including with Colombia, Peru, Panama and South Korea, to name a few.

Jennifer holds a B.A. in journalism and public relations from Howard University and a M.P.P. from the University of Maryland School of Public Policy.

Patrick Stoddar is co-founder and CTO of Phone2Action, a company founded in Kansas City, Mo. to help political candidates and nonprofits engage their supporters through technology. Since he was 11, Patrick has been tinkering with technology. Starting on the family computer, he was captivated by the ability to quickly build and iterate on ideas. His hunger for teaching himself everything he possibly could quickly turned into a desire to develop platforms to solve real-world problems. He built his own content management system and licensed it to a few companies to finance his first computer (and, later, his first car), so he could keep building. At 16, before even graduating from high school, he started his first company to solve communications and scheduling problems he experienced as a student.

Patrick went on to a four-year university, but left after two years to pursue his first venture and follow his passion full-time. A year later, in early 2013, he joined Phone2Action as co-founder and CTO. Phone2Action helps nonprofits, trade associations, and government agencies activate and engage their supporters through technology to effect change. He recently moved to Washington, D.C., where he now lives.

Patrick is a 2013 Fellow and current member of PIPELINE — a prestigious fellowship program for rising, high-growth entrepreneurs. He is also involved with the Thiel Foundation through the Under20Summits — a group of hundreds of young people (most 20-years-old and under) pursuing unique, innovative ideas and following their own educational paths.

Shawn Sullivan is the owner of Soluciones de Transporte S.A., a transportation technology consulting company that focuses on providing intelligent transportation solutions to clients throughout Latin America. Last year, Soluciones de Transporte was contracted to provide a real-time customer information system for Panama's public transportation modernization effort. Prior to establishing his own company, Mr. Sullivan served as a government relations expert in Washington, DC for two leading lobbying firms. He specialized in international affairs, with a focus on Latin America, Africa and Europe. He helped foreign governments and private sector clients to navigate Washington's complex bureaucratic and regulatory processes and assisted U.S.-based clients to expand their business overseas.

Mr. Sullivan served as the Regional Director for Latin America and the Caribbean at the International Republican Institute, where he worked closely with U.S. and foreign government leaders, civil society groups and the private sector to strengthen democratic institutions and the rule of law. Prior to IRI, he served in the Office of the Secretary of Defense working closely with Members of Congress and Congressional staff on military and national security issues. From 1995 to 2003, Mr. Sullivan served in various capacities in the U.S. Department of State.

He served as the Political and Economic Counselor at the U.S. Embassy in Angola where he worked closely with regional African leaders and U.S. energy companies. In 2001, the North Atlantic Treaty Organization (NATO) appointed him as the Political Advisor to the NATO Commander General in Kosovo and as the NATO Secretary General's personal representative to Serbia. In this role, Mr. Sullivan was the lead negotiator in peacefully resolving an armed dispute between Serbian government authorities and an insurgency guerrilla movement. Prior to his appointment by NATO, he served as the Political Advisor to four U.S. Commanding Generals in Kosovo. He is the recipient of numerous awards and commendations from the U.S. Departments of State and Defense, as well as NATO.

A native of Boston, Mr. Sullivan earned his undergraduate degree from the University of Massachusetts at Amherst and his Master's degree in Latin American

Studies from the University of New Mexico. Of Argentinean descent, Mr. Sullivan is fluent in Spanish and conversant in Portuguese.

Gabriel Sanchez Zinny is co-founder at Kuepa and former Managing Director at Blue Star Strategies, LLC where he focused on the Latin America practice, specifically in the areas of infrastructure, education, energy and international relations.

Gabriel has served for the board of Creative Minds International Public Charter School (<http://www.creativemindspcs.org/>) since its founding in 2012 until June 2013, participating in the founding process.

Prior to Blue Star Strategies, he served as Vice President at Dutko Worldwide, in the areas of U.S. government and Latin America business development. Among other clients, he represented Pearson government affairs strategy in the region.

Gabriel has founded Edunexo.com, a software company in the education sector, with presence in five countries and 50 employees.

He is co-author of four books on education policy: *La Escuela Protagonista*, (1999), *Educación y Nuevas Tecnologías: moda o cambio estructural* (2000), *Tecnología y Gestión en la Educación Dominicana* (2003), and *Ahora...Calidad* (2011). He is also an opinion columnist in several Latin American newspapers, and Huffington Post in the United States.

Gabriel studied Economics at the University of San Andrés in Buenos Aires, Argentina and completed his master's in Public Policy at Georgetown University in Washington, DC.

Dolores Virasoro is the Spanish Department Coordinator at Washington International School, in Washington DC. In this institution, she participates in Spanish Assessment Development for new students, Science and Social Study Curricula Development. She is also an Assessment Coordinator for new students applying to WIS, assessing WIS students using SOPA (Student Oral Proficiency Assessment) from CAL (Center for Applied Linguistic) and WIS students using PALS (Phonological Awareness Literacy Screening). She has also been a Fourth Grade Spanish Teacher, a Fourth Grade Level Coordinator and worked with Spanish Curricula Development for WIS at Washington International School. Previously, she has been an Elementary School Assistant Teacher at Sunset Elementary School, Miami, an Elementary Catechesis Teacher at Saint Magdalene Sophie Institute, Buenos Aires and an Elementary School Teacher at Sacred Heart Institute. Buenos Aires.

Dolores holds a Primary Teacher Major in Education from Sacred Heart Institute, Buenos Aires, Argentina, and Cours Techniques Secondaires Supérieurs in Italian and Française, at EPFC Enseignement de Promotion et de Formation Continue de

l'Université Libre de Bruxelles et de la Chambre de Commerce et D'Industrie de Bruxelles.

Jennifer Daniels is an education consultant with almost 15 years of experience in policy and politics at the local, state and federal level. Most recently Jennifer served as Director for Government Relations in the Catholic Schools Office of the Archdiocese of Washington. She worked to reauthorize and implement the DC Opportunity Scholarship Program (DC OSP) and advocated for new school choice programs in the Maryland State Legislature.

Jennifer managed implementation of federal education programs such as No Child Left Behind (NCLB), Individuals with Disabilities Education Act (IDEA) and eRATE. During her tenure, she also founded the DC Council for American Private Education (DC CAPE) serving as the voice of private schools in Washington. Jennifer presented on education policy at the National Catholic Education Association Convention for the last two years on strategies to ensure schools benefit from maximum participation of federal education programs and school choice.

Jennifer began in her career in education as a sixth grade math teacher and Director of Sylvan Learning Center, but moved to Washington, DC in 2004 to pursue her interest in education policy. She landed her first role on Capitol Hill as communication staffer on the U.S. House Committee on Education and the Workforce, under then Chairman, John Boehner. She then worked for Congressman Jeb Hensarling managing his front office, budget and schedule. After three years on the Hill, Jennifer served as Special Assistant to Ambassador Karen Hughes at the U.S. Department of State where she focused on public diplomacy and legislative affairs and traveled extensively overseas.

A native Texan, Jennifer received a Bachelor of Science in Interdisciplinary Studies with a minor in Mathematics from Texas A&M University. She returned for post-graduate study at the George Bush School of Government and Public Service in 2003 receiving a Certificate in Advanced International Affairs.

b. Planning Process

The Board of Directors intends to provide a solution to adults struggling in the school-to-work transition. The Board believes that Xcelerate Institute can help adults in Washington, DC finish their secondary education and provide them with the necessary skills to thrive in today's economy. We believe that combining two elements – the incorporation of technology to the classrooms and a skills-oriented curriculum – we can create a breakthrough in solving the school-to-work transition problem in DC.

The Xcelerate institute is being created to address four key deficiencies impacting the future of our students and our city.

DC students need basic skills:

- DC students are failing at math and reading: 50 percent of students do not have basic math skills, while 53 percent of students are not proficient in reading.
- Only 18 percent of DC students scored proficient in reading and only 17 percent in math.

DC students need a high school diploma:

- Only 59 percent of high school students who started as freshmen in the 2006 school graduated four years later.

DC students need jobs:

- Unemployment rates in DC are significantly higher for minorities: 7.2 percent for Latinos and 16.3 percent for African-Americans, compared to 2.5 percent for whites. According to an International Monetary Fund analysis, the skills gap, accounts for approximately one-third of the U.S. unemployment rate.
- These skill gaps are present in specific functions such as programmers, technicians, among others, but also in the general job market, which demands for skills in productivity applications such as MS Office, foreign languages and interpersonal skills.

DC and the United States are facing a talent crisis due to the science, technology, engineering and mathematics (STEM) shortage:

- As of February of 2012 more than half of the fastest growing occupations in America require some level of post high school degree. This because the knowledge currently acquired in high school is not enough to address needs in the workplace (Source: [National Science Foundation](#))
- The United States faces a real shortage of STEM workers. Economic projections estimate a need for approximately 1 to [3 million](#) more STEM workers in the next decade than the US will produce at the current pace. As of now the US graduates about 3000,000 bachelor and associate degrees in STEM annually.¹
- The DC metro area (DC, MD, and VA) has a combined estimate of STEM job openings of 739,000 by 2018 (Source: [STEM Connector Report](#))
- Attrition is high: Less than 40 percent of students who enter STEM degrees in college finish.
- Participation of minorities in STEM is extremely low: According to the [US College Board](#) only 8 percent of U.S. STEM graduates are Latinos and 7 percent are African-Americans.
- Kids are wired to tech today but they are not taking computer science in schools. Data from last year U.S. [College Board](#) report shows no Latinos taking Computer science Exams in eight states and no African-Americans in 11 states. In DC only three non-minority students took the test. This is troublesome as the ability to learn some aspects of computer science are

invaluable in the preparation of tomorrow's workers. In addition, many jobs in demand require front-end web development skills that are less intimidating to students than programming.

- STEM workers even with less of a Bachelor's degree have higher earnings. The [Department of Commerce](#) reports that high school graduates without a B.A. in STEM occupations make 50 percent more than their counterparts in non-STEM careers.

The Board Members have had previous experiences in Charter School boards, and the feedback that they acquired from those experiences indicates that there is a need in Washington, DC for an adult charter school that offers not only preparation for the GED, but also foreign languages and STEM education.

The Board also intends to incorporate technology into the classes to provide a more flexible and personalized education, and immersed in a technology environment in line with the new job market requirements. By combining two elements – the incorporation of technology to the classrooms and a work-oriented curriculum – the Xcelerate Institute can create a breakthrough in solving the school-to-work transition problem in DC.

Given that the Xcelerate Institute is a new venture, the Founding Group may add a public relations expert to help with the recruitment of students.

c. Corporate Structure and Nonprofit Status of the School

Xcelerate Institute is a 501(c)(3) nonprofit incorporated in the District of Columbia since 2014 and will operate adult education and career training programs. (see **Section I** of this application for copies of the nonprofit corporation's Certificate of Incorporation, Articles of Incorporation, and Bylaws).

2. Governance and Management

a. Board of Trustees

As is required by the District of Columbia Public Charter School Reform Act, Xcelerate Institute will have an autonomous Board of Trustees will be established to operate the school. The Board of Trustees will be formed by existing five members of the Founding Group and additional member from outside the board selected from a pool of volunteers, community members, and individuals with expertise in education, business, or other areas that directly benefit the charter school and its students. The Board of Trustees will be majority District of Columbia residents.

Board

The officers of the Corporation shall be a President, a Vice-President, a Secretary, a Treasurer, and such other officers as may be elected in accordance with other

provisions of this Article. The Board of Directors may elect such other officers or agents, including a Chairman of the Board and an Executive Director, one or more Assistant Secretaries, and one or more Assistant Treasurers, as it shall deem desirable, and such officers shall have the authority and perform the duties prescribed from time to time by the Board of Directors. Any two or more offices may be held by the same person, except the offices of President and Treasurer.

Roles and mission:

President. The President shall be the principal executive officer of the Corporation and shall exercise general supervision over the affairs of the Corporation, its officers, and personnel, consistent with policies established by the Board of Directors. The President may sign any deeds, mortgages, bonds, contracts, or other instruments, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws or by statute to some other officer or agent of the Corporation; and in general shall perform all duties incident to the office of the President and such other duties as may be prescribed by the Board of Directors. The President may authorize and approve expenditures and take such other steps he or she shall deem necessary to advance the purposes of the Corporation, provided such steps do not exceed the scope of authority granted him by the Board of Directors.

Vice President. The Vice President shall perform such duties as may be assigned by the President or the Board of Directors.

Treasurer. The Treasurer shall have charge and custody of, and be responsible for, all funds and securities of the corporation; receive and give receipts for monies due and payable to the Corporation from any source whatsoever, and shall deposit all such monies in the name of the Corporation in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article IV of these Bylaws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors. The Treasurer shall be responsible for the administration and oversight of the Corporation's financial records, initiation of an annual audit, compliance with statutory reporting requirements, tax returns, and tax payments. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine.

Secretary. The Secretary shall keep the minutes of the meetings of the Board of Directors and shall oversee the keeping, preparation, and filing of all other records required by law or by the policies of the Board; be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these Bylaws; keep a register of the post office address of each Director which shall be furnished to the

Secretary by such Director; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Assistant Treasurers and Secretaries. The Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the President or the Board of Directors. If required by the Board of Directors, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine.

Officers. The officers of the Corporation shall be a President, a Vice-President, a Secretary, a Treasurer, and such other officers as may be elected in accordance with other provisions of this Article. The Board of Directors may elect such other officers or agents, including a Chairman of the Board and an Executive Director, one or more Assistant Secretaries, and one or more Assistant Treasurers, as it shall deem desirable, and such officers shall have the authority and perform the duties prescribed from time to time by the Board of Directors. Any two or more offices may be held by the same person, except the offices of President and Treasurer.

Selection. The officers of the Corporation shall be elected annually by the Board of Directors at the annual meeting of the Board. If the election of these officers shall not be held at such meeting, such election shall be held as soon thereafter as convenient. New offices may be created and filled at any meeting of the Board of Directors. Each officer shall hold office until his successor shall have been duly elected and shall have qualified.

Removal. Any officer elected or appointed by the Board of Directors may be removed by the Board whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

Vacancy. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Strategic Management

The Directorate will contribute to the supervision of education and academics, finances, governance, student execution, school sustainability, and accountability.

The Directorate will exercise authority in the school and establish its strategic direction through periodic review of the mission and relevance of educational programs.

Every member of the College Board must fulfill the following duties:

Observe student success and results, analyzing and approving the annual budget, suggesting candidates for election to the College Board, regular attendance at 75 percent of all meetings.

b. Rules and Policies

Currently, all rules and policies for governance and operation of the public charter school are included in the Bylaws (see **Section I**). A draft Code of Ethics is included in Section I. It will be finalized and adopted by the Board of the school within three months of receiving conditional approval of our charter. Board members' Conflict of Interest Statements are found in **Section G** of this application.

c. Administrative Structure

Below follows a description of the key roles of the administrative structure.

Principal: will report to the Board of Trustees and will be the leader of the educational and administrative aspects of the Xcelerate Insititute. Among the many roles the principal will have, some are:

- To hire school faculty and evaluate their performance, continually seeking for the best educators for each role.
- Responsible for the overall implementation of administrative procedures.
- Responsible for meeting of all reporting requirements.
- To create a safe and creative environment for students, staff and families.
- Attend to Board meetings.

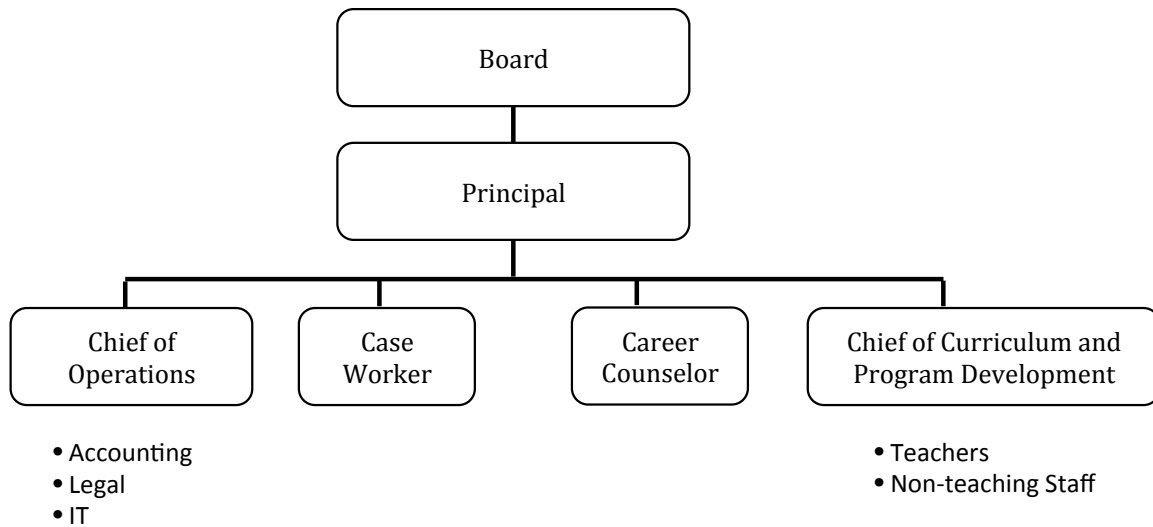
Chief of Curriculum and Program Development: reports to the Principal, and leads the development and implementation of the school's curriculum, as well as accreditation, charter school compliance, internal evaluation, and accountability and data collection efforts. Will also help the Principal to select the STEM faculty, to develop activities to promote STEM education in the Xcelerate Institute.

Chief of Operations: will report to the Principal, and will be in charge of administrative process, leading the accounting efforts as well as IT.

Case Worker: Will aids individuals and families requiring assistance of a social service agency. The Caseworker works with the participants in creating case plans to help them reach self-sufficiency.

Career Counselor: Will meet with students one-on-one for on-track and post-secondary counseling. Will assist students with resumes, job searches, college applications, etc.

Organization Chart:



3. Finance

a. Anticipated Source of Fund

| | Planning Year | Year 1 | Year 2 |
|--|---------------|--------------------|--------------------|
| Student Enrollment | | | |
| Adult | | 160 | 200 |
| Total Number of Students | | 160 | 200 |
| % of students receiving special education services | | 4% | 4% |
| % of students who are English Language Learners (ELLs) | | 5% | 5% |
| Per Pupil Allocations | | | |
| UPSFF | | \$1,310,547 | \$1,672,525 |
| Facilities Allowance | | \$480,000 | \$600,000 |
| Per Pupil Revenue | | | |
| Total Per Pupil Allocation | | \$1,173,274 | \$1,510,590 |
| Total Facilities Allowance | | \$480,000 | \$600,000 |
| Total Special Education Funding | | \$102,075 | \$116,618 |
| Total ELL Funding | | \$35,198 | \$45,318 |
| Total Summer School Funding | | \$0 | \$0 |
| Total Per Pupil Charter Payments | | \$1,790,547 | \$2,272,525 |
| Other Public Revenue | | | |
| Federal Entitlements | \$0 | \$0 | \$0 |

| | | | |
|-----------------------------------|-----------------|--------------------|--------------------|
| National School Lunch Program | | \$0 | \$0 |
| Total Other Public Revenue | \$0 | \$0 | \$0 |
| Private Revenue | | | |
| Grants and Donations | \$10,000 | \$10,000 | \$20,000 |
| Activity Fees | | \$0 | \$0 |
| Interest Income | | \$237 | \$381 |
| Total Private Revenue | \$10,000 | \$10,237 | \$20,381 |
| | | | |
| Total Income | \$10,000 | \$1,800,784 | \$2,292,906 |

Contingency Plan

For enrollment-related contingences, our main points of action will be:

- Adjusting staffing model to reflect a lower enrollment: for example, to delay hiring of certain positions, to hire part time instead of full time staff.
- Adjusting classroom sizes so as to need fewer teachers.
- Working to establish a line of credit to help us weather any temporary cash shortfall.
- Reduce salaries of administrative staff.
- Subleasing building space to non-profit agencies and youth serving organizations.

b. Planned Fundraising Efforts

Our school will explore federal funding opportunities thoroughly and submit applications and all supporting materials in a timely manner for all federal funds that the school is eligible for. The Board will also contemplate hiring a Fundraising Director in order to explore other possible funding possibilities.

For the Planning Year, the Board of Directors will operate on a volunteer basis so as to minimize the necessary funding.

c. Financial Management and Accounting

The Chief of Operations will lead the activities related to the financial management and accounting operations. The policies and procedures will be in accordance with GAAP and will include separation of duties to safeguard our organization against fraud. Fund accounting systems will be in place to isolate and track charter school

revenue and expenses. All financial records will be maintained on an accrual basis.

d. Civil Liability and Insurance

Insurance Coverage:

As soon as a charter is granted, we will consult with our legal counsel and an insurance broker to obtain an insurance policy that will meet or exceed the requirements outlined by the PCSB:

- Umbrella coverage, \$3,000,000 per occurrence
- Educators' Legal Liability, \$1,000 per occurrence
- Property/Lease Insurance, 100 percent of replacement cost
- Errors and Omissions Liability Insurance conforming to the DCPCSB requirements.
- Directors Officers Liability, \$1,000 per occurrence
- General Liability, \$1,000,000 per occurrence; \$2,000,000 aggregate
- Directors and Officers Liability, \$1,000,000
- Workers compensation, as required by law

e. Provision for Audit

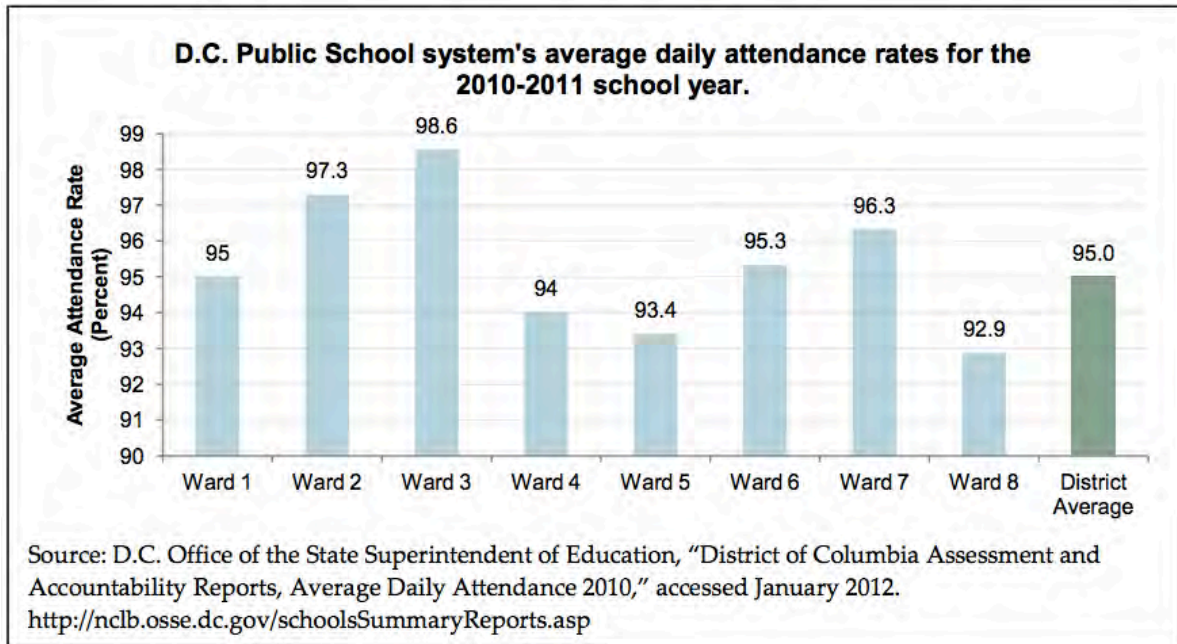
The Xcelerate Institute will be annually audited by licensed and independent certified public accounting firm of the District of Columbia, according to the applicable guidelines for charter school in the District of Columbia. The Board will ask several firms for proposals to perform the annual auditing, considering the approved providers by the DCPCSB.

4. Facilities

a. Identification of a Site

Xcelerate Institute is commencing the search for the first school site. Xcelerate Institute will look for a building with a capacity of at least 400 students, in a DC Ward with a high proportion of Latinos, most likely Wards 1 (15,827, 28.9 percent) and 4 (14,179, 25.9 percent)².

Among the selected Wards, Ward 4 has the lowest daily attendance to school:



We will also take consideration to the necessity for a charter school that each cluster within the wards. Based on an IFF report³, we have identified high-priority clusters where we want to locate the school. The IFF report divides the clusters into 4 Tier according to their education supply gap, which was estimated considering several indicators, such as demand, service gap, student commute, among others. The most in need cluster within the identified Wards are:

- Cluster 18 (Ward 4)
- Cluster 2 (Ward 1)

In order to successfully find the right building for our school, we will hire Building Hope (<http://www.buildinghope.org/>), a non-profit organization that provides service to support the expansion of schools. In this case, they will provide the service of facilities maintenance and repairs, as well as aiding us with the search for the proper site.

b. Financing Plans for Facilities

The facilities may require renovations for the first year of operations. See Budget for a detailed description of estimated costs and source of funding for covering them.

³ Quality Schools: Every Child, Every School, Every Neighborhood, 2012, IFF

c. Building Maintenance

The Director of Operations will be responsible for contracting the proper maintenance services according to the standards of Washington DC.

5. Recruiting and Marketing

a. Outreach to the Community

Xcelerate Institute will establish recruitment partnerships with community organizations in Wards 1 and 4, or other nearby Wards, such as Crestwood Neighborhood League, South Manor Neighborhood Association, Hands Together, Pleasant Plains Civic Association, Westminster Neighborhood Association, among others.

b. Recruitment of Students

The director of operations will be responsible for recruiting students, especially in the first year before the school opening. Some examples of the planned activities for recruiting are:

Advertising and Earned Media

- Create earned media opportunities, including print and broadcast (TV and radio). Tactics include, but are not limited to, placing stories in publications aimed at commuting students, such as *Washington Post Express*, as well as English- and Spanish-language TV and radio stations the target demographic likely watches and listens to, respectively.
- Build an online and social media presence, including creating a website and social media channels for the school – Twitter, Facebook, YouTube and applications like Vine and Instagram.
- Develop and execute online and social media advertising, including cost-effective promoted tweets and Facebook ads.
- Host a media event at launch and groundbreaking, including key education stakeholders, to maximize visibility and awareness.
- Produce printed and online materials, including flyers, a brochure and PowerPoint presentation to be disseminated / presented at DC Public Charter School Recruitment Expo and other local events.
- Participate in / host sponsored events with business community partners.

Direct Stakeholder Outreach

- Host open houses and parent orientation / information sessions.
- Develop a contact list for key stakeholders.

- Send letter and key materials to local school administrators, guidance counselors, community and religious outreach programs, including for example, but not limited to, Boys and Girls Club of Greater Washington and Catholic Charities of the Archdiocese of Washington.
- Disseminate an e-newsletter regularly to key stakeholders to keep them apprised of school activities and successes.

c. Future Expansion and Improvements

The following table describes the expected number of students for the first five years of operations. We expect to reach full capacity for the school in year three. Although the facility will be the same during the first five years, the staff will be hired according to the projected number of students. The possibility of looking for larger facilities will be considered if the demand for the school is larger than expected.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------|--------|--------|--------|--------|--------|
| Number of students | 160 | 200 | 400 | 400 | 400 |

C. Operations Plan

C. Operations Plan

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling

Xcelerate Institute will serve adult students in the Washington DC area to complete their high school studies beginning in the school year 2015-2016. The school will use DC common application dates, accepting applications for enrollment in spring of 2015. The school will require applicants to submit a complete application form in order to be considered for admission.

Initial applications will be expected April through June following initiatives of active recruitment of students as outlined in the Recruiting and Marketing section of the Business Plan.

However, if there are still spaces available, the school will continue to accept applications on a first come first serve basis until enrollment levels are reached. A lottery will be conducted in case the number of applicants exceeds the maximum enrollment. The process will be conducted via selection software, and take place up to 15 days after the closing date of application process. Students that are left on a waiting list will be called upon as space becomes available, starting with the lowest number assignments.

If a student applies to school outside the designated period and there are no seats available, it will also be placed on the waiting list. Siblings and returning students will be given priority in the admission process.

Please see the chart below for details on the registering and enrolling timetable:

| | |
|-------------------------|---|
| April 2015 – June 2015 | Active recruitment of students. |
| May 2015 – July 2015 | Provide enrollment information for prospective students. Open house of school facilities. |
| | Available staff for assistance of prospective students through the enrollment process. |
| July 2015 – August 2015 | Finalize enrollment of 160 students for the 2015-2016 school year. A random selection process (lottery) will begin on the first week of August 2015 and a waiting list will be kept in the cases of |

| | |
|----------------|--|
| | over enrollment with randomly-selected numbers. |
| September 2015 | Start of the academic school year. Vacant slots will be filled with candidates on the waiting list. |
| October 2015 | Close of enrollment for Trimester 1. The final list of 230 students will be submitted to the DC Public Charter School Board. |

The recruitment/enrollment process might be repeated prior to each new trimester, if space becomes available due to student completion or attrition, and if the waiting list is exhausted. [C1]

b. Policies and Procedures for Open Enrollment, including Waitlist of and Withdrawal of Students

The proposed Charter School is a school of choice for older teens and young adults who are residents of the District of Columbia and who, for different reasons, were not able to complete their high school studies in time. The school will provide continued academic and tutoring assistance for students as well as general scheduling of learning goals, but they will be able to adjust the learning process to their own pace and time availability. This self-determination component will be encouraged as part of the professional skills we intend our students to incorporate in order to succeed in higher education and the workforce.

Enrollment

The admissions process will ensure that all enrolling students understand the mission and distinct focus of our school. This understanding will be met through a series of open information sessions, social media and through the local media. The information sessions will provide details on the curriculum, demo access to educational platform and materials, introduction to the teachers and staff, and will be open to address any questions or concerns.

The school will also maintain an official website and a call center to attend to students' needs.

The school will be inclusive and open to all eligible students. There will be no discrimination on the basis of race, color, national origin, creed, gender, ethnicity, sexual orientation, ancestry, or special needs. It will neither limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

In particular, enrollment in the Institute will be open to students of ages 18 and older in the Washington, DC area. Students may apply at any time, and will be provided with institutional brochures with information about the school's timetable and requirements for admission. Students will be required to take an assessment so that they can be placed in the appropriate level courses and receive appropriate academic support through an Individual Academic Plan. Prospective students will be asked to attend at least one of several information sessions mentioned before. To be admitted, students will be asked to provide:

- Verification of DC residency (as specified by Office of State Superintendent of Education regulations)
- School transcripts (if available)
- Individual Education Plan (as appropriate)
- Home Language survey
- Free and Reduced Meals (FARM) Application
- Health/vaccine record signed by health care provider
- Test scores and report cards
- If seeking child care assistance: Students can apply for day care vouchers from the Department of Human Services' Income Maintenance Administration, Child Care Division.

Moreover, the school will accept transfer students during the school year if space is available at the required grade levels. The School's transfer policy will be to adhere to the policy requirements established by the DCPCSB.

If there are more students meeting the enrollment criteria than available slots, a lottery will be conducted in the terms described in the prior Section. Students who meet admission requirements and are offered available slots will participate in an orientation to help them decide if the school is right for them, including a personal interview with school staff.

Withdrawal

Students may be removed from the school program due to disciplinary action, lack of attendance/progress, failure to participate in state-mandated assessments, or failure to comply with school policies. As a public charter school, the Charter School is required to monitor student attendance and progress, in accordance with all applicable statutes and Board of Education rules and regulations.

During the initial planning year, the board will develop policy regarding student withdrawals, suspension, expulsion and other disciplinary policies.

c. Students with Disabilities

Upon admission of any student with a disability, the school will comply with all federal and state laws regarding the education of students with disabilities for students up to the age of 21.

Upon enrollment, students with a 504 plan or IEP will be assigned to a Student Assistance Team. While all students will have an Individual Academic Plan addressing academic and career goals, the Student Assistance Team will provide additional expertise to ensure our online blended learning approach will be able to design instructional formats and lessons to meet the academic needs of students with disabilities.

Beyond the student assistance team, all teaching staff will be trained on techniques and learning models of differentiated instruction and provide modification and accommodations that build a positive and successful learning environment for every student.

d. English Language Learners

Xcelerate Institute will meet the needs of English Language Learners (ELLs) with an initial online assessment in order to recollect the initial English Language level of each student. Upon enrollment, students will be asked to complete an initial online language survey. Questions will address previous educational experiences in English Language and an evaluation of their level.

Based upon findings from the survey, students will be assessed to determine baseline academic levels and language skills, to place them in appropriate classes, and to determine the extent to which they need instructional accommodations to help them progress efficiently. The students will be informed about the assessment findings and will be encouraged to monitor their own progress as a motivator for continued improvement.

The assessment findings will also be used to make recommendations for accommodations in Xcelerate classes and, as needed, train instructors on how to incorporate such accommodations into their lesson plans.

Xcelerate Institution's goal will be to help ELL students feel comfortable and competent in their academic situations so that they can optimize their learning of both content and English language skills. In order to do this ELL will be also recommended pull-out session tutoring sessions or attendance at special study groups.

2. Human Resource Information

a. Key Leadership Roles [C2]

Principal (100 percent) – to be hired:

We plan to recruit an entrepreneurial professional who has the abilities and qualities to guide a group of teachers and students through the process of building a learning community and helping young people to re-engage in their education. The

candidate must have a demonstrated track record of success working with students who have had difficulty in finishing their studies in school. A background with English Language Learners and a commitment to high expectations for all students regardless of socioeconomic status will be appreciated. The Principal also must be well versed in youth development principles and able to lead by example in this regard, as well as be competent in knowledge of school law, finance and curriculum.

Chief of Curriculum and Program Development (50 percent) – to be hired:

We plan to recruit an experienced professional with experience in developing innovative programs and in the recruiting of teachers. We will seek especially for professionals with experience leading STEM programs.

Chief of Operations (100 percent) – to be hired:

The professional who will be recruited for this position should have applicable knowledge of school budgeting, finance, accounting and economics, and be capable of managing budget and personnel with the adequate interpersonal skills. Preferably, we will seek for professionals with fundraising experience.

Case Worker – to be hired:

Aids individuals and families requiring assistance of a social service agency. The Caseworker works with the participants in creating case plans to help them reach self-sufficiency.

Career Counselor – to be hired:

Meets with students one-on-one for on-track and post-secondary counseling. assists students with resumes, job searches, college applications, etc.

b. Qualifications of School Staff

Xcelerate Institute acknowledges the direct relationship between the quality of education and the quality of professional staff, as proven by numerous studies[C3] . It will be therefore a priority to recruit and hire the best qualified teachers to meet the school's needs and values.

All core subject tutors and teachers will be Highly Qualified as defined in the No Child Left Behind Act (NCLB) of 2001 and according the District of Columbia requirements. The school will recruit professional, effective, and qualified personnel to serve in administrative, instructional, support, and non-instructional capacities. Teachers should have specialized professional preparation for teaching in Adult Education –especially with students who did not succeed in traditional learning environments- and workforce training programs. In this context, effective teachers will be expected to manage, the more general adult learning theory (how to teach undereducated, underprepared adult learners, methods that work with adults, accommodating learning differences and engaging adult learners in planning and evaluating their learning); along with content knowledge and content methodology. The Charter will seek for professionals who are knowledgeable about student-

centered approaches that promotes active learning and the creation of connections between the classroom and the “working world.”

Each teacher should also demonstrate technological competency via a technology skills test prior to employment. Depending on the students enrolled, teachers and other staff with bilingual skills will also be recruited and hired.

In particular, the school will seek for teaching staff with the following competencies:

- Ability to use instructional techniques that are effective with adult learners;
- Ability to motivate learners to persist to meet their goals
- Ability to engage in active debate and critic skills to support learning
- Ability to engage in independent and collaborative professional development to benchmark on teaching skills and content and area knowledge;
- Ability to refine instructional practice through reflection on experience, evidence and data.

Staff will be recruited during the first quarter of 2015. Recruitment strategies for both faculty and staff will include advertising in printed and specialized media; school and educational websites; attendance to local and regional job fairs and colleges of education; making use of professional networks, including the District of Columbia Department of Employment Services. [C4]

The Board will monitor staff performance, including the Principal and administrative staff, through a variety of tools, including, among others: administrator evaluations; frequent direct reporting from the Principal and senior academic, financial, operations and technology directors, suggestions from the parent advisory (Community) council; parent surveys; and the data collecting/reporting tools which are built into the technological learning platform.

All staff will be required to have a background appropriate for their subject. Teachers will have a Bachelor’s and/or Master’s degree in the area that they are assigned to teach or will be working towards a Master’s degree or certificate in their appropriate field. Lead teachers will be required to have a Master’s degree and teaching certificate and must have at least two years relevant work experience. All staff and volunteers will also undergo the background checks upon approval.

Interview and selection of applicants will be made via a committee composed of the position’s direct supervisor, select staff or board members who may be useful in the recruitment process.

Teachers are hired by the school, which is responsible for salary and all benefits. Compensation levels (salary and benefits) for the Charter administrative staff will be competitive with starting local salary and benefits for charter schools.

c. Staffing Plan

The following table describes the staffing plans for the first 5 years of operations. Staff in the pre-opening period will be ad-honorem and receive no compensation until Year 1. Starting in November 2014, the leadership and the Director of Programs will assume their charter school roles at 50 percent ad-honorem. One month prior to the opening of the school, they will assume their roles in the charter school at full capacity, as will all the teachers. The rest of the staffing plan can be seen in the table:

| | Pre-opening | Year 1 | Year 2 | Year 3 | Year4 | Year5 |
|---|-------------|--------|--------|--------|-------|-------|
| number of students - Adult (18 - 21) | | 16 | 20 | 30 | 40 | 40 |
| number of students - Adult (22 +) | | 144 | 180 | 270 | 360 | 360 |
| # Teachers | | 6 | 8 | 12 | 16 | 16 |
| # SPED Teachers | | 1 | 1 | 1 | 1 | 1 |
| Vocational Teachers | | 2 | 2 | 3 | 4 | 5 |
| # Coach teachers | | 0 | 1 | 2 | 3 | 3 |
| # Nurses | | 1 | 1 | 1 | 1 | 1 |
| Director of program (full-time since year 1) | 1 | 1 | 1 | 1 | 1 | 1 |
| Director of operations (full-time since year 1) | 1 | 1 | 1 | 1 | 1 | 1 |
| Principal (full-time since year 1) | 1 | 1 | 1 | 1 | 1 | 1 |
| Career Counselors | | 0 | 0 | 1 | 1 | 1 |
| Case Workers | | 0 | 0 | 1 | 2 | 2 |
| Office Manager | | 0 | 0 | 1 | 1 | 1 |

Each summer the Xcelerate Institute will hold training sessions for all new and current staff members. During these sessions, current staff members will be encouraged to identify ways in which they will help the school as a whole to meet its goals.

Weekly staff meetings will include review of progress toward goals and developing strategies to overcome any problems identified in meeting those goals. All employees will participate in the school's annual review process.

d. Employment Policies [C6]

The school will be committed to the selection of personnel on the basis of training, experience, merit, character and ability. Selection of the best-qualified individual for each job will be made regardless of race, creed, color, national origin, age, sex, marital status, political affiliation, sexual orientation, or any other status protected by law. The school will also meet the Federal Requirements of the Americans with Disabilities Act with respect to hiring all personnel.

We will make every effort to offer a competitive salary and benefits package to our employees in order to retain and engage high quality staff. The compensation plan will be adjusted to local research on compensation patterns and the school will develop policies for salaries, staff evaluation and retention, and benefit plans, and related issues. These policies shall reflect the best practices for schools and nonprofits, and be made competitive with both those of private and public schools

of the DC Area.

Compensations will be equal for employees performing the same jobs requiring equal skills, effort and responsibility and similar conditions, unless payments are also pursuant of: A) a seniority system; B) a productivity rate; C) a differential rate based on non-discriminatory factors; D) a merit system.

The School will comply with applicable state and local laws governing nondiscrimination in employment and will seek for diversity in its staff. Each staff will have individual professional development accounts and will participate in regular in-house training activities.

We will especially seek to ensure a drug-free environment. As a condition of continued employment, all employees must comply with this policy, both at school's property, sponsored activities, or any other site where the employees is performing work for or representing the Charter. An employee who engages in an activity prohibited by this policy shall be subject to disciplinary action, including immediate termination of its contract. All staff members will be asked to attest to being drug-free and will be asked to consent to a drug test if requested. We also will meet all EEO and ADA requirements and will seek to hire a diverse staff. All employment-related policies will be finalized by early 2015.

3. Implementation of the Charter

a. Maintenance and Reporting of Academic and Non-Academic Performance Data:

With the use of the latest blended learning techniques and curriculum, real time student academic progress will be available at all times. Students will be tested upon enrollment, an Individual Academic Plan will be designed and progress will be mapped, tracked and reported in real time for all teachers, coaches, administrators, and most importantly for the student. Ownership and responsibility for success will be a key driver of school culture. While the school will track the progress, students will always know where they are in the plan and how much more time and work it will take to complete their goals.

Measuring and tracking academic achievement is important for accountability – but using the data to drive instruction is where Xcelerate Institute will ensure the utmost respect of students' goals, time and efforts. As this program is designed for adults and those for whom the system has failed, we want to instill in students this effort to educate them effectively and efficiently while aligning their educational goals to their career goals.

Xcelerate Institute will comply with all accountability measures of the PCSB. The Director of Assessment and Placement will be in charge of academic reporting to public, stakeholders and the PCSB.

b. Major Contracts Planned

Xcelerate Institute anticipated limited contracts over \$25,000. However, the contracts will likely be associated with software and hardware purchases and licenses.

- computers
- online curriculum licenses
- software
- lease

c. Services Sought from the District of Columbia Public Schools:

Xcelerate Institute will operate as in LEA and does not anticipate the use of services from DCPS at this time.

D. Certifications (Assurances Form)


Assurances Form
(This form must be submitted with the application.)

As the authorized representative of the applicant, I acknowledge the obligation of the proposed public charter school to comply with the following:

1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (School Reform Act (SRA) §38-1802.04(c)(16))
2. 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. (SRA §38-1802.02(16))
3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (SRA §38-1802.04 (c)(15))
4. 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
5. Offer open enrollment to all students who are residents of the District of Columbia, and use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. (SRA §38-1802.06 (a), (b), (c), and (d))
6. Provide PCSB with 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. (SRA §38-1802.04 (c)(12))
7. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of PCSB, using the reporting software required by PCSB.
8. Collect and report academic and non-academic performance using technology prescribed by PCSB
9. 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. (SRA §38-1802.04 (c)(2))
10. Establish an informal complaint resolution process no later than two months prior to the first date on which instruction commences. (SRA §38-1802.04 (c)(13))
11. Provide training to relevant school personnel and Board of Trustee members in financial management, governance and management, and other areas as deemed necessary by PCSB.
12. Provide PCSB 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. (SRA §38-1802.11(a)(2))
13. Comply with the following federal and local laws:
 - a. Health and Safety: See SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010; federal and local laws regarding background checks for all employees and volunteers working with children and referring students to the Child and Family Services Agency for instances of education neglect and suspected abuse
 - b. Building Safety: D.C Building and Fire Codes (D.C. Code § 5-501 et seq.)
 - c. Maintenance and Dissemination of Student Records: Family Educational Rights and Privacy Act,
 - d. Certain Requirements of Educational Institutions: Compulsory School Attendance (D.C.

Code § 38-201 et seq.); Immunization of School Students (D.C. Code § 38-501 et seq.); Tuition of Nonresidents (D.C. Code § 31-301 et seq.); Non-Profit Corporations (D.C. Code § 29-401 et seq.)

- e. Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411, et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities.
- f. English Language Learners: all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners
- g. Title I of the Elementary and Secondary Education Act .
- h. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia: The Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.); title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.); and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.)
- i. Background Checks of Employees and Volunteers: Perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment; consider the results of such background checks in its decision to employ or utilize such persons either directly or through a School Management Contract. From time to time as established by the School Corporation, conduct random background checks on each employee and each person who regularly volunteers at the School more than ten (10) hours a week, but at a minimum once every two (2) years. (D.C. Code §4-1501 et seq.; District of Columbia Municipal Regulations 6B-412-427).
- j. Other: All other laws deemed applicable by PCSB (SRA §38-1802.11(a)(1)(B)).

| | |
|--|----------------------------------|
|  Signature of Authorized Certifying Official | <i>President</i> Title |
| <i>Xcelerate Institute</i> Applicant Organization | <i>2/25/14</i> Date Submitted |

E. Budget

E. Budget

1. Budget Narrative

The budgeting process was driven by founding group members Gabriel Sanchez Zinny and Jennifer Daniels. For the technical modeling work, Xcelerate Institute partnered with EdOps, a D.C.-based firm specializing in providing accounting and financial services to the charter school community. EdOps has worked extensively with other D.C. charter schools, and it brought this experience to the budget planning process.

Budget assumptions were based upon data from comparable D.C. charter schools and EdOps' experience with charter school finances. In addition, the school founders performed extensive research on other adult-education charter schools in D.C.; this research helped inform the budget assumptions, as well. Ultimately, the creation of the various school budgets was guided by three priorities: high-quality programming, financial sustainability, and fiscal conservatism.

High-Quality Programming: Xcelerate Institute intends to provide its students with a unique job-oriented program to provide them with the will to successfully compete in the job market. This budget reflects the investments necessary to create such a school, including academic coaches and case workers to provide individualized attention to students and laptops/tablets for every student.

Financial Sustainability: Even the best educational program will be undermined if the resources are not available to sustain it. Thus, the second priority was to ensure that the school's operations are built on a financially sustainable path, one that provides long-term viability. This was achieved by planning for a minimum 5 percent cash surplus in each of the first five years of operations, thereby building up a reserve balance to protect against unforeseen emergencies and other risks associated with start-up charter schools (i.e., enrollment shortfalls, cash-flow issues, lack of operating history). Furthermore, by setting aside at least a 5 percent surplus each year, the school will be better prepared to finance the move to a permanent facility in a future year.

Fiscal Conservatism: The third priority in crafting the budgets was fiscal conservatism, both on the revenue side and the expense side. This was important because public education, as a taxpayer-financed enterprise, is subject to funding variability for both economic and political reasons. Additionally, as a new school, Xcelerate Institute will not have a reserve account to soften the blow of any revenue shortfalls or cost overruns. Thus, the budget was developed with conservative budget assumptions, such as budgeting for contingency line-items in several of the major expense categories and assuming the high end of the range for most expense categories.

2. Pre-Opening Expenses

The budget and cash flow projection for the Planning Year are attached (See Attachments 1 and 2). As an adult education school will be ineligible for Title Vb funds, and thus we are planning for a very constrained planning year budget. We are projecting \$5,000 in revenue from private grants and donations.

The school will seek to establish a \$25,000 line of credit with a bank to help cover the low-cash periods during the year (and into Operating Year 1, as well). If we are able to establish a line of credit, it is likely that some of our expenses will increase from what is currently projected.

Revenues

- Private Grants & Donations – The school expects to conduct limited fundraising efforts during the Planning Year, raising approximately \$5,000 from primarily grassroots individual supporters of the school. It is possible that more can be raised during the planning year, but we have erred on the side of conservatism during the Planning Year.

Expenses

- Contracted Staff –During the planning year, the presumptive Director of Program and Principal will work on a pro bono basis.
- Student Supplies & Materials - \$1,000 has been budgeted for the purchase of curriculum-related supplies during the Planning Year. This will likely occur near the end of the Planning Year.
- Miscellaneous Student Expense – \$1,500 has been set aside for student recruitment, which includes advertising, mailings, and printing costs.
- Rent – We are assuming that we will be able to use our resources and connections to locate office space for the Director of Program and Principal at no cost.
- Office Supplies & Materials - \$1,000 for miscellaneous office supplies.
- Insurance - \$1,500 for Directors & Officers liability and general liability insurance coverage.

PRE-OPENING (PLANNING YEAR) ASSUMPTIONS

The budget and cash flow projection for the Planning Year are attached (See Attachments 1 and 2). As an adult education school will be ineligible for Title Vb funds, and thus we are planning for a very constrained planning year budget. We are projecting \$5,000 in revenue from private grants and donations.

The school will seek to establish a \$25,000 line of credit with a bank to help cover the low-cash periods during the year (and into Operating Year 1, as well). If we are able to

establish a line of credit, it is likely that some of our expenses will increase from what is currently projected.

Revenues

- Private Grants & Donations – The school expects to conduct limited fundraising efforts during the Planning Year, raising approximately \$5,000 from primarily grassroots individual supporters of the school. It is possible that more can be raised during the planning year, but we have erred on the side of conservatism during the Planning Year.

Expenses

- Contracted Staff –During the planning year, the presumptive Director of Program and Principal will work on a pro bono basis.
- Student Supplies & Materials - \$1,000 has been budgeted for the purchase of curriculum-related supplies during the Planning Year. This will likely occur near the end of the Planning Year.
- Miscellaneous Student Expense – \$1,500 has been set aside for student recruitment, which includes advertising, mailings, and printing costs.
- Rent – We are assuming that we will be able to use our resources and connections to locate office space for the Director of Program and Principal at no cost.
- Office Supplies & Materials - \$1,000 for miscellaneous office supplies.
- Insurance - \$1,500 for Directors & Officers liability and general liability insurance coverage.

OPERATING YEARS 1-5 ASSUMPTIONS

The budgets for Operating Year 1, Operating Year 2, and 5-Year Projections, as well as the Capital Budget for Years 1 and 2 and the Cash Flow Projection for Year 1, are attached (See Attachments 3-7). As with the Planning Year, these financial models were compiled using the three priorities of high-quality programming, financial sustainability and fiscal conservatism. We sought to craft a budget that would support the development of an outstanding educational program within reasonable financial constraints.

Revenues

Local/District Revenues

Public funding from the UPSFF (foundation-level and facilities) is 99 percent of total school revenue in Year 1.

The school expects a modest 5 percent increase over the next two years in the base UPSFF from the current school year level of \$9,306/student in 2013-14 to \$9,777/student in 2015-16 (2 percent increase in 2014-15 and 3 percent increase in 2015-16). In subsequent years, we modeled a 3 percent annual increase in the

foundation-level UPSFF. All current funding weights/multipliers were maintained at the same level within the per-pupil funding formula for all five years. See chart below for a depiction of the funding rates for Adult level.

| Funding/Student | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|------------------------|----------------|----------------|----------------|----------------|----------------|
| Adult | \$7,333 | \$7,553 | \$7,780 | \$8,013 | \$8,253 |

For facilities funding, we maintained the current rate of \$3,000/student for all five years.

Given that supplemental funding is only available for students up to age 21, our percentages list below represent the percentage of the total enrollment where we anticipate receiving the SPED and ELL supplemental funding. We have assumed that approximately 10 percent of our total enrollment is comprised of students ages 18 to 21. SPED enrollment is estimated at 4 percent in each of the years, with the Level breakdown as follows: 2 percent Level 1, 1 percent Level 2, 1 percent Level 3, 0 percent Level 4. ELL enrollment is estimated to be a 5 percent. (Note we expect our total ELL enrollment to be much higher, but 5 percent represents the amount where we will receive the supplemental per pupil ELL funding.

Federal Revenues (0 percent of total school revenues in Year 1)

Given the age of our students, we have not assumed any federal revenues (e.g., Title Vb, Title I-III, IDEA 611 & 619).

Other Government Revenues (0 percent of total school revenues in Year 1.)

Given the age of our students, we have not assumed any other government revenues (e.g., NSLP, Healthy Schools Act, E-Rate).

Private Grants and Donations

We budgeted for \$10,000 in private donations in Year 1 with that amount increasing in subsequent years. In Year 1, we anticipate this coming primarily from individual supporters and friends of the school. Although the level of private funds is low, we wanted to maintain the conservatism in the model and thus did not project higher fundraising totals. The school will be actively looking to raise funds above and beyond this number in order to supplement the program.

Activity Fees

We do not anticipate generating any activity fees.

Other Income

Other Income includes a negligible amount for interest income.

Expenses

Note that all expenses include 3 percent annual cost-of-living/inflation increases for Years 1-5.

Personnel Salaries and Benefits

All budgeted salaries have been benchmarked and are considered to be within the norm of those offered by public charter schools within the region (and more specifically adult education charter schools).

- Principal/Executive: This includes salaries for a Director of Program and Principal.
- Teachers: Six Teachers with an average salary of \$50,000 in Year 1 and two Vocational Teachers. As enrollment grows, the number of teachers and vocational teachers will increase. By Year 5, we project 16 teachers and 4 vocational teachers.
- Other Education Professionals: 1 FTE in Year 1 – Special Education Coordinator/Teacher. Beginning in Year 2, we will begin adding Academic Coaches that will grow with enrollment. In Year 3, we will bring on a Career Counselor and Case Worker. In Year 5, we will have 7 FTEs: 1 Special Education Coordinator/Teacher, 3 Academic Coaches, 2 Case Workers, and 1 Career Counselor.
- Business/Operations: 1 FTE – Director of Operations. We intend to secure the services of a Nurse through the D.C. Department of Health. In Year 3, we plan to hire an Office Manager.
- Other Staff – This represents our allocation of a set aside for Substitutes that grows with enrollment.
- Employee Benefits: FICA taxes at 7.65 percent of total salaries. DC unemployment insurance at 2.9 percent of the first \$9,000 in each employee's salary. All staff at 0.5 FTE and above will receive benefits (health, 401(k), life and disability insurance, etc.), budgeted at 8 percent of salaries.
- Contracted Staff - This includes a Curriculum Development Consultant and Board Consultant.
- Staff Development: The amount budgeted annually for professional development will grow in future years as the teaching staff grows.

Direct Student Expense

This represents the cost of textbooks, student supplies, teacher computers, student desks and chairs, assessment materials, student information system, and student recruiting expenses. Additionally, we have set aside funds to purchase laptops/tablets for every student.

All baseline costs were based on the actual expenditures of operating D.C. public charter schools (as compared by EdOps). Year-over-year increases reflect an inflation rate of 3 percent.

To reflect our fiscal conservatism, we have also budgeted for miscellaneous student costs at \$50 per student as a contingency line-item.

Occupancy Expenses

Xcelerate Institute expects to be in a Building Hope Incubator site in Years 1-3. As such, its facilities costs as a percentage of the per-pupil facilities allotment will be predetermined in each of those years. In Years 1, rent expense will be 80 percent of the per-pupil facilities allotment; in Years 2-3, it will be 90 percent. This arrangement removes much of the risk associated with fixed facilities costs, since the school will have a rent that adjusts based upon actual (not projected) enrollment. It also means that this is the only Occupancy Expense line-item that will have any relevance in Years 1-3.

If we are unable to secure a facility with Building Hope, we remain confident that we will be able to secure a facility within the facilities allotment budget.

In Years 4 – 5, we have assumed that the school will continue to lease space, but will do so at a non-Incubator site. We are assuming a space of 100 square feet per student for the educational building and rent of \$30 per square foot grown at 3 percent inflation. Operating expenses (inclusive of the cost to contract for janitorial and maintenance services) are estimated at \$7.00 per square foot and reflect an inflation rate of 3 percent.

Office Expenses

This primarily represents those expenses that support the business operations of the school. This includes office supplies and materials, office furniture and equipment, copier rentals and maintenance, telephone expense, printing, postage, computer support fees, and legal, accounting, and payroll services. Estimated expenses represent the average amount a D.C. public charter school spends on an office expense line item.

To reflect our fiscal conservatism, we have also budgeted for a miscellaneous office expenses at \$50 per student as a contingency line-item.

General Expenses

This represents the cost of insurance, faculty travel, staffing recruiting expenses, and authorizer fees. With the exception of the authorizer fees, all baseline costs were based on the actual expenditures of operating D.C. public charter schools (as compared by EdOps). Year-over-year increases reflect an inflation rate of 3 percent.

To reflect our fiscal conservatism, we have also budgeted for a miscellaneous general costs at \$50 per student as a contingency line-item.

Capital Budget

The school plans to capitalize several assets during its first two years of operation. Capital expenditure is budgeted in four categories: computers and materials, classroom furnishings and supplies, office furnishings and equipment, and renovations/leasehold improvements. The net impact of said capitalization through the end of year two is forecasted at \$300.6K. Funds have been set aside in the capital budget to account for student growth and replacement of assets who have outgrown their useful life.

- Computers & Materials includes the cost of staff laptops and computer peripherals such as printers and monitors. The staff laptops and peripherals are budgeted on a per staff basis at a cost of \$800. We are also making an investment to provide one laptop/table to every student (budgeted at \$500 per student).
- Classroom Furnishings & Supplies includes the cost of all classroom furniture such as student desks + chairs, teacher desks + chairs, and bookshelves. These are budgeted based upon the number of new classrooms in a given year. Each student desk + chair is budgeted at \$150. Each teacher desk + chair is budgeted at \$400. The bookshelves/cabinets are budgeted at \$100.
- Office Furnishings & Equipment includes the cost of non-classroom furniture such as office desks, office chairs, and filing cabinets. These are budgeted based upon the number of non-teaching staff. Each office desk + chair is budgeted at \$500. The filing cabinets are budgeted at \$550.
- Renovations & Leasehold Improvements is a flat amount that could be used for such things as painting of the building or minor renovations to the space.

| REVENUES | | Year 0 (Pre-Opening) |
|----------|--|----------------------|
| 1 | Per Pupil Charter Payments | |
| 2 | Per Pupil Facilities Allowance | |
| 3 | Federal Entitlements | \$0 |
| 4 | Other Government Funding/Grants | |
| 5 | Total Public Funding | |
| 6 | Private Grants and Donations | \$5,000 |
| 7 | Activity Fees | |
| 8 | Loans | |
| 9 | Other Income (please describe in footnote) | |
| 10 | Total Non-Public Funding | |
| 11 | EMO Management Fee (= line 73, col. G) | |
| 12 | | |
| 13 | | |
| 14 | TOTAL REVENUES | \$5,000 |

| EXPENSES | | |
|--|--|----------------|
| Personnel Salaries and Benefits | | |
| 15 | Principal/Executive Salary | |
| 16 | Teachers Salaries | |
| 17 | Teacher Aides/Assistance Salaries | |
| 18 | Other Education Professionals Salaries | |
| 19 | Business/Operations Salaries | |
| 20 | Clerical Salaries | |
| 21 | Custodial Salaries | |
| 22 | Other Staff Salaries | |
| 23 | Employee Benefits | |
| 24 | Contracted Staff | \$0 |
| 25 | Staff Development Costs | |
| 26 | | |
| 27 | Subtotal: Personnel Costs | \$0 |
| 28 | | |
| Direct Student Expenses | | |
| 30 | Textbooks | |
| 31 | Student Supplies and Materials | \$1,000 |
| 32 | Library and Media Center Materials | |
| 33 | Computers and Materials | |
| 34 | Other Instructional Equipment | |
| 35 | Classroom Furnishings and Supplies | |
| 36 | Student Assessment Materials | |
| 37 | Contracted Student Services | |
| 38 | Miscellaneous Student Expenses | \$1,500 |
| 39 | | |
| 40 | Subtotal: Direct Student Expenses | \$2,500 |

| | | |
|----|---|-----------------------------|
| 41 | | |
| 42 | Occupancy Expenses | Year 0 (Pre-Opening) |
| 43 | Rent | \$0 |
| 44 | Mortgage Principal Payments | |
| 45 | Mortgage Interest Payments | |
| 46 | Building Maintenance and Repairs | |
| 47 | Renovation/Leasehold Improvements | |
| 48 | Utilities | |
| 49 | Janitorial Supplies | |
| 50 | Equipment Rental and Maintenance | |
| 51 | Contracted Building Services | |
| 52 | | |
| 53 | Subtotal: Occupancy Expenses | \$0 |
| 54 | | |
| 55 | Office Expenses | |
| 56 | Office Supplies and Materials | \$1,000 |
| 57 | Office Furnishings and Equipment | \$0 |
| 58 | Office Equipment Rental and Maintenance | |
| 59 | Telephone/Telecommunications | \$0 |
| 60 | Legal, Accounting and Payroll Services | \$0 |
| 61 | Printing and Copying | |
| 62 | Postage and Shipping | |
| 63 | Other Office Expense | |
| 64 | | |
| 65 | Subtotal: Office Expenses | \$1,000 |
| 66 | | |
| 67 | General Expenses | |
| 68 | Insurance | \$1,500 |
| 69 | Interest Expense | |
| 70 | Transportation | |
| 71 | Food Service | |
| 72 | Administration Fee (to PCSB) | |
| 73 | EMO Management Fee | |
| 74 | Other General Expense | \$0 |
| 75 | | |
| 76 | Subtotal: General Expenses | \$1,500 |
| 77 | | |
| 78 | TOTAL EXPENSES | \$5,000 |
| 79 | | |
| 80 | EXCESS (OR DEFICIENCY) | \$0 |

3. Two-Year Operating Budget

Year 1

| DESCRIPTION | | BUDGETED AMOUNTS | | | |
|--|--|-----------------------------|---|-------------------------------------|---|
| | | Column A | Column B | Column C | Column D |
| | | 501(c)3 School Applicant | Education Management Organization | Total Revenues by Funding Source | Expenditures as a Percent of Total Public Funding |
| REVENUES | | | | | |
| 1 | Per Pupil Charter Payments | \$1,310,547 | | \$1,310,547 | |
| 2 | Per Pupil Facilities Allowance | \$480,000 | | \$480,000 | |
| 3 | Federal Entitlements | \$0 | | \$0 | |
| 4 | Other Government Funding/Grants | \$0 | \$0 | \$0 | |
| 5 | Total Public Funding | \$1,790,547 | \$0 | \$1,790,547 | |
| 6 | Private Grants and Donations | \$10,000 | \$0 | \$10,000 | |
| 7 | Activity Fees | \$0 | \$0 | \$0 | |
| 8 | Loans | \$0 | \$0 | \$0 | |
| 9 | Other Income | \$237 | \$0 | \$237 | |
| 10 | Total Non-Public Funding | \$10,237 | \$0 | \$10,237 | |
| 11 | EMO Management Fee (= line 73, col. G) | | \$0 | \$0 | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | TOTAL REVENUES | \$1,800,784 | \$0 | | |
| EXPENSES | | | | | |
| Personnel Salaries and Benefits | | | | | |
| 15 | Principal/Executive | \$160,000 | \$0 | \$160,000 | 8.9% |
| 16 | Teachers | \$400,000 | \$0 | \$400,000 | 22.3% |
| 17 | Teacher Aides/Assistants | \$0 | \$0 | \$0 | 0.0% |
| 18 | Other Education Professionals | \$65,000 | \$0 | \$65,000 | 3.6% |
| 19 | Business/Operations | \$70,000 | \$0 | \$70,000 | 3.9% |
| 20 | Clerical | \$0 | \$0 | \$0 | 0.0% |
| 21 | Custodial | \$0 | \$0 | \$0 | 0.0% |
| 22 | Other Staff | \$5,000 | \$0 | \$5,000 | 0.3% |
| 23 | Employee Benefits & Taxes | \$116,336 | \$0 | \$116,336 | 6.5% |
| 24 | Contracted Staff | \$55,000 | \$0 | \$55,000 | 3.1% |
| 25 | Staff Development Expense | \$33,000 | \$0 | \$33,000 | 1.8% |
| 26 | | | | | |
| 27 | Subtotal: Personnel Costs | \$904,336 | \$0 | \$904,336 | 50.5% |
| 28 | | | | | |
| 29 | Direct Student Expenses | | | | |
| 30 | Textbooks | \$128,000 | \$0 | \$128,000 | 7.1% |
| 31 | Student Supplies and Materials | \$8,000 | \$0 | \$8,000 | 0.4% |
| 32 | Library and Media Center Materials | \$0 | \$0 | \$0 | 0.0% |
| 33 | Computers and Materials | \$90,400 | \$0 | \$90,400 | 5.0% |
| 34 | Other Instructional Equipment | \$0 | \$0 | \$0 | 0.0% |
| 35 | Classroom Furnishings and Supplies | \$64,000 | \$0 | \$64,000 | 3.6% |
| 36 | Student Assessment Materials | \$8,000 | \$0 | \$8,000 | 0.4% |
| 37 | Contracted Student Services | \$0 | \$0 | \$0 | 0.0% |
| 38 | Miscellaneous Student Expense | \$21,700 | \$0 | \$21,700 | 1.2% |
| 39 | | | | | |
| 40 | Subtotal: Direct Student Expenses | \$320,100 | \$0 | \$320,100 | 17.9% |
| 41 | | | | | |
| 42 | Occupancy Expenses | | | | |
| 43 | Rent | \$384,000 | \$0 | \$384,000 | 21.4% |
| 44 | Mortgage Principal Payments | \$0 | \$0 | \$0 | 0.0% |
| 45 | Mortgage Interest Payments | \$0 | \$0 | \$0 | 0.0% |
| 46 | Building Maintenance and Repairs | \$0 | \$0 | \$0 | 0.0% |
| 47 | Renovation/Leasehold Improvements | \$10,000 | \$0 | \$10,000 | 0.6% |
| 48 | Utilities | \$0 | \$0 | \$0 | 0.0% |
| 49 | Janitorial Supplies | \$0 | \$0 | \$0 | 0.0% |
| 50 | Equipment Rental and Maintenance | \$0 | \$0 | \$0 | 0.0% |
| 51 | Contracted Building Services | \$0 | \$0 | \$0 | 0.0% |
| 52 | | | | | |
| 53 | Subtotal: Occupancy Expenses | \$394,000 | \$0 | \$394,000 | 22.0% |
| 54 | | | | | |
| 55 | Office Expenses | | | | |
| 56 | Office Supplies and Materials | \$8,000 | \$0 | \$8,000 | 0.4% |
| 57 | Office Furnishings and Equipment | \$3,000 | \$0 | \$3,000 | 0.2% |
| 58 | Office Equipment Rental and Maintenance | \$19,200 | \$0 | \$19,200 | 1.1% |
| 59 | Telephone/Telecommunications | \$7,200 | \$0 | \$7,200 | 0.4% |
| 60 | Legal, Accounting and Payroll Services | \$60,580 | \$0 | \$60,580 | 3.4% |
| 61 | Printing and Copying | \$2,400 | \$0 | \$2,400 | 0.1% |
| 62 | Postage and Shipping | \$800 | \$0 | \$800 | 0.0% |
| 63 | Other Office Expense | \$8,000 | \$0 | \$8,000 | 0.4% |
| 64 | | | | | |
| 65 | Subtotal: Office Expenses | \$109,180 | \$0 | \$109,180 | 6.1% |
| 66 | | | | | |

| | | | | | |
|----|--|--------------------|------------|--------------------|--------------|
| 67 | General Expenses | | | | |
| 68 | Insurance | \$22,900 | \$0 | \$22,900 | 1.3% |
| 69 | Interest Expense | \$0 | \$0 | \$0 | 0.0% |
| 70 | Transportation | \$5,000 | \$0 | \$5,000 | 0.3% |
| 71 | Food Service | \$0 | \$0 | \$0 | 0.0% |
| 72 | Administration Fee (to PCSB) | \$8,953 | \$0 | \$8,953 | 0.5% |
| 73 | Management Fee | \$0 | \$0 | \$0 | 0.0% |
| 74 | Other General Expense | \$9,625 | | \$9,625 | 0.5% |
| 75 | | | | | |
| 76 | Subtotal: General Expenses | \$46,478 | \$0 | \$46,478 | 2.6% |
| 77 | | | | | |
| 78 | TOTAL EXPENSES | \$1,774,094 | \$0 | \$1,774,094 | 99.1% |
| 79 | | | | | |
| 80 | EXCESS (OR DEFICIENCY) | | | | |
| 81 | Excess (or deficit) retained by school | \$26,690 | | \$26,690 | 1.5% |
| 82 | Excess (or deficit) retained by EMO | | \$0 | \$0 | 0.0% |

ASSUMPTIONS

| | |
|--------------------------------|----------|
| Student Enrollment | 160 |
| Facility Size (square footage) | 16,000 |
| Average Teacher Salary | \$50,000 |
| Student/Teacher Ratio | 20 to 1 |
| Other Major Assumptions | |

NOTES:

Year 2

| DESCRIPTION | | BUDGETED AMOUNTS | | | |
|--|--|-----------------------------|---|-------------------------------------|---|
| | | Column A | Column B | Column C | Column D |
| | | 501(c)3 School Applicant | Education Management Organization | Total Revenues by Funding Source | Expenditures as a Percent of Total Public Funding |
| REVENUES | | | | | |
| 1 | Per Pupil Charter Payments | \$1,672,525 | | \$1,672,525 | |
| 2 | Per Pupil Facilities Allowance | \$600,000 | | \$600,000 | |
| 3 | Federal Entitlements | \$0 | | \$0 | |
| 4 | Other Government Funding/Grants | \$0 | \$0 | \$0 | |
| 5 | Total Public Funding | \$2,272,525 | \$0 | \$2,272,525 | |
| 6 | Private Grants and Donations | \$20,000 | \$0 | \$20,000 | |
| 7 | Activity Fees | \$0 | \$0 | \$0 | |
| 8 | Loans | \$0 | \$0 | \$0 | |
| 9 | Other Income | \$381 | \$0 | \$381 | |
| 10 | Total Non-Public Funding | \$20,381 | \$0 | \$20,381 | |
| 11 | EMO Management Fee (= line 73, col. G) | | \$0 | \$0 | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | TOTAL REVENUES | \$2,292,906 | \$0 | | |
| EXPENSES | | | | | |
| | | 501(c)3 School Applicant | Education Management Organization | Combined Total | Expenditures as a Percent of Total Public Funding |
| Personnel Salaries and Benefits | | | | | |
| 15 | Principal/Executive | \$169,950 | \$0 | \$169,950 | 7.5% |
| 16 | Teachers | \$515,000 | \$0 | \$515,000 | 22.7% |
| 17 | Teacher Aides/Assistants | \$0 | \$0 | \$0 | 0.0% |
| 18 | Other Education Professionals | \$123,600 | \$0 | \$123,600 | 5.4% |
| 19 | Business/Operations | \$72,100 | \$0 | \$72,100 | 3.2% |
| 20 | Clerical | \$0 | \$0 | \$0 | 0.0% |
| 21 | Custodial | \$0 | \$0 | \$0 | 0.0% |
| 22 | Other Staff | \$6,438 | \$0 | \$6,438 | 0.3% |
| 23 | Employee Benefits & Taxes | \$143,070 | \$0 | \$143,070 | 6.3% |
| 24 | Contracted Staff | \$56,650 | \$0 | \$56,650 | 2.5% |
| 25 | Staff Development Expense | \$36,050 | \$0 | \$36,050 | 1.6% |
| 26 | | | | | |
| 27 | Subtotal: Personnel Costs | \$1,122,858 | \$0 | \$1,122,858 | 49.4% |
| 28 | | | | | |
| 29 | Direct Student Expenses | | | | |
| 30 | Textbooks | \$59,328 | \$0 | \$59,328 | 2.6% |
| 31 | Student Supplies and Materials | \$10,300 | \$0 | \$10,300 | 0.5% |
| 32 | Library and Media Center Materials | \$0 | \$0 | \$0 | 0.0% |
| 33 | Computers and Materials | \$105,678 | \$0 | \$105,678 | 4.7% |
| 34 | Other Instructional Equipment | \$0 | \$0 | \$0 | 0.0% |
| 35 | Classroom Furnishings and Supplies | \$16,480 | \$0 | \$16,480 | 0.7% |
| 36 | Student Assessment Materials | \$10,300 | \$0 | \$10,300 | 0.5% |
| 37 | Contracted Student Services | \$0 | \$0 | \$0 | 0.0% |
| 38 | Miscellaneous Student Expense | \$27,295 | \$0 | \$27,295 | 1.2% |
| 39 | | | | | |
| 40 | Subtotal: Direct Student Expenses | \$229,381 | \$0 | \$229,381 | 10.1% |

| | | | | | |
|--------------------|---|--------------------|------------|--------------------|--------------|
| 41 | | | | | |
| 42 | Occupancy Expenses | | | | |
| 43 | Rent | \$540,000 | \$0 | \$540,000 | 23.8% |
| 44 | Mortgage Principal Payments | \$0 | \$0 | \$0 | 0.0% |
| 45 | Mortgage Interest Payments | \$0 | \$0 | \$0 | 0.0% |
| 46 | Building Maintenance and Repairs | \$0 | \$0 | \$0 | 0.0% |
| 47 | Renovation/Leasehold Improvements | \$10,000 | \$0 | \$10,000 | 0.4% |
| 48 | Utilities | \$0 | \$0 | \$0 | 0.0% |
| 49 | Janitorial Supplies | \$0 | \$0 | \$0 | 0.0% |
| 50 | Equipment Rental and Maintenance | \$0 | \$0 | \$0 | 0.0% |
| 51 | Contracted Building Services | \$0 | \$0 | \$0 | 0.0% |
| 52 | | | | | |
| 53 | Subtotal: Occupancy Expenses | \$550,000 | \$0 | \$550,000 | 24.2% |
| 54 | | | | | |
| 55 | Office Expenses | | | | |
| 56 | Office Supplies and Materials | \$10,300 | \$0 | \$10,300 | 0.5% |
| 57 | Office Furnishings and Equipment | \$1,030 | \$0 | \$1,030 | 0.0% |
| 58 | Office Equipment Rental and Maintenance | \$24,231 | \$0 | \$24,231 | 1.1% |
| 59 | Telephone/Telecommunications | \$7,416 | \$0 | \$7,416 | 0.3% |
| 60 | Legal, Accounting and Payroll Services | \$81,600 | \$0 | \$81,600 | 3.6% |
| 61 | Printing and Copying | \$3,090 | \$0 | \$3,090 | 0.1% |
| 62 | Postage and Shipping | \$1,030 | \$0 | \$1,030 | 0.0% |
| 63 | Other Office Expense | \$10,300 | \$0 | \$10,300 | 0.5% |
| 64 | | | | | |
| 65 | Subtotal: Office Expenses | \$138,997 | \$0 | \$138,997 | 6.1% |
| 66 | | | | | |
| 67 | General Expenses | | | | |
| 68 | Insurance | \$29,152 | \$0 | \$29,152 | 1.3% |
| 69 | Interest Expense | \$0 | \$0 | \$0 | 0.0% |
| 70 | Transportation | \$5,150 | \$0 | \$5,150 | 0.2% |
| 71 | Food Service | \$0 | \$0 | \$0 | 0.0% |
| 72 | Administration Fee (to PCSB) | \$11,363 | \$0 | \$11,363 | 0.5% |
| 73 | Management Fee | \$0 | \$0 | \$0 | 0.0% |
| 74 | Other General Expense | \$11,053 | | \$11,053 | 0.5% |
| 75 | | | | | |
| 76 | Subtotal: General Expenses | \$56,718 | \$0 | \$56,718 | 2.5% |
| 77 | | | | | |
| 78 | TOTAL EXPENSES | \$2,097,954 | \$0 | \$2,097,954 | 92.3% |
| 79 | | | | | |
| 80 | EXCESS (OR DEFICIENCY) | | | | |
| 81 | Excess (or deficit) retained by school | \$194,953 | | \$194,953 | 8.6% |
| 82 | Excess (or deficit) retained by EMO | | \$0 | \$0 | 0.0% |
| ASSUMPTIONS | | | | | |
| | Student Enrollment | 200 | | | |
| | Facility Size (square footage) | 20,000 | | | |
| | Average Teacher Salary | \$51,500 | | | |
| | Student/Teacher Ratio | 20 to 1 | | | |
| | Other Major Assumptions | | | | |

NOTES:

4. Estimated Five-Year Budget Projections

| DESCRIPTION | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| REVENUES | | | | | |
| Per Pupil Charter Payments | \$1,790,547 | \$2,272,525 | \$3,484,051 | \$4,748,764 | \$4,855,227 |
| Federal Entitlements | \$0 | \$0 | \$0 | \$0 | \$0 |
| Income from Grants and Donations | \$10,000 | \$20,000 | \$30,000 | \$40,000 | \$50,000 |
| Activity Fees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Income | \$237 | \$381 | \$574 | \$884 | \$943 |
| TOTAL REVENUES | \$1,800,784 | \$2,292,906 | \$3,514,625 | \$4,789,648 | \$4,906,170 |
| EXPENSES | | | | | |
| Personnel Salaries and Benefits | \$904,336 | \$1,122,858 | \$1,726,321 | \$2,237,938 | \$2,371,283 |
| Direct Student Expense | \$320,100 | \$229,381 | \$401,232 | \$534,999 | \$411,599 |
| Occupancy Expenses | \$394,000 | \$550,000 | \$830,000 | \$1,100,000 | \$1,100,000 |
| Office Expenses | \$109,180 | \$138,997 | \$194,895 | \$221,523 | \$232,840 |
| General Expenses | \$46,478 | \$56,718 | \$85,060 | \$113,345 | \$116,787 |
| TOTAL EXPENSES | \$1,774,094 | \$2,097,954 | \$3,237,508 | \$4,207,805 | \$4,232,509 |
| EXCESS (OR DEFICIENCY) | \$26,690 | \$194,953 | \$277,117 | \$581,842 | \$673,661 |
| | 1% | 9% | 8% | 12% | 14% |

Five Year Capital Budget

| | | | | | |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Computers and Materials | \$90,400 | \$105,678 | \$167,304 | \$252,529 | \$237,707 |
| Classroom Furnishings and Supplies | \$64,000 | \$16,480 | \$42,436 | \$43,709 | \$0 |
| Office Furnishings and Equipment | \$3,000 | \$1,030 | \$7,426 | \$3,278 | \$7,879 |
| Renovation/Leasehold Improvements | \$10,000 | \$10,000 | \$20,000 | \$20,000 | \$20,000 |
| TOTAL CAPITAL BUDGET | \$167,400 | \$133,188 | \$237,166 | \$319,516 | \$265,586 |

5. Capital Budget

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Computers and Materials | \$90,400 | \$105,678 | \$167,304 | \$252,529 | \$237,707 |
| Classroom Furnishings and Supplies | \$64,000 | \$16,480 | \$42,436 | \$43,709 | \$0 |
| Office Furnishings and Equipment | \$3,000 | \$1,030 | \$7,426 | \$3,278 | \$7,879 |
| Renovation/Leasehold Improvements | \$10,000 | \$10,000 | \$20,000 | \$20,000 | \$20,000 |
| TOTAL CAPITAL BUDGET | \$167,400 | \$133,188 | \$237,166 | \$319,516 | \$265,586 |

6. Cash Flow Projection for Year One

| DESCRIPTION | Pre-Opening | Month 1 July | Month 2 August | Month 3 Sept | Month 4 Oct | Month 5 Nov | Month 6 Dec | Month 7 Jan | Month 8 Feb | Month 9 March | Month 10 April | Month 11 May | Month 12 June | Total |
|---|--------------------|-------------------------|---------------------------|-------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|--------------------------|---------------------------|-------------------------|--------------------------|--------------|
| 1. Cash on Hand (start of month) | \$0 | \$0 | \$463,506 | \$248,694 | \$15,786 | \$501,561 | \$370,916 | \$240,270 | \$371,734 | \$241,088 | \$110,443 | \$305,334 | \$172,588 | |
| 2. Cash receipts | | | | | | | | | | | | | | |
| Per Pupil Charter Payments | \$0 | \$393,164 | \$0 | \$0 | \$327,637 | \$0 | \$0 | \$262,109 | \$0 | \$0 | \$327,637 | \$0 | \$0 | \$1,310,547 |
| Per Pupil Facilities Allowance | \$0 | \$144,000 | \$0 | \$0 | \$336,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$480,000 |
| Federal Entitlements | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Government Funding/Grants | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Private Grants and Donations | \$5,000 | \$0 | \$0 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$15,000 |
| Activity Fees | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Income | \$0 | \$20 | \$20 | \$20 | \$20 | \$20 | \$20 | \$20 | \$20 | \$20 | \$20 | \$20 | \$20 | \$237 |
| 3. Total Receipts | \$5,000 | \$537,184 | \$20 | \$1,020 | \$664,656 | \$1,020 | \$1,020 | \$263,129 | \$1,020 | \$1,020 | \$328,656 | \$1,020 | \$1,020 | \$1,805,784 |
| 4. Total Cash Available | \$5,000 | \$537,184 | \$463,526 | \$249,714 | \$680,442 | \$502,581 | \$371,936 | \$503,399 | \$372,754 | \$242,108 | \$439,099 | \$306,354 | \$173,608 | \$1,805,784 |
| 5. Expenses | | | | | | | | | | | | | | |
| Personnel Salaries and Benefits | | | | | | | | | | | | | | |
| Principal/Executive | \$0 | \$13,333 | \$13,333 | \$13,333 | \$13,333 | \$13,333 | \$13,333 | \$13,333 | \$13,333 | \$13,333 | \$13,333 | \$13,333 | \$13,333 | \$160,000 |
| Teachers | \$0 | \$0 | \$19,048 | \$38,095 | \$38,095 | \$38,095 | \$38,095 | \$38,095 | \$38,095 | \$38,095 | \$38,095 | \$38,095 | \$38,095 | \$400,000 |
| Teacher Aides/Assistants | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Education Professionals | \$0 | \$0 | \$5,909 | \$5,909 | \$5,909 | \$5,909 | \$5,909 | \$5,909 | \$5,909 | \$5,909 | \$5,909 | \$5,909 | \$5,909 | \$65,000 |
| Business/Operations | \$0 | \$5,833 | \$5,833 | \$5,833 | \$5,833 | \$5,833 | \$5,833 | \$5,833 | \$5,833 | \$5,833 | \$5,833 | \$5,833 | \$5,833 | \$70,000 |
| Clerical | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Custodial | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Staff | \$0 | \$0 | \$0 | \$500 | \$500 | \$500 | \$500 | \$500 | \$500 | \$500 | \$500 | \$500 | \$500 | \$5,000 |
| Employee Benefits & Taxes | \$0 | \$3,185 | \$7,333 | \$10,582 | \$10,582 | \$10,582 | \$10,582 | \$10,582 | \$10,582 | \$10,582 | \$10,582 | \$10,582 | \$10,582 | \$116,336 |
| Contracted Staff | \$0 | \$4,583 | \$4,583 | \$4,583 | \$4,583 | \$4,583 | \$4,583 | \$4,583 | \$4,583 | \$4,583 | \$4,583 | \$4,583 | \$4,583 | \$55,000 |
| Staff Development Expense | \$0 | \$0 | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$33,000 |
| Direct Student Expenses | | | | | | | | | | | | | | |
| Textbooks | \$0 | \$0 | \$64,000 | \$64,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$128,000 |
| Student Supplies and Materials | \$1,000 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$8,000 |
| Library and Media Center Materials | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Computers and Materials | \$0 | \$0 | \$22,600 | \$22,600 | \$22,600 | \$1,937 | \$1,937 | \$1,937 | \$1,937 | \$1,937 | \$1,937 | \$1,937 | \$1,937 | \$9,040 |
| Other Instructional Equipment | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Classroom Furnishings and Supplies | \$0 | \$0 | \$16,000 | \$16,000 | \$16,000 | \$1,371 | \$1,371 | \$1,371 | \$1,371 | \$1,371 | \$1,371 | \$1,371 | \$1,371 | \$6,400 |
| Student Assessment Materials | \$0 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$8,000 |
| Contracted Student Services | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Miscellaneous Student Expense | \$1,500 | \$2,100 | \$5,300 | \$800 | \$800 | \$800 | \$800 | \$800 | \$800 | \$800 | \$2,900 | \$2,900 | \$2,900 | \$23,200 |
| DESCRIPTION | Pre-Opening | Month 1 July | Month 2 August | Month 3 Sept | Month 4 Oct | Month 5 Nov | Month 6 Dec | Month 7 Jan | Month 8 Feb | Month 9 March | Month 10 April | Month 11 May | Month 12 June | Total |
| Office Expenses | | | | | | | | | | | | | | |
| Office Supplies and Materials | \$1,000 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$667 | \$9,000 |
| Office Equipment Rental and Maintenance | \$0 | \$1,600 | \$1,600 | \$1,600 | \$1,600 | \$1,600 | \$1,600 | \$1,600 | \$1,600 | \$1,600 | \$1,600 | \$1,600 | \$1,600 | \$19,200 |
| Office Furnishings and Equipment | \$0 | \$0 | \$750 | \$750 | \$750 | \$64 | \$64 | \$64 | \$64 | \$64 | \$64 | \$64 | \$64 | \$300 |
| Telephone/Telecommunications | \$0 | \$600 | \$600 | \$600 | \$600 | \$600 | \$600 | \$600 | \$600 | \$600 | \$600 | \$600 | \$600 | \$7,200 |
| Legal, Accounting and Payroll Services | \$0 | \$5,048 | \$5,048 | \$5,048 | \$5,048 | \$5,048 | \$5,048 | \$5,048 | \$5,048 | \$5,048 | \$5,048 | \$5,048 | \$5,048 | \$60,580 |
| Printing and Copying | \$0 | \$200 | \$200 | \$200 | \$200 | \$200 | \$200 | \$200 | \$200 | \$200 | \$200 | \$200 | \$200 | \$2,400 |
| Postage and Shipping | \$0 | \$67 | \$67 | \$67 | \$67 | \$67 | \$67 | \$67 | \$67 | \$67 | \$67 | \$67 | \$67 | \$800 |
| Other Office Expense | \$0 | \$0 | \$0 | \$800 | \$800 | \$800 | \$800 | \$800 | \$800 | \$800 | \$800 | \$800 | \$800 | \$8,000 |
| Occupancy Expenses | | | | | | | | | | | | | | |
| Rent | \$0 | \$32,000 | \$32,000 | \$32,000 | \$32,000 | \$32,000 | \$32,000 | \$32,000 | \$32,000 | \$32,000 | \$32,000 | \$32,000 | \$32,000 | \$384,000 |
| Mortgage Interest Payments | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Mortgage Principal Payments | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Building Maintenance and Repairs | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Renovation/Leasehold Improvements | \$0 | \$0 | \$2,500 | \$2,500 | \$2,500 | \$214 | \$214 | \$214 | \$214 | \$214 | \$214 | \$214 | \$214 | \$1,000 |
| Utilities | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Janitorial Supplies | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment Rental and Maintenance | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contracted Building Services | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| General Expenses | | | | | | | | | | | | | | |
| Insurance | \$1,500 | \$1,908 | \$1,908 | \$1,908 | \$1,908 | \$1,908 | \$1,908 | \$1,908 | \$1,908 | \$1,908 | \$1,908 | \$1,908 | \$1,908 | \$24,400 |
| Interest Expense | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Transportation | \$0 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$5,000 |
| Food Service | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Administration Fee (to PCSB) | \$0 | \$0 | \$0 | \$0 | \$8,953 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$8,953 |
| Management Fee | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other General Expense | \$0 | \$802 | \$802 | \$802 | \$802 | \$802 | \$802 | \$802 | \$802 | \$802 | \$802 | \$802 | \$802 | \$9,625 |
| 6. Total Expenses | \$5,000 | \$73,677 | \$214,832 | \$233,928 | \$178,881 | \$131,665 | \$131,665 | \$131,665 | \$131,665 | \$131,665 | \$133,765 | \$133,765 | \$146,918 | \$1,779,094 |
| 7. Fund Balance (end of month) | \$0 | \$463,506 | \$248,694 | \$15,786 | \$501,561 | \$370,916 | \$240,270 | \$371,734 | \$241,088 | \$110,443 | \$305,334 | \$172,588 | \$26,690 | \$26,690 |

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

Education

- M.P.P., Public Policy, University of Maryland, College Park, MD – December 2008
Specialization: Social Policy
- B.A., Journalism/Public Relations, Howard University, Washington, DC – May 2003
Minor: Political Science

Employment

Account Supervisor – May 2006 - Present

The Fratelli Group, Washington, DC

- Develop and execute communications strategies to advance clients' positions on a wide range of policy issues, from U.S. international trade, investment and tax policy, to K-12 and STEM education and innovation
- Craft effective messages to communicate clients' policy priorities to key audiences, including federal policymakers and the U.S. business community, among others
- Build and maintain relationships with wire, print and broadcast reporters, both on a national level and inside the Beltway
- Serve as an on-the-record spokesperson for select clients
- Conduct media outreach on behalf of clients, including pitching one-on-one interviews, roundtable discussions, press briefings, editorial board meetings and events
- Draft and place opinion pieces, including op-eds and letters to the editor
- Draft and disseminate press releases, media advisories and other communiqués
- Garner media coverage of clients' initiatives
- Serve as day-to-day client contact
- Provide strategic direction for the development of clients' websites
- Develop social media strategies and oversee outreach
- Manage junior staff

Key accounts: Business Roundtable, Coalition for Sugar Reform, Consortium for School Networking, Government of Colombia, National Foreign Trade Council, USA*Engage

Account Executive, Government/Social Marketing Team – July 2005 - May 2006

Associate Account Executive, Government/Social Marketing Team – June 2004 - June 2005

Account Coordinator, Healthcare Team – June 2003 - June 2004

Ketchum Public Relations, Washington, DC

- Conducted national, regional and trade media outreach for clients
- Increased clients' visibility on a range of issues, from childhood obesity and women's health, to human trafficking and prescription drug coverage for America's seniors
- Secured numerous media opportunities to garner coverage
- Drafted and distributed press releases and media advisories to key press contacts
- Drafted and placed opinion pieces, including op-eds and letters to the editor
- Proactively implemented new media strategies to maximize coverage
- Served as day-to-day client contact
- Coordinated special events
- Managed junior staff

Key accounts: Centers for Medicare & Medicaid Services' Medicare Part D rollout, The Endocrine Society's "America Weighs In" campaign, U.S. Department of Health and Human Services' Rescue & Restore Victims of Human Trafficking campaign, Wyeth Pharmaceuticals

XCELERATE INSTITUTE PUBLIC CHARTER SCHOOL

Memorandum of Understanding with Directors

This Memorandum of Understanding outlines the expectations of the members of the Board of Directors of the Xcelerate Institute Public Charter School, and confirms their willingness to accept the terms of the position.

1. Directors will have duties as outlined in the position description in the Bylaws as well as others that may be identified or assigned by the President.
2. It is recognized that business or personal circumstances may change during a term of office. Any change in a Director's circumstances should be reported as early as possible to the President so that they can assess any effect of the change on the Institute and the ability of the Director to fulfill his/her duties.
3. Directors shall devote sufficient time to the activities of the Institute to fulfill the requirements of the position, and participate in meetings. Directors who miss two consecutive Board meetings without proper notification to the President may be requested to resign.
4. Directors may at times receive or have access to confidential information regarding the Institute. Each Director agrees to not disclose or permit to be disclosed any confidential information, or to use it for one's own benefit or that of one's Employer or any third-party unless authorized in advance in writing by the Institute.
5. Directors must at all times act in an ethical manner and in the best interests of the Institute and not for personal or business gain. If there is a conflict of interest, actual or perceived, a Director shall identify the potential conflict and remove oneself from the situation or, in extreme cases, resign from the Institute position if it is determined that such steps are necessary to protect the integrity of the Institute. Specifically, Directors shall:
 - a. avoid placing one's own self-interest or any third-party interest above that of the Institute.
 - b. not engage in any outside business, professional or other activities that would directly or indirectly adversely affect the Institute.
 - c. not solicit or receive gratuities, honoraria, or material gifts as a direct result of activities in conjunction with one's role as an Institute representative.
 - d. not provide goods or services to the Institute as a paid vendor except after full disclosure to, and advance approval by, the Board.
 - e. not engage in or facilitate any discriminatory or harassing behavior directed toward Institute employees, students, or others.

My signature below indicates that I have read all of the terms and conditions of this Memorandum of Understanding and related documents, and accept and agree to abide by them.

Name (printed) Jennifer Cummings Title: Secretary
Signature [Redacted] Date 2/20/14
Reviewed and Accepted for the Institute: _____

Name (printed) GABRIELLA Title: Reviewer
Signature [Redacted] Date 2/26/14
U2

February 24, 2014

Dear Board of Directors:

My interest in the establishment of the Xcelerate Institute Charter School in Washington, DC arises from a desire to effect change in the lives of young people whose future is unknown. While many students prosper in K-12 education, others lose interest and cannot matriculate in a way that prepares them for college or career. The Xcelerate Institute will help to meet the needs of those students who need the skills to transition from school to work. It will meet the needs of youth desire more for their futures but may not be interested in what is considered a traditional educational path.

My role in the development of the application has been to focus on recruitment and marketing activities, given my background in public relations.

My role in the school should a charter be granted will be Secretary of the Board.

The expertise and resources that I will contribute to establishing the proposed charter school are related to recruitment and public relations activities aimed at raising awareness about the Institute and all it has to offer.

Sincerely,

A black rectangular redaction box covering the signature of Jennifer J. Cummings.

Jennifer J. Cummings

Patrick Stoddart



- EDUCATION** Pittsburg State University (2010-2012)
1701 S Broadway, Pittsburg, KS 66762
Dual concentration in Computer Information Systems (BBA) and Spanish (BA)
GPA 3.9/4.0
- Lee's Summit High School (Class of 2010)
400 SE Blue Parkway, Lee's Summit, MO 64063
IB courses in English, Spanish, biology, and psychology; AP Calculus AB
GPA 3.8/4.0
- ACTIVITIES** Pipeline Entrepreneur Fellowship, 2013 Fellow, current member (2013-pres.)
<http://pipelineentrepreneurs.com/members/patrick-stoddart>
Thiel Foundation Summit Member (2012-present)
Peer Mentor Program, Mentor (2011-12)
Alpha Mu Gamma (2011-12) President (2011-12)
Student Activities Council (2010-12) Executive chair (2011-12)
National Honor Society (2009-10)
- HONORS & AWARDS** Peter Thiel's 20Under20 Fellowship, Finalist (2012)
Full-tuition scholarship to attend Pittsburg State University
- EXPERIENCE** **Phone2Action, Inc.**, Washington, DC (Co-Founder & CTO / Aug. 2013-pres.)
- Phone2Action is a platform that helps nonprofits and trade associations activate and engage their supporters through technology.
 - Assisted with initial product development; and responsible for the design, creation, launch and implementation of a new version of the platform.
 - Responsible for vision, direction and management of the technology
- Revdell, LLC**, Kansas City, MO (Founder & CEO / August 2009-present)
Developed primary product, *RED (Real-time Events. Delivered.)*
- RED is an interactive communications and scheduling platform that enhances and simplifies the way schools, churches, and government agencies engage their members.
 - Responsible for technical development, sales growth, customer support, hiring and personnel management
- REFERENCES** Available on request

XCELERATE INSTITUTE PUBLIC CHARTER SCHOOL

Memorandum of Understanding with Directors

This Memorandum of Understanding outlines the expectations of the members of the Board of Directors of the Xcelerate Institute Public Charter School, and confirms their willingness to accept the terms of the position.

1. Directors will have duties as outlined in the position description in the Bylaws as well as others that may be identified or assigned by the President.
2. It is recognized that business or personal circumstances may change during a term of office. Any change in a Director's circumstances should be reported as early as possible to the President so that they can assess any effect of the change on the Institute and the ability of the Director to fulfill his/her duties.
3. Directors shall devote sufficient time to the activities of the Institute to fulfill the requirements of the position, and participate in meetings. Directors who miss two consecutive Board meetings without proper notification to the President may be requested to resign.
4. Directors may at times receive or have access to confidential information regarding the Institute. Each Director agrees to not disclose or permit to be disclosed any confidential information, or to use it for one's own benefit or that of one's Employer or any third-party unless authorized in advance in writing by the Institute.
5. Directors must at all times act in an ethical manner and in the best interests of the Institute and not for personal or business gain. If there is a conflict of interest, actual or perceived, a Director shall identify the potential conflict and remove oneself from the situation or, in extreme cases, resign from the Institute position if it is determined that such steps are necessary to protect the integrity of the Institute. Specifically, Directors shall:
 - a. avoid placing one's own self-interest or any third-party interest above that of the Institute.
 - b. not engage in any outside business, professional or other activities that would directly or indirectly adversely affect the Institute.
 - c. not solicit or receive gratuities, honoraria, or material gifts as a direct result of activities in conjunction with one's role as an Institute representative.
 - d. not provide goods or services to the Institute as a paid vendor except after full disclosure to, and advance approval by, the Board.
 - e. not engage in or facilitate any discriminatory or harassing behavior directed toward Institute employees, students, or others.

My signature below indicates that I have read all of the terms and conditions of this Memorandum of Understanding and related documents, and accept and agree to abide by them.

Name (printed) Patrick Stokberg Title: Board Member
Signature [Redacted] Date: Feb. 26, 2014

Reviewed and Accepted for the Institute:

Name (printed) Jennifer Daniels Title: President
Signature [Redacted] Date: 2/27/14

Phone2Action, Inc.

February 26, 2014

To Whom it May Concern,

It is my pleasure to participate as a Board Member for Xcelerate Institute. My interest in the proposed charter school arises from my belief that families and children — especially in our community— desperately need access to diverse, innovative educational options at all levels. Having followed a unique educational path myself, I know firsthand that hands-on and entrepreneurial learning is an often-overlooked requirement for success, and I hope to have the opportunity to demonstrate this with our students.

During the development of our application for a charter, I have assisted primarily with the curriculum — specifically regarding technology courses. This involved drawing on my own experiences, and consulting with others — experts in education and in the workplace — to better understand how students best learn these skills. Through this process, I also identified several partners for technology education in our community, as well as employers that can provide viable options for our students after graduation.

Going forward, should a charter be granted, my role in the school will be to help build a data- and success-driven faculty and student body through continuous iteration on coursework, differentiated and hands-on instruction, and use of technology in all facets of the school. I plan to use my perspective as an entrepreneur and technologist to help inform timely and results-driven decisions to ensure student success.

The expertise and resources I will contribute to establishing a successful, sustainable, and lasting charter school include my vast network of fellow technology entrepreneurs — who are desperately in need of talent, from DC to Silicon Valley; my background and acumen having founded and directed two successful ventures by age 20; and my personal understanding of the skills needed by these students to be successful.

Thank you for your consideration of our application.

Respectfully yours,


Patrick Stoddart
Co-Founder and CTO, Phone2Action

SUMMARY OF QUALIFICATIONS

- Fifteen years of senior-level diplomatic, commercial, trade and government relations experience with a focus on Latin America, Europe and Africa.
- Proven leader in establishing high-level relationships, capturing new business and providing strategic counsel and technical advice to U.S. and foreign companies entering new markets.
- Demonstrated success in assisting renewable energy and transportation technology clients in identifying commercial opportunities and navigating complex business environments.

PROFESSIONAL EXPERIENCE

Principal

Present

The Condor Group LLC

Launched The Condor Group to provide business development and government relations consulting services to U.S. and foreign companies seeking to enter new markets. With a primary focus on Latin America, The Condor Group leverages its high-level political relationships and deep knowledge of the region to assist companies in identifying and vetting business opportunities and positioning them before Latin American governments, regulatory bodies and local business communities. To extend its reach in Latin America, The Condor Group helped form a transportation technology company that is currently providing innovative mass transit solutions to governments in the region.

Senior Vice President

2010-2013

Rasky Baerlein Strategic Communications

Established the firm's international lobbying practice, built high-level relationships with political and business leaders in Latin America and identified and secured new business. Developed and implemented complex government relations and public affairs strategies for a diverse roster of U.S. and foreign clients including renewable energy, technology and transportation companies.

- Led the effort for two clients to win international tenders in Latin America and Europe.
- Successfully positioned two Spanish renewable energy companies to enter the U.S. market and participate in several competitive tenders.
- Conducted an extensive media campaign to generate positive media coverage for several clients with significant public relations challenges.

Senior Vice President

2008-2010

Cassidy & Associates

Managed client accounts, devised and executed successful public affairs campaigns and advanced client interests before U.S. government agencies. Engaged broader Washington D.C.

- Secured appropriations language for U.S. non-profit seeking government funding.

Latin America Regional Director

2006-2008

International Republican Institute

Developed and implemented democracy promotion and good governance programs throughout Latin America and the Caribbean. Worked with senior U.S. and foreign government officials and international organizations to strengthen regional democratic institutions and political parties. Secured \$4 million in new program funding for regional programs.

- Designed and implemented an innovative good governance program.
- Managed a diverse staff of thirty personnel in seven regional offices.

Legislative Special Assistant

2004-2006

U.S. Department of Defense

Served as the Pentagon's legislative affairs manager on all issues related to Iraq, Afghanistan, NATO and Europe. Worked closely with DOD's senior military and civilian leadership to accurately represent the Pentagon's interests on Capitol Hill and in the U.S. inter-agency process.

- Built Congressional staff support for the Pentagon's Quadrennial Defense Review.
- Successfully navigated senior DOD personnel through the Committee on Foreign Investment in the U.S. process during politically sensitive period.

Foreign Service Officer

1995-2003

U.S. Department of State

Political/Economic Counselor, U.S. Embassy Angola: Managed the U.S. Embassy's day-to-day diplomatic relations with the Angolan government. Informed Washington policy-makers on key political, economic and military developments. Oversaw democracy and governance projects and identified, developed and supervised local community engagement projects through public-private partnerships with U.S. energy companies.

- Coordinated Embassy's relief efforts to assist 50,000 war refugees.
- Served as alternate delegate to the Angolan peace process.

NATO Political Advisor, Serbia/Kosovo

Provided advice on a broad range of sensitive political and military issues during extremely fluid and unstable post-war period. Developed strategies to advance North Atlantic Treaty Organization and U.S. objectives in the region. Managed a staff of fifteen senior U.S. and foreign military and civilian personnel.

- Negotiated peace agreement between Serbian government and Albanian insurgents and led demilitarization process.
- Opened the first post-war NATO office in Belgrade.
- Drafted a multi-ethnic political framework that resulted in new local elections.

Latin America Commercial Officer

Advanced U.S. foreign policy objectives in the region, advised senior Department officials on regional trade, economic and political developments and represented the State Department at international forums and in the Washington D.C. foreign policy community. Coordinated U.S. foreign policy initiatives throughout the inter-agency community and

managed a \$180 million trade and development portfolio that advanced free trade, regional stability and the promotion of democracy.

- Advanced the Department's Latin America intellectual property rights initiatives bilaterally and in international forums.
- Co-drafted and lobbied for ratification of a small arms treaty in the Organization of American States.

EDUCATION

University of New Mexico -- Master of Arts, Latin American Studies

University of Massachusetts -- Bachelor of Arts, Political Science

LANGUAGES

Fluent in Spanish and conversational in Portuguese

AWARDS

Letter of Commendation, NATO Secretary General

NATO Kosovo Campaign Medal

Department of State Superior Honor Award

Department of State Meritorious Honor Award

XCELERATE INSTITUTE PUBLIC CHARTER SCHOOL
Memorandum of Understanding with Directors

This Memorandum of Understanding outlines the expectations of the members of the Board of Directors of the Xcelerate Institute Public Charter School, and confirms their willingness to accept the terms of the position.

1. Directors will have duties as outlined in the position description in the Bylaws as well as others that may be identified or assigned by the President.
2. It is recognized that business or personal circumstances may change during a term of office. Any change in a Director's circumstances should be reported as early as possible to the President so that they can assess any effect of the change on the Institute and the ability of the Director to fulfill his/her duties.
3. Directors shall devote sufficient time to the activities of the Institute to fulfill the requirements of the position, and participate in meetings. Directors who miss two consecutive Board meetings without proper notification to the President may be requested to resign.
4. Directors may at times receive or have access to confidential information regarding the Institute. Each Director agrees to not disclose or permit to be disclosed any confidential information, or to use it for one's own benefit or that of one's Employer or any third-party unless authorized in advance in writing by the Institute.
5. Directors must at all times act in an ethical manner and in the best interests of the Institute and not for personal or business gain. If there is a conflict of interest, actual or perceived, a Director shall identify the potential conflict and remove oneself from the situation or, in extreme cases, resign from the Institute position if it is determined that such steps are necessary to protect the integrity of the Institute. Specifically, Directors shall:
 - a. avoid placing one's own self-interest or any third-party interest above that of the Institute.
 - b. not engage in any outside business, professional or other activities that would directly or indirectly adversely affect the Institute.
 - c. not solicit or receive gratuities, honoraria, or material gifts as a direct result of activities in conjunction with one's role as an Institute representative.
 - d. not provide goods or services to the Institute as a paid vendor except after full disclosure to, and advance approval by, the Board.
 - e. not engage in or facilitate any discriminatory or harassing behavior directed toward Institute employees, students, or others.

My signature below indicates that I have read all of the terms and conditions of this Memorandum of Understanding and related documents, and accept and agree to abide by them.

Name (printed)

[Redacted]

Title:

Vice President

Signature

Shawn Sullivan

Date

2/27/14

Reviewed and Accepted for the Institute:

Name (printed)

GAPR, 2011

Title:

Treasurer

Signature

[Redacted]

Date

2/22/14

February 21, 2014

Dear Board of Directors:

I am writing this letter to express my strong interest helping to establish the Xcelerate Institute Charter School in Washington D.C. to address the academic and employment needs of disadvantaged young adults living in the District of Columbia. As a long time resident of the District of Columbia, I have been concerned about the challenges faced by minority students, specifically Hispanics and African Americans, in getting a solid education and the skills necessary to compete in the 21st century. With one of the highest drop out rates in country, young adults in the District of Columbia are poorly equipped to find well paying jobs. As a result, these young adults are often doomed to a life of poverty and lack of opportunity.

The proposed Xcelerate Institute Charter School seeks to bridge the gap between providing young adults with the opportunity to earn a GED and learning the necessary work place skills to get a job and be a productive member of society. My role in the development of the application has been to focus on providing advice on how to structure the application and ensuring that the Xcelerate Institute's application is complete and meets the standards established by the Charter School Board. My role in the school should a charter be granted will be to focus on identifying and attracting students, establishing partnerships with leading D.C.-based IT companies, and helping to publicize the Institute and its objectives to the public.

The expertise and resources that I will contribute to establishing the proposed charter school include a commitment of my time, a dedication to promoting the Institute to D.C. residents and working to establishing strategic partnerships with leading D.C. companies.

Sincerely,





Shawn Sullivan

Gabriel Sanchez Zinny



Nationality: U.S., Argentine

PROFESIONAL EXPERIENCE

With 20 years of experience in politics and policy at the local, state and federal level, Gabriel is currently co-founder at Kuepa and former Managing Director at Blue Star Strategies, LLC where he focuses on the Latin America practice, specifically in the areas of infrastructure, education, energy and international relations.

KUEPA

Co-Funder and President

- Leads Kuepa, an education company in Latin America that provides online education solutions for adult education in Argentina, Colombia, Mexico and Peru.

BLUE STAR STRATEGIES

Managing director

- Focuses on the Latin America practice, specifically in the areas of infrastructure, education, energy and international relations.

DUTKO WORLDWIDE

President in the areas of US government and Latin America business development

- He worked in the areas of Foreign and U.S. Federal Affairs.
- Among other clients, he represented Pearson government affairs strategy in the region.

EDUNEXO.COM

Founder

- Founded Edunexo, a Software Company in the education sector, with presence in 5 countries and 50 employees.

OTHER ACTIVITIES

- Co-author of four books on education policy. La Escuela Protagonista, (1999), Educación y Nuevas Tecnologías: moda o cambio estructural (2000), Tecnología y Gestión en la Educación Dominicana (2003), and Now...Quality (2011)
- Opinion columnist in several Latin American newspapers, and Huffington Post in the US.
- He directed the Argentina program at the Woodrow Wilson Center for International Scholars and was a Senior Fellow at the Atlas Economic Research Foundation.

EDUCATION

- Master in Public Policy at Georgetown University in Washington, DC
- Economics at the University of San Andrés in Buenos Aires, Argentina

XCELERATE INSTITUTE PUBLIC CHARTER SCHOOL
Memorandum of Understanding with Directors

This Memorandum of Understanding outlines the expectations of the members of the Board of Directors of the Xcelerate Institute Public Charter School, and confirms their willingness to accept the terms of the position.

1. Directors will have duties as outlined in the position description in the Bylaws as well as others that may be identified or assigned by the President.
2. It is recognized that business or personal circumstances may change during a term of office. Any change in a Director's circumstances should be reported as early as possible to the President so that they can assess any effect of the change on the Institute and the ability of the Director to fulfill his/her duties.
3. Directors shall devote sufficient time to the activities of the Institute to fulfill the requirements of the position, and participate in meetings. Directors who miss two consecutive Board meetings without proper notification to the President may be requested to resign.
4. Directors may at times receive or have access to confidential information regarding the Institute. Each Director agrees to not disclose or permit to be disclosed any confidential information, or to use it for one's own benefit or that of one's Employer or any third-party unless authorized in advance in writing by the Institute.
5. Directors must at all times act in an ethical manner and in the best interests of the Institute and not for personal or business gain. If there is a conflict of interest, actual or perceived, a Director shall identify the potential conflict and remove oneself from the situation or, in extreme cases, resign from the Institute position if it is determined that such steps are necessary to protect the integrity of the Institute. Specifically, Directors shall:
 - a. avoid placing one's own self-interest or any third-party interest above that of the Institute.
 - b. not engage in any outside business, professional or other activities that would directly or indirectly adversely affect the Institute.
 - c. not solicit or receive gratuities, honoraria, or material gifts as a direct result of activities in conjunction with one's role as an Institute representative.
 - d. not provide goods or services to the Institute as a paid vendor except after full disclosure to, and advance approval by, the Board.
 - e. not engage in or facilitate any discriminatory or harassing behavior directed toward Institute employees, students, or others.

My signature below indicates that I have read all of the terms and conditions of this Memorandum of Understanding and related documents, and accept and agree to abide by them.

Name (printed) Gabriel Sanchez Zinny Title: Treasurer
Signature [Redacted] Date 02/25/14

Reviewed and Accepted for the Institute:

Name (printed) Jennifer Daniels Title: President
Signature [Redacted] Date 2/27/14

February 21, 2014

Dear Board of Directors:


I am very committed to contributing in the establishment of the Xcelerate Institute Charter School in Washington D.C., with the goal addressing the problems faced by the disconnected youth in the school to work transition. This "school to work" transition is especially challenging in the Washington, D.C. area, especially for low-income and minority youth. In fact, over 11 percent of DC youth are categorized as "disconnected," meaning they are not in school or at work.

The rates among D.C. minorities are truly alarming. A full 19 percent of African-Americans and 11.7 percent of Latinos are disconnected, compared to seven percent of white students. This translates into 32 percent of low-income youth without degrees that are not working and not in school, compared to 22 percent nationwide.

The Xcelerate Institute will address this problem, by offering a job-oriented education program to adults in D.C. The Xcelerate Institute will be especially directed to minorities, who are the most in need of these educational services.

My role in the school will be focused on optimizing the use of resources, selecting providers, and supervising the expenses in order to achieve financial sustainability of the school. I will be able to leverage in my experience as an entrepreneur in the education and technology space. I will also use my network in D.C., that I acquired working in Blue Star Strategies, the IDB, and Woodrow Wilson International Center, to establish strategic partnerships between the Xcelerate Institute and leading companies and organizations.

Sincerely,


Gabriel Sánchez Zinny



PROFESSIONAL EXPERIENCE

- Washington International School. Washington DC. 2011 to now.
Spanish Coordinator and Support Teacher
- Washington International School. Washington DC. 2009 to 2010.
Fourth Grade Level Coordinator
- Washington International School, Washington DC. 2002 to now.
Spanish Department Coordinator
- Washington International School. Washington DC. August 2002 to 2011.
Fourth Grade Spanish Teacher
- Washington International School. Washington DC. 2010 to now.
Spanish Assessment Development for new students (in house and oversea)
- Washington International School, Washington DC. 2009 to now.
Science and Social Study Curricula Development for WIS (still in progress)
- Washington International School. Washington DC. 2007-2008.
Spanish Curricula Development for WIS
- Washington International School, Washington DC. 2010 to now.
Assessment Coordinator for new students applying to WIS,
Assessing WIS students using SOPA (Student Oral Proficiency Assessment) from CAL (Center for Applied Linguistic)
Assessing WIS students using PALS (Phonological Awareness Literacy Screening)
- Washington International School, Washington DC. August 2000 to June 2001.
Kinder Teacher
- Washington International School, Washington DC. August 1999 to June 2000.
Kinder Assistant Teacher
- Washington International School, Washington DC. September 1998 to June 1999.

- Sunset Elementary School, Miami, FL. October 1998-June 2000.
Elementary School Assistant Teacher
- Saint Magdalene Sophie Institute, Buenos Aires, Argentina. March 1994 to August 1995.
Elementary Catechesis Teacher
- Sacred Heart Institute. Buenos Aires, Argentina. March 1986 to March 1994.
Elementary School Teacher

PROFESSIONAL DEVELOPMENT

CONTINUING STUDIES

- Meeting the Challenge of Immersion Education: Counterbalances Instruction in the Immersion Classroom, CARLA Summer Institute, University of Minnesota, Minnesota, July 30 – August 03 2012.
- Smart Training Program Level 1 and Level 2, Washington DC, June 2012
- Global Language Convention , Language and Culture. Atlanta GA April 13 – 15 2012
- Responsive Classroom, Washington DC, February 17 2012
- Harvard Graduate School of Education: "Teaching for Understanding 1". June - September 2011.
On Line Course (Wide World at Harvard)
-
- Seventh International Conference on Language Teacher Education: "Latest research, theory and best practices related to bilingual education", Minneapolis, May 2011
- Harvard Graduate School of Education, Massachusetts, July-August 2010. Fellow
- Harvard Graduate School of Education: "Making Thinking Visible: Building Understanding through Critical and Creative Thinking". September – December 2009.
On Line Course (Wide World at Harvard)
- Harvard Graduate School of Education: "Thinking for Understanding", Massachusetts, July- August 2009.
Fellow
- Workshop: "Six Trait + 1", Atlanta, October 2010

- Saint Paul College: "Immersion Education: Pathways to Bilingualism and Beyond", Minneapolis, October 16-18, 2008
- CARLA Center for Advanced Research on Language Acquisition: "Developing Assessment for the Second Language Classroom", Minneapolis, July 28- August 1, 2008
- AIS, Atlanta International School: "Global Language Convention", Atlanta, April 18- 20, 2008
- CAL Center for Applied Linguistics: "Oral Assessment", Washington DC, April 2008
- IBO The International Baccalaureate America Latina: "Math Role", México DF, January 22 – 23, 2007
- IBO The International Baccalaureate North America: "Teacher Training Workshop Level 219", Toronto, January 21- 22, 2006
- The Great Books: "Training Workshop", Washington DC, October 11-12, 2006
- International Conference on Language Teacher Education: "Latest research, theory and best practices related to bilingual education". Minneapolis, November 2003
- IBO The International Baccalaureate North America: "Teacher Training Workshop Level 110", Washington DC, January 11-13, 2000

PRESENTATIONS

- Global Language Convention ,Language and Culture. Integrating Thinking Routines into PYP Units of Inquiry Atlanta GA April 13 – 15 2012
- Introducing the use of Thinking Routines to Washington International School Parents , Washington DC March 2012
- How to create a Culture of Thinking inside the Classroom, Making Students Thinking Visible and the use of Thinking routines to teach Spelling rules" Washington International School, Washington DC. October 2011
- "PYP, next step on Elementary Teaching", at St. Matthew College, Buenos Aires, Argentina, March 2011
- "Making thinking visible and thinking routines", at Main Hall, WIS, Washington DC, March 2011.

EDUCATION


- Perfect trilingual: Spanish (mother tongue), English and French. Proficiency in Italian
- EPFC Enseignement de Promotion et de Formation Continue de l'Université Libre de Bruxelles et de la Chambre de Commerce et D'Industrie de Bruxelles.
Cours Techniques Secondaires Supérieurs. Section Langues Française Niveau Approfondi.
Brussels, Belgium, 1990 to 1993
- EPFC Enseignement de Promotion et de Formation Continue de l'Université Libre de Bruxelles et de la Chambre de Commerce et D'Industrie de Bruxelles.
Cours Techniques Secondaires Supérieurs. Section Langues Italian.
Brussels, Belgium, 1990 to 1993
- Sacred Heart Institute, Buenos Aires, Argentina. Primary Teacher Mayor in Education. 1982 to 1985
- Sacred Heart High School, Buenos Aires, Argentina, 1976 to 1980
- Mallinckrodt Elementary and Middle School, Buenos Aires, Argentina, 1969 to 1975

XCELERATE INSTITUTE PUBLIC CHARTER SCHOOL
Memorandum of Understanding with Directors

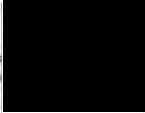
This Memorandum of Understanding outlines the expectations of the members of the Board of Directors of the Xcelerate Institute Public Charter School, and confirms their willingness to accept the terms of the position.

1. Directors will have duties as outlined in the position description in the Bylaws as well as others that may be identified or assigned by the President.
2. It is recognized that business or personal circumstances may change during a term of office. Any change in a Director's circumstances should be reported as early as possible to the President so that they can assess any effect of the change on the Institute and the ability of the Director to fulfill his/her duties.
3. Directors shall devote sufficient time to the activities of the Institute to fulfill the requirements of the position, and participate in meetings. Directors who miss two consecutive Board meetings without proper notification to the President may be requested to resign.
4. Directors may at times receive or have access to confidential information regarding the Institute. Each Director agrees to not disclose or permit to be disclosed any confidential information, or to use it for one's own benefit or that of one's Employer or any third-party unless authorized in advance in writing by the Institute.
5. Directors must at all times act in an ethical manner and in the best interests of the Institute and not for personal or business gain. If there is a conflict of interest, actual or perceived, a Director shall identify the potential conflict and remove oneself from the situation or, in extreme cases, resign from the Institute position if it is determined that such steps are necessary to protect the integrity of the Institute. Specifically, Directors shall:
 - a. avoid placing one's own self-interest or any third-party interest above that of the Institute.
 - b. not engage in any outside business, professional or other activities that would directly or indirectly adversely affect the Institute.
 - c. not solicit or receive gratuities, honoraria, or material gifts as a direct result of activities in conjunction with one's role as an Institute representative.
 - d. not provide goods or services to the Institute as a paid vendor except after full disclosure to, and advance approval by, the Board.
 - e. not engage in or facilitate any discriminatory or harassing behavior directed toward Institute employees, students, or others.

My signature below indicates that I have read all of the terms and conditions of this Memorandum of Understanding and related documents, and accept and agree to abide by them.

Name (printed) Dolores Virasoro de Cima Title: Board Member
Signature  Date 02/20/14

Reviewed and Accepted for the Institute:

Name (printed) GABRIEL DANIEL LIMY Title: Treasurer
Signature  Date 02/27/14

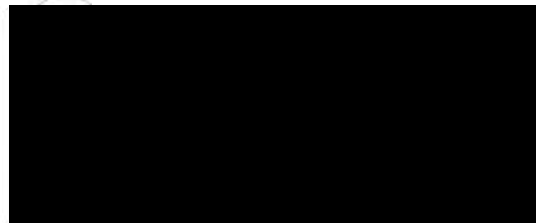
February 23, 2014

To the Charter School Board;

My interest in the proposed charter school is to help students who, for varied reasons, were not able to finish school. I believe everyone should have the opportunity to complete their education with the support and dedication of teachers and administrators who care about them, their potential, and their future. My interest primarily lies in providing students with the skills necessary to thrive in today's competitive global economy.

My role in the development of the application of this charter school has been to participate in meetings dedicated to building the Xcelerate Institute philosophy and to contribute to ideas for the curriculum. Should the charter be granted, my role would be to continue participating as a member of the Xcelerate Institute board to develop a strong and meaningful curriculum for students.

As a support teacher and coordinator at Washington International School, I will contribute to establishing the proposed charter school by proposing methods to best support students struggling in their learning and working to guarantee high quality teacher practice.



PROFESSIONAL EXPERIENCE

With 15 years of experience in politics and policy at the local, state and federal level, Jennifer currently works as an independent education consultant for several national organizations promoting education reform through parental engagement, school choice, blended learning and access to federal and state education programs.

ARCHDIOCESE OF WASHINGTON

Catholic Schools Office, Director of Government Relations, February 2010 – June 2013

- Provided direction and support for the legislative policy activities and priorities; design and execute advocacy action plans for federal education issues such as the DC Opportunity Scholarship program, No Child Left Behind Act, Individuals with Disabilities Education Improvement Act of 2004 and state matters such as Textbook/Technology funding and The Maryland Education Tax Credit Legislation
- Manage federal funds and programs administered by the Local Education Agencies for non-public education services for Catholic schools in the District of Columbia, Montgomery County, Prince Georges County, Calvert County, Charles County, and St. Mary's County.

U.S. DEPARTMENT OF STATE, Clearance: TS/SCI level

Bureau of Legislative Affairs, Legislative Management Officer and Executive Assistant to the Assistant Secretary, 2008-2009

- Created and implemented strategies to enhance Congressional support for the Secretary of State's foreign policy and legislative objectives
- Represented the Department of State to Members of Congress, and the staffs of the key House Committees with foreign policy and international economic authorizing or oversight responsibilities
- Coordinated and facilitated effective communication between the Department and Members of Congress; tracked relevant legislation through all stages of the legislative process
- Supervised the Assistant Secretary's front office staff and daily operations, particularly congressional and interdepartmental communications
- Managed the bureau's legislative events and meetings for the Secretary of State, Members of Congress; drafted and coordinated briefing papers and Congressional hearing briefing books for the Secretary

Office of the Under Secretary for Public Diplomacy & Public Affairs Karen P. Hughes, Special Assistant, 2007-2008

- Advanced the Under Secretary's objectives of promoting America's values and policy domestically and abroad managing her international travel and special projects
- Supported the Under Secretary's communications strategy supervising speech drafting, media events, and interview preparation across TV, print, radio and web media
- Directed advance preparations including briefing papers and talking points for international trips to 12 countries, staffed and coordinated all events on the ground

U.S. HOUSE OF REPRESENTATIVES

Rep. Jeb Hensarling, Scheduler & Office Manager, 2005-2007

- Managed the Congressman's Washington office and schedule: office budget- just over 1 million dollars, meeting arrangements, travel, correspondence, personal communications, briefing papers, personnel process and front office staff

Chairman John Boehner, Committee on Education and the Workforce, Communications Staff Assistant 2004-2005

- Advanced the Chairman's legislative agenda designing and producing communications materials for floor debate and hearings, drafting publications promoting the committee's legislative achievements, and website maintenance

SYLVAN LEARNING CENTER

Center Director, 2003-2004

- Managed center operations with an average of 100 enrolled students: sales and marketing, diagnostic assessments, individualized academic program development, ongoing parent conferences, tuition accounting, and staff training and development

CAMPAIGN FOR TEXAS STATE HOUSE OF REPRESENTATIVES

Nelson Balido Campaign Manager, 2002

- Managed campaign operations: grassroots organization, communications, 15-20 staff and volunteers, media relations, coalition building, budget and fundraising- top ranked in money raised of all State House campaigns in the 2002 cycle

TEXAS STATE HOUSE OF REPRESENTATIVES

Rep. Frank Corte, Jr., Administrative Assistant, 2002

- Executed legislative tasks: drafting committee hearing briefings, tracking legislation, and writing constituent correspondence. Worked in both district and capitol offices

REPUBLICAN PARTY OF BEXAR COUNTY

Assistant to the County Chairman, 2001- 2002

- Managed daily operations: communications, fundraising events, volunteers, grassroots organization, coalition outreach, website development, and primary election organization

JUDSON I.S.D.

Kitty Hawk Middle School, Mathematics Teacher, 2000-2001

- Designed lesson plans for sixth grade math students in accordance with district curriculum, and state standardized test objectives. Instructed students of all abilities including honor students and students with disabilities. My students had the highest score average of all sixth grade classes in year-end state testing

COMMUNITY ACTIVITIES

State of Maryland Governor's Commission on Service and Volunteerism, 2013- present

DC Council of American Private Education, President 2001 - present

St. Ambrose Catholic Church Children's Liturgy of the Word Coordinator 2011 – present

Cheverly Swim and Racquet Club Board of Directors 2011-present

Texas State Society Board of Directors 2008-present

Capitol Hill Chorale 2004-2010

St. Joseph's Catholic Church – Choir, RCIA Sponsor and Young Adults Leader 2004-2010

"Everybody Wins" Reading Tutor 2004-2005

EDUCATION

Texas A&M University

December 2000

B.S. Interdisciplinary Studies

Minor Mathematics

Texas A&M University

December 2003

The George Bush School of Government
& Public Service

Certificate in Advanced International Affairs

XCELERATE INSTITUTE PUBLIC CHARTER SCHOOL

Memorandum of Understanding with Directors

This Memorandum of Understanding outlines the expectations of the members of the Board of Directors of the Xcelerate Institute Public Charter School, and confirms their willingness to accept the terms of the position.

1. Directors will have duties as outlined in the position description in the Bylaws as well as others that may be identified or assigned by the President.
2. It is recognized that business or personal circumstances may change during a term of office. Any change in a Director's circumstances should be reported as early as possible to the President so that they can assess any effect of the change on the Institute and the ability of the Director to fulfill his/her duties.
3. Directors shall devote sufficient time to the activities of the Institute to fulfill the requirements of the position, and participate in meetings. Directors who miss two consecutive Board meetings without proper notification to the President may be requested to resign.
4. Directors may at times receive or have access to confidential information regarding the Institute. Each Director agrees to not disclose or permit to be disclosed any confidential information, or to use it for one's own benefit or that of one's Employer or any third-party unless authorized in advance in writing by the Institute.
5. Directors must at all times act in an ethical manner and in the best interests of the Institute and not for personal or business gain. If there is a conflict of interest, actual or perceived, a Director shall identify the potential conflict and remove oneself from the situation or, in extreme cases, resign from the Institute position if it is determined that such steps are necessary to protect the integrity of the Institute. Specifically, Directors shall:
 - a. avoid placing one's own self-interest or any third-party interest above that of the Institute.
 - b. not engage in any outside business, professional or other activities that would directly or indirectly adversely affect the Institute.
 - c. not solicit or receive gratuities, honoraria, or material gifts as a direct result of activities in conjunction with one's role as an Institute representative.
 - d. not provide goods or services to the Institute as a paid vendor except after full disclosure to, and advance approval by, the Board.
 - e. not engage in or facilitate any discriminatory or harassing behavior directed toward Institute employees, students, or others.

My signature below indicates that I have read all of the terms and conditions of this Memorandum of Understanding and related documents, and accept and agree to abide by them.

Name (printed) Jennifer Daniels Title: President
Signature [Redacted] Date 2/25/14

Reviewed and Accepted for the Institute:

Name (printed) GABRIEL KINNY Title: Treasurer
Signature [Redacted] Date 2/27/14

February 18, 2014

John "Skip" McKoy
Board Chair of the
DC Public Charter School Board
3333 14th St. NW, Washington, DC 20010

Dear Mr. McKoy,

It is with great excitement that I join the founding board of Xcelerate Institue (XI) in Washington, D.C. XI's learning model and mission is completely unique and greatly needed in Washington D.C.

My desire to participate in this new venture stems from my experience as a 6th grade math teacher -- and then Director of Sylvan Learning Center. In the classroom, I saw limited connection to formative assessment and instruction. At Sylvan Learning Center, I administered an array of computer based student assessments that offered real time data, which was immediately used to inform instruction through an individualized academic plan. These two very different learning environments - along with my experience in education policy, has opened my eyes to the reality that our average school classroom does not meet the diverse needs of today's learners and does not utilize technology to allow learners to progress at the pace that is appropriate for them.

I have used my experience implementing state and federal education programs and policies to help develop our charter application. I have experience implementing the Elementary and Secondary Education Act and Individuals with Disability Education Act and reviewed compliance as well as access to ensure our students will have eligible resources at their fingertips. I also worked on the education section to the curriculum and program offerings to ensure we have an array of options to fit the needs of the students. Our school will not offer a "one size fits all" model --- and the resources, tools and course must reflect the latest in the 21st century workforce needs.

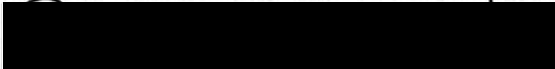
Should a charter be granted, as President of the Board, I anticipate monitoring the academic achievement of the students and the workforce training transition that will occur as basic skills are attained. This new school model --- using blending learning to accelerate the adult learner's ability to become proficient in basic skills while also offering an array of option in 21st Century skills will open a new door for adult education offerings in DC . But the mission of XI is not limited to academic success --- when students complete their learning goals, they will have tools in place to achieve their career goals as well. It will be vital for the Board to grow current relationship and build new relationships with the DC Tech community to ensure our

students have access to a professional network. We want to ensure students have access to this network to build relationships while they are students, then interns and finally when begin their own career.

The expertise and resources that I will contribute to establishing Xcelerate Institute will draw from my experience in a variety of education settings including public school, private schools, administration, supplementary education and education policy. As the policy affecting all forms of digital learning continues to evolve, I want to ensure we are ahead of the policy movements and actively engage and the policy makers. Additionally, as the education tech industry evolves, I will ensure our school evolves and is makes the latest advances available to our students. We plan to serve students who have not succeeded for some reason in the traditional public school system. They have dropped out of high school – or perhaps never began. When they arrive at XI, they will find a learning environment tailored to their needs and a culture of success that will allow them to access all the tools available to achieve their career goals.

Using today's most advanced technology and integrated curriculum, standards and assessments, XI will identify the needs of students, sets goals, and monitor progress in an individualized manner that respects the students as adults. I firmly believe these students will achieve given the professional expertise of our team and the advanced education technology we will employ.

Sincerely,



Jennifer Daniels
Board President
Xcelerate Institute

G. Conflicts of Interest

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

| | Questions | Yes | No |
|----|--|-----|----|
| 1 | Do or will you or your spouse have any contractual agreements with the proposed charter school? | | X |
| 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? | | X |
| 3 | Did or will you or your spouse lease or sell property to the proposed charter school? | | X |
| 4 | Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | | X |
| 5 | Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | | X |
| 6 | Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | | X |
| 7 | Did you or your spouse provide any start-up funds to the proposed charter school? | | X |
| 8 | Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7? | | X |
| 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? | | X |
| 10 | Do you currently serve as a member of the board of any public charter school? | | X |
| 11 | Do you currently serve as a public official? | | X |
| 12 | Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | | X |
| 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 your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? | | X |


| | |
|--|---------------------------|
| Signature  | Title Secretary |
| Applicant Organization Xcelerate Institute | Date Submitted 2/25/14 |

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

| | Questions | Yes | No |
|----|--|-----|----|
| 1 | Do or will you or your spouse have any contractual agreements with the proposed charter school? | | ✓ |
| 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? | | ✓ |
| 3 | Did or will you or your spouse lease or sell property to the proposed charter school? | | ✓ |
| 4 | Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | | ✓ |
| 5 | Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | | ✓ |
| 6 | Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | | ✓ |
| 7 | Did you or your spouse provide any start-up funds to the proposed charter school? | | ✓ |
| 8 | Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7? | | ✓ |
| 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? | | ✓ |
| 10 | Do you currently serve as a member of the board of any public charter school? | | ✓ |
| 11 | Do you currently serve as a public official? | | ✓ |
| 12 | Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | | ✓ |
| 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 your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? | | ✓ |

| | |
|--|---------------------------------|
| Signature  | Title Board member |
| Applicant Organization Phone2Action, Co-founder & CTO | Date Submitted Feb. 25, 2014 |

XCELERATE INSTITUTE PUBLIC CHARTER SCHOOL
Memorandum of Understanding with Directors

This Memorandum of Understanding outlines the expectations of the members of the Board of Directors of the Xcelerate Institute Public Charter School, and confirms their willingness to accept the terms of the position.

1. Directors will have duties as outlined in the position description in the Bylaws as well as others that may be identified or assigned by the President.
2. It is recognized that business or personal circumstances may change during a term of office. Any change in a Director's circumstances should be reported as early as possible to the President so that they can assess any effect of the change on the Institute and the ability of the Director to fulfill his/her duties.
3. Directors shall devote sufficient time to the activities of the Institute to fulfill the requirements of the position, and participate in meetings. Directors who miss two consecutive Board meetings without proper notification to the President may be requested to resign.
4. Directors may at times receive or have access to confidential information regarding the Institute. Each Director agrees to not disclose or permit to be disclosed any confidential information, or to use it for one's own benefit or that of one's Employer or any third-party unless authorized in advance in writing by the Institute.
5. Directors must at all times act in an ethical manner and in the best interests of the Institute and not for personal or business gain. If there is a conflict of interest, actual or perceived, a Director shall identify the potential conflict and remove oneself from the situation or, in extreme cases, resign from the Institute position if it is determined that such steps are necessary to protect the integrity of the Institute.
Specifically, Directors shall:
 - a. avoid placing one's own self-interest or any third-party interest above that of the Institute.
 - b. not engage in any outside business, professional or other activities that would directly or indirectly adversely affect the Institute.
 - c. not solicit or receive gratuities, honoraria, or material gifts as a direct result of activities in conjunction with one's role as an Institute representative.
 - d. not provide goods or services to the Institute as a paid vendor except after full disclosure to, and advance approval by, the Board.
 - e. not engage in or facilitate any discriminatory or harassing behavior directed toward Institute employees, students, or others.

My signature below indicates that I have read all of the terms and conditions of this Memorandum of Understanding and related documents, and accept and agree to abide by them.

Name (printed)

[Redacted Name]

Title:

Vice President
2/27/14

Signature

Shawn Sullivan

Date

Reviewed and Accepted for the Institute:

Name (printed)

Title:

Signature

Date

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

| | Questions | Yes | No |
|----|---|-----|----|
| 1 | Do or will you or your spouse have any contractual agreements with the proposed charter school? | | ✓ |
| 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? | | ✓ |
| 3 | Did or will you or your spouse lease or sell property to the proposed charter school? | | ✓ |
| 4 | Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | | ✓ |
| 5 | Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | | ✓ |
| 6 | Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | | ✓ |
| 7 | Did you or your spouse provide any start-up funds to the proposed charter school? | | ✓ |
| 8 | Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7? | | ✓ |
| 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? | | ✓ |
| 10 | Do you currently serve as a member of the board of any public charter school? | | ✓ |
| 11 | Do you currently serve as a public official? | | ✓ |
| 12 | Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | | ✓ |
| 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 on behalf of the proposed charter school? | | ✓ |

| | |
|--|----------------------------|
| Signature [Redacted Signature] | Title Spanish Teacher |
| Applicant Organization | Date Submitted 02/25/14 |

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

| | Questions | Yes | No |
|----|---|-----|----|
| 1 | Do or will you or your spouse have any contractual agreements with the proposed charter school? | | X |
| 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? | | X |
| 3 | Did or will you or your spouse lease or sell property to the proposed charter school? | | X |
| 4 | Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | | X |
| 5 | Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | | X |
| 6 | Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | | X |
| 7 | Did you or your spouse provide any start-up funds to the proposed charter school? | | X |
| 8 | Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7? | | X |
| 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? | | X |
| 10 | Do you currently serve as a member of the board of any public charter school? | | X |
| 11 | Do you currently serve as a public official? | | X |
| 12 | Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | X | |
| 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 on behalf of the proposed charter school? | | X |


| | | |
|---|---|-------------------------------------|
| Signature |  | Title <i>Treasurer</i> |
| Applicant Organization <i>X Celerate Institute</i> | | Date Submitted <i>02-26/2014</i> |

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

| | Questions | Yes | No |
|----|---|-----|----|
| 1 | Do or will you or your spouse have any contractual agreements with the proposed charter school? | | ✓ |
| 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? | | ✓ |
| 3 | Did or will you or your spouse lease or sell property to the proposed charter school? | | ✓ |
| 4 | Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | | ✓ |
| 5 | Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | | ✓ |
| 6 | Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | | ✓ |
| 7 | Did you or your spouse provide any start-up funds to the proposed charter school? | | ✓ |
| 8 | Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7? | | ✓ |
| 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? | | ✓ |
| 10 | Do you currently serve as a member of the board of any public charter school? | | ✓ |
| 11 | Do you currently serve as a public official? | | ✓ |
| 12 | Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | | ✓ |
| 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 on behalf of the proposed charter school? | | ✓ |


| | |
|---|----------------------------|
| Signature  | Title Spanish Teacher |
| Applicant Organization | Date Submitted 02/25/14 |

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

| | Questions | Yes | No |
|----|--|-----|----|
| 1 | Do or will you or your spouse have any contractual agreements with the proposed charter school? | | ✓ |
| 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? | | ✓ |
| 3 | Did or will you or your spouse lease or sell property to the proposed charter school? | | ✓ |
| 4 | Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | | ✓ |
| 5 | Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | | ✓ |
| 6 | Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | | ✓ |
| 7 | Did you or your spouse provide any start-up funds to the proposed charter school? | | ✓ |
| 8 | Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7? | | ✓ |
| 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? | | ✓ |
| 10 | Do you currently serve as a member of the board of any public charter school? | | ✓ |
| 11 | Do you currently serve as a public official? | | ✓ |
| 12 | Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | | ✓ |
| 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 your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? | | ✓ |

| | |
|--|---------------------------|
| Signature  | Title President |
| Applicant Organization Accelerate Institute | Date Submitted 2/23/14 |

H. Demographic Analysis

H. Demographic Analysis

There is a limited presence of adult education school located in the intended location, as described in the Demographic Analysis Form. Since there are very limited services for adult education citywide, we will conduct our marketing and recruiting efforts not only in the neighborhood near the school but citywide.

Currently, there are no adult education public charter schools located in Ward 1 or 4. This leaves the Xcelerate Institute in a very strong position for recruiting students, highly qualified teachers, and facilities.

The competitive advantages of Xcelerate Institute versus adult schools located in other Wards, is that Xcelerate will offer students a curriculum that will provide skills that are valued in the job market. Besides, we will seek partnership with organizations so as to encourage a higher employment perspective than other schools.

Demographic Analysis Form

Name of Proposed School: Xcelerate Institute

Proposed Location: Cluster 18 (Ward 4) or Cluster 2 (Ward 1)

Projected Age Range and Number of Students Expected to Enroll by Year

| | PK3 | PK4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Adult | TOTAL |
|----------|-----|-----|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|-------|
| Year 1 | | | | | | | | | | | | | | | | 160 | 160 |
| Year 2 | | | | | | | | | | | | | | | | 200 | 200 |
| Year 3 | | | | | | | | | | | | | | | | 400 | 400 |
| Year 4 | | | | | | | | | | | | | | | | 400 | 400 |
| Year 5 | | | | | | | | | | | | | | | | 400 | 400 |
| Year 6 | | | | | | | | | | | | | | | | 400 | 400 |
| Year 7 | | | | | | | | | | | | | | | | 400 | 400 |
| Year 8 | | | | | | | | | | | | | | | | 400 | 400 |
| Capacity | | | | | | | | | | | | | | | | 400 | 400 |

Anticipated Student Demographics:

| | Ethnicity | | Race | | | | Students with Disabilities | | | | English Language Learners | Economically Disadvantaged |
|---------------|-----------|--------------|------|-----|----|-------|----------------------------|----|----|----|---------------------------|----------------------------|
| | Hispanic | Not Hispanic | B | W | A | Other | 1 | 2 | 3 | 4 | | |
| Year 1 | 80 | 80 | 24 | 96 | 8 | 32 | 24 | 24 | 16 | 16 | 64 | 112 |
| Year 2 | 160 | 160 | 30 | 120 | 10 | 40 | 30 | 30 | 20 | 5 | 80 | 140 |
| Year 3 | 200 | 200 | 60 | 240 | 20 | 80 | 60 | 60 | 40 | 10 | 160 | 280 |
| Year 4 | 200 | 200 | 60 | 240 | 20 | 80 | 60 | 60 | 40 | 10 | 160 | 280 |

Similar Schools Profile

We have not identified any similar dropout recovery schools in the locations we are seeking. However, below we submit a list of the three closest high schools with significant Latino percentages:

| School Name | Enrollment | Type | % Low Income | DC-CAS Performance (% Proficient reading and math) most recent test |
|-----------------------|------------|---------------|--------------|--|
| Cardozo High School | 607 | Public school | 78% | Proficient in Reading: 28% Proficient in Math: 26% College Readiness Index: 10.9 |
| Roosevelt High School | 622 | Public school | 72% | Proficient in Reading: 24% Proficient in Math: 25% College Readiness Index: 9.1 |
| Columbia Heights Ec | 1,272 | Public school | 89% | Proficient in Reading: 38% Proficient in Math: 46% College Readiness Index: 40.1 |

I. Required Documents

Charter School Board of Trustees Job Description

Xcelerate Institute

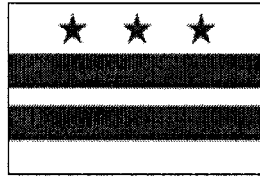
Board of Trustee Duties and Responsibilities/ Job Description

Members of the Xcelerate Institute Board of Directors are responsible for ensuring that the academic programs and operation of the school are faithful to the terms of its charter and that Xcelerate Institute is a viable organization. Specific responsibilities of the board are outlined below.

- To oversee the programmatic and fiscal well-being of the organization including:
 - Review and adoption of policies and programs that further the mission of the Xcelerate Institute;
 - Review and approval of the annual budget; and Working with staff and volunteers to produce the income required meeting budgeted goals.
- To attend at least three of the four annual Board meetings.
- To prepare for meetings by reviewing and bringing all materials to the meeting
- To serve on at least one standing committee of the Board and actively participate in its work.
- To make an annual financial contribution to the Xcelerate Institute
- To attend fundraising events and secure the interest, service, and financial support of others who share a commitment to the Institute's mission and programs.
- To attend and participate in special events during the year sponsored by the Xcelerate Institute, including graduation.
- To propose candidates for election to the Board of Directors who will further the work of the organization.
- To respect and treat courteously all constituencies of the Xcelerate Institute, including students, faculty, staff, and volunteers.
- To recognize that the Institute's programs exist to serve its students and that the faculty and staff are partners with the Board of Directors in carrying out the mission of the Xcelerate Institute.

Articles of Incorporation

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



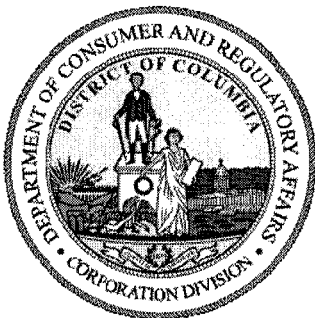
C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Business Organizations Code have been complied with and accordingly, this ***CERTIFICATE OF INCORPORATION*** is hereby issued to:

XCELERATOR ACADEMY PUBLIC CHARTER SCHOOL

Effective Date: 1/2/2014

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 1/2/2014 4:14 PM



Business and Professional Licensing Administration

A handwritten signature in cursive script that reads "Patricia E. Grays".

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: UShsdsjX

JAN - 2 2013

FILE COPY

ARTICLES OF INCORPORATION

OF

XCELERATOR ACADEMY PUBLIC CHARTER SCHOOL

**TO: The Department of Consumer and Regulatory Affairs
Washington, D.C.**

We, the undersigned natural persons of the age of 21 years or more, acting as incorporators of a corporation do hereby adopt the following Articles of Incorporation for such corporation pursuant to the District of Columbia Nonprofit Corporation Act of 2010 [D.C. Code, 2001 Edition, Title 29, Chapter 4].

1. Name. The name of the corporation is: Xcelerator Academy Public Charter School.
2. Members. The corporation shall not have members.
3. Registered agent. The registered agent's name and address in the District of Columbia is James S. Wilson, 1747 Pennsylvania Avenue, N.W., #1000, Washington, D.C. 20006, who is a member in good standing of the District of Columbia Bar and who maintains an office in the District of Columbia.
4. The corporation is incorporated as a nonprofit corporation under D.C. Code, Title 29, Chapter 4.
5. Purposes. This corporation is organized, and shall be administered and operated, exclusively to receive, administer, and expend funds for the following educational purpose, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986: To operate a public charter school in the District of Columbia;

In order to accomplish the foregoing educational purpose, and for no other purpose or purposes, this corporation shall have the powers granted to nonprofit corporations by the District of Columbia Nonprofit Corporation Act of 2010 [D.C. Code, 2001 Edition, Title 29, Chapter 4], to public charter schools by the District of Columbia School Reform Act [D.C. Code, 2001 Edition, §38-1802.04]; and may do all other acts necessary or expedient for the administration of the affairs and attainment of the purposes of this corporation; provided, however, that this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the primary purpose of this corporation.

6. Restrictions. (a) No part of the net income of the corporation shall inure to the benefit of or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services actually rendered and to make payments and distributions in furtherance of the purpose set forth in Article 5 hereof.

(b) No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in any political campaign on behalf of or against any candidate for public office.

(c) Notwithstanding any other provisions set forth in these Articles of Incorporation, at any time during which it is deemed a private foundation, the corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code of 1986; the corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986; the corporation shall not own any excess business holdings that would subject it to tax under Section 4943 of the Internal Revenue Code of 1986; the corporation shall not make any investments in such manner as to subject it to the tax imposed by Section 4944 of the Internal Revenue Code of 1986; and the corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code of 1986. Any reference in these Articles to any section of the Internal Revenue Code of 1986 shall be deemed to incorporate by reference the corresponding provisions of any subsequent federal tax laws.

(d) Notwithstanding any other provision of these Articles, the corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or by an organization contributions to which are to be deductible under Section 170(c)(2) of such Code.

7. Liability. The private property of the incorporators, directors and officers shall not be subject to the payment of corporate debts to any extent whatever.

8. Dissolution. (a) In general. Upon the dissolution of the corporation or the winding up of its affairs, the assets of the corporation shall be distributed exclusively for charitable or educational purposes or to organizations which are then exempt from federal tax under Section 501(c)(3) of the Internal Revenue Code of 1986, and to which contributions are then deductible under Section 170(c)(2) of such Code.

(b) Mandatory dissolution. As required by D.C. Code, §38-1802.13a, the corporation shall dissolve if the charter for the charter school has been revoked, has not been renewed, or has been voluntarily relinquished. Upon such dissolution, any assets to be distributed pursuant to D.C. Code §29-412.05 shall, be transferred to the State Educational Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

9. Initial directors. The number of directors constituting the initial Board of Directors is three (3), but the number of directors may be increased or decreased in the manner set forth in the bylaws, provided that the number shall not be less than three. The names and addresses, including street and number, of the persons who are to serve as the initial directors are:

NAME

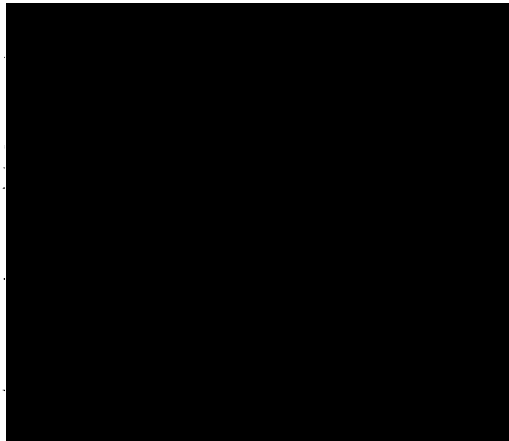
ADDRESS

Gabriel Sanchez Zinny

Dolores Virasoro

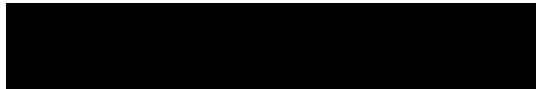
Shawn Sullivan

Ximena Hartsock



10. Incorporator. The name and street address of the incorporator is:

Charles M. Watkins



I recognize that by signing this form, I agree that anyone who makes a false statement can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC §22-2405.

December 18, 2013

C



(Incorporator)

By-laws

**BYLAWS
OF
XCELERATOR ACADEMY PUBLIC CHARTER SCHOOL**

**ARTICLE I
BOARD OF DIRECTORS**

1. **General Powers.** The property, affairs, and business of the Corporation shall be managed and controlled by its Board of Directors. The Board of Directors may by general resolution delegate to officers of the Corporation and to committees such powers as provided for in these Bylaws. The Board of Directors may exercise emergency powers to the extent permitted by D.C. Code §29-403.03.

2. **Number and Qualifications.** (a) The number of Directors shall be an odd number, not less than three and not greater than 15, as determined from time to time by the Board of Directors.

(b)(1) No person shall be eligible to be a Director unless he or she—

(A) Is a teacher or staff member who is employed at the charter school operated by the Corporation;

(B) Is a parent of a student attending the charter school operated by the Corporation; or

(C) Otherwise satisfies the election or selection criteria set forth in the charter granted to the school.

(2) A majority of the Directors must be residents of the District of Columbia; and at all times more than 60 days after the classes offered by the Corporation at its charter school have begun, at least two Directors shall be parents of children enrolled in the school. Any Director whose move from the District of Columbia or the disenrollment of whose child would cause the composition of the Board of Directors to fail to satisfy the requirements in the preceding sentence shall be deemed to have resigned as of the date of the move or disenrollment.

3. **Terms.** The initial Directors shall serve terms of three years or until their successors are elected and qualified. Directors may succeed themselves in office. The Board of Directors may establish a procedure so that one-third of the membership of the Board of Directors is elected each year.

4. **Resignation.** Any Director may resign at any time by giving written notice to the President. Such resignation shall take effect at the time specified therein, or, if no time is specified, at the time of acceptance thereof as determined by the President or Board of Directors.

5. **Removal.** A Director may be removed from office prior to the expiration of the term for which that Director has been elected by the vote of a majority of the number of the Directors established by these bylaws.

6. **Vacancies.** Vacancies among the Directors, whether caused by resignation, death, removal, or expiration of a term, may be filled by the remaining Directors. In filling vacancies, the Board of Directors shall ensure that the composition of the Board continues to satisfy the requirements of Section 2(b) of this Article.

7. **Meetings.** (a) The Board of Directors shall provide by resolution the time and place, whether within or without the District of Columbia, for the holding of the annual meeting of the Board, and any other regular meetings of the Board.

(b) Special meetings of the Board of Directors may be called by the Chairman or the President, or by a majority of the Directors then in office, who may fix any place within the District of Columbia as the place for holding the special meeting.

(c) Directors may attend a meeting by telephonic or similar equipment by means of which all persons participating in the meeting can hear each other.

8. **Notice.** (a) Notice of the date, time, and place of any annual or regular meeting of the Board of Directors shall be given not less than 15 days before the meeting, and unless otherwise required by law or these Bylaws, need not state the purpose of or business to be conducted at the meeting. Alternately, at the beginning of each one-year period, the Corporation may give each Director a single notice of all regularly scheduled meetings for that year, or for any shorter period, without having to give notice of each meeting individually.

(b) Notice of the date, time, and place of any special meeting of the Board of Directors shall be given at least two days previous thereto, and shall state the purpose of the meeting.

(c) Notice of any meeting shall be given by written notice delivered personally or sent by mail, facsimile transmission, or electronic mail to each Director at his or her address as shown by the records of the Corporation. If mailed, the notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If notice is given by facsimile transmission, the notice shall be deemed to be delivered when the transmission is completed. If notice is given by electronic mail, the notice shall be deemed to be delivered when it is received by the recipient's electronic mailbox.

(d) Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except when a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

9. **Quorum.** The presence in person of a majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a

majority of the Directors are present in person at a meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

10. **Manner of Acting.** The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these Bylaws.

11. **Informal Action.** Any action required by law to be taken at a meeting of Directors, or any action that may be taken at a meeting of Directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the Directors.

12. **Compensation.** Directors shall not receive any stated salaries for their services as such, but by resolution of the Board of Directors expenses of attendance may be allowed for attendance at each regular or special meeting of the Board; however, nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving reasonable compensation therefor.

ARTICLE II OFFICERS

1. **Officers.** The officers of the Corporation shall be a President, a Vice-President, a Secretary, a Treasurer, and such other officers as may be elected in accordance with other provisions of this Article. The Board of Directors may elect such other officers or agents, including a Chairman of the Board and an Executive Director, one or more Assistant Secretaries, and one or more Assistant Treasurers, as it shall deem desirable, and such officers shall have the authority and perform the duties prescribed from time to time by the Board of Directors. Any two or more offices may be held by the same person, except the offices of President and Secretary.

2. **Selection.** The officers of the Corporation shall be elected annually by the Board of Directors at the annual meeting of the Board. If the election of these officers shall not be held at such meeting, such election shall be held as soon thereafter as convenient. New offices may be created and filled at any meeting of the Board of Directors. Each officer shall hold office until his successor shall have been duly elected and shall have qualified.

3. **Removal.** Any officer elected or appointed by the Board of Directors may be removed by the Board whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

4. **Vacancy.** A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

5. **President.** The President shall be the principal executive officer of the Corporation and shall exercise general supervision over the affairs of the Corporation, its officers, and

personnel, consistent with policies established by the Board of Directors. The President may sign any deeds, mortgages, bonds, contracts, or other instruments, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws or by statute to some other officer or agent of the Corporation; and in general shall perform all duties incident to the office of the President and such other duties as may be prescribed by the Board of Directors. The President may authorize and approve expenditures and take such other steps he or she shall deem necessary to advance the purposes of the Corporation, provided such steps do not exceed the scope of authority granted him by the Board of Directors.

6. **Vice President.** The Vice President shall perform such duties as may be assigned by the President or the Board of Directors.

7. **Treasurer.** The Treasurer shall have charge and custody of, and be responsible for, all funds and securities of the corporation; receive and give receipts for monies due and payable to the Corporation from any source whatsoever, and shall deposit all such monies in the name of the Corporation in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article IV of these Bylaws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors. The Treasurer shall be responsible for the administration and oversight of the Corporation's financial records, initiation of an annual audit, compliance with statutory reporting requirements, tax returns, and tax payments. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine.

8. **Secretary.** The Secretary shall keep the minutes of the meetings of the Board of Directors and shall oversee the keeping, preparation, and filing of all other records required by law or by the policies of the Board; be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these Bylaws; keep a register of the post office address of each Director which shall be furnished to the Secretary by such Director; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the Board of Directors.

9. **Assistant Treasurers and Secretaries.** The Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the President or the Board of Directors. If required by the Board of Directors, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine.

ARTICLE III COMMITTEES

1. **Authority.** (a) The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more committees of its members, each of which shall consist of two or more persons, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation; provided, however, that no such committee shall have the authority of the Board of Directors in reference to amending, altering, or repealing the Bylaws; electing, appointing, or removing any member of any such committee or any Director or officer of the Corporation; amending the Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another corporation; authorizing the sale, lease, exchange, or mortgage of all or substantially all of the property and assets of the Corporation; authorizing the voluntary dissolution of the Corporation or revoking proceedings therefor; adopting a plan for the distribution of the assets of the Corporation; or amending, altering, or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered, or repealed by such committee. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility imposed upon it or him by law.

(b) Advisory committees, not having or exercising the authority of the Board of Directors in the management of the Corporation, may be designated and appointed by resolution adopted by a majority of the Directors at a meeting at which a quorum is present, or by the Chairman as authorized by a like resolution of the Board. Membership on such committees need not be limited to Directors.

2. **Term.** Each member of a committee shall continue as such until the next annual meeting of the Directors of the Corporation and until his successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

3. **Chairman.** One member of each committee shall be appointed chairman by the person or persons authorized to appoint the members thereof.

4. **Vacancies.** Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

5. **Manner of Acting.** Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee. Each committee may adopt rules for its own governance not inconsistent with these Bylaws or with rules adopted by the Board of Directors.

ARTICLE IV CONTRACTS, CHECKS, DEPOSITS AND FUNDS

1. **Contracts.** The Board of Directors may authorize any officer or officers, agent, or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into

any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances.

2. **Checks.** All checks, drafts, or orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent, or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the President or Vice President of the Corporation.

3. **Deposits.** All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

4. **Funds.** The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE V BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.

ARTICLE VI INDEMNIFICATION

Any present or former Director, officer, or employee of the Corporation, or any person who is serving or has served at its request as a Director or officer of another corporation, whether for profit or not for profit, or other such persons so designated in the discretion of the Board of Directors, or the legal representative of any such person, shall be indemnified (including advances against expenses) by the Corporation to the extent allowed by law (D.C. Code §29-406.50 *et seq.*) against all judgments, fines, settlements, and other reasonable costs, expenses, and counsel fees actually and necessarily paid or incurred in connection with any action, suit, or proceeding to which any such person or his legal representative may be made a party by reason of his being or having been such a Director, officer, or employee serving or having served the Corporation, except in relation to matters as to which he shall be adjudged in the action, suit, or proceeding to be liable for negligence or misconduct in the performance of a duty. No indemnification or advance against expenses shall be approved by the Board of Directors or paid by the Corporation except after receiving an opinion from legal counsel regarding the propriety of doing so.

ARTICLE VII PROCEDURE

The rules contained in the most recent edition of Robert's Rules of Order shall provide the rules of procedure for the Corporation where they are not inconsistent with the provisions of the Articles of Incorporation or these Bylaws.

ARTICLE VIII AMENDMENTS TO BYLAWS

These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a majority of the Directors present at any regular meeting or at any special meeting, if at least seven days' written notice is given of intention to alter, amend, or repeal, or to adopt new Bylaws at such meeting.

Code of Ethics

Code of Ethics

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of Board of Trustees and their staff as educational leaders in their community. Actions based on ethical conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligations under the District of Columbia law and the School Reform Act to adopt a code of ethics consistent with the provisions of the law, setting forth the standards of conduct required of all members of the Board of Trustees, officers and employees of the Xcelerate Institute.

Therefore, every officer and employee of the school, whether paid or unpaid, including the Board Trustees, shall adhere to the following code of conduct:

- Gifts: An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any gift having a value of more than \$75.00 or gifts from the same sources having a cumulative value of \$75.00 or more over a twelve month period, whether in the form of money, services, loan, travel, entertainment, hospitality thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of their official duties or was intended as a reward for any official action on his or her part.
- However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and are of insignificant financial value may be accepted in the spirit in which they are given.
- Confidential Information. An officer or an employee shall not disclose confidential information acquired by him in the course of his or her official duties or use information to further his or her own personal interest. In addition, he/she shall not disclose any information regard any matters discussed in executive session of the board, whether such information is deemed confidential information or not.
- Representation before the Board. An officer or an employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board of Trustees.
- Disclosure of Interest in matters before the Board: A member of the board of trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion of the Board on any matter before the board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in the matter. The term "interest" means a pecuniary or material interest
- Investments in conflict with official duties: an officer or employee shall not invest or hold any investment directly or indirectly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties as a member of the Board of Trustees.

- Private employment: An officer or an employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict of with or impairs the proper discharge of his or her official duties as a member of the Board of Trustees.

Penalties:

In addition to any penalty continued in any other provision of District of Columbia or Federal law, any person who shall knowingly and intentionally violate any of the provisions of the Board's Code of Ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Discipline Policy

Discipline Policy

The Xcelerate Institute believes that every student has the right to learn in a positive environment that allows his or her development. Our disciplinary plan is developed so that students behave in a safe, orderly way for an effective learning environment. Every student has the right to learn and be safe, and no one has the right to interrupt learning or make others feel unsafe.

The Board will also develop a discipline policy for serious infractions during the planning year. The consequences of violating these policies will be clearly described, as well as a process for students who have complaints about peers, staff, school policies or disciplinary actions.

Standards of Conduct

- At the Xcelerate Institute, we expect all students, teachers and staff to respect one another at all times.
- At the Xcelerate Institute, the possession or ingestion of any kind of alcohol or drug is forbidden. Students who come to school under the influence of substances will be asked to leave.
- Xcelerate Institute does not tolerate any kind of violence. Students who become violent with other classmates or staff people will be suspended for a period of time determined by the Principal.
- Xcelerate Institute forbids all of its students from harassing any other student, volunteer or staff member because of the other person's race, skin color, religion, sex, age, disability, home country, personal appearance, sexual orientation, or any other reason prohibited by law.
- Students that are concerned about any violation of any of these Standards of Conducts should contact the Principal, or the President of the Board of Directors.

J. Sample Curriculum

Sample Lesson Plans

American Studies Unit 3 Lesson 1 The life of Steve Jobs Document Based Question

LESSON NARRATIVE

This is a four hours lesson arc about Steve Jobs life, his nonconformity and what he wanted for the future, all grounded in resources from The Learning Network and The Times. The students will read different articles about Steve Jobs life, work and believes. These documents will give students the skills to analyze primary sources. The lesson will help students answer questions using contextual evidence. The scaffolding question answer can be used as a sentence in their essay, which is why it is essential students write complete sentences. Students should be able to write two paragraphs. Students will use sentences from the scaffolding questions to help complete this.

ESSENCIAL QUESTIONS

1) What are the rewards of being a risk-taker?

2) What was Steve Jobs personal credo?

3) How do I write a DBQ essay?

OBJECTIVES

- Students will be able to describe the advantages of being a risk-taker.
-

- Students will be able to compose a Document Based Question Lesson.
-

STANDARDS

Common Core State Standards (CCSSM):

RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where a text leaves matters uncertain.

RI.11-12.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.9 - Draw evidence from literary or informational text to support analysis, reflection, and research.

SL.11-12.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other's ideas and expressing their own clearly and persuasively.

SL.11-12.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2 - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

L.11-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.11-12.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6 - Acquire and use accurately general academic and domain -specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CLASSROOM ACTIVITIES

Activity 1:

Students read, “[Reaping the Rewards of Risk-Taking](#)” by Steve Lohr in The Times and then participated in a “pair-share” and mini-debate. They responded to the following prompt:

Defend or negate the following statement: Steve Jobs benefited from taking risks in his life.

Students then completed a chart that looked like this:

| <u>Steve Jobs</u> | |
|-------------------|-------------------------|
| Risks He Took | Rewards for Those Risks |
| | |
| | |
| | |

After having the debate, students answered the following:

- At the end of the commencement speech, Steve Jobs tells the graduates to “Stay hungry. Stay foolish.”
- What is he calling you as the next generation to do?
- Why is it important for you to act as he did?
- Use textual evidence to support your opinion.

Activity 2:

Students read “[Steve Jobs: Imitated, Never Duplicated](#)” by David Pogue in The Times and completed an organizer that looked like the image below, and demanded textual evidence to support claims.

| Ways That Steve Jobs Was a Nonconformist | Examples From the Text That Prove This (Page #) |
|--|---|
| | |
| | |
| | |
| | |
| | |

They then participated in a mini-debate using evidence from the article in which they defended or negated the following statement:

Steve Jobs’s life and innovations will have far-reaching effects on our future.

In a follow-up writing assignment, students discussed at least two ways in which Mr. Jobs was a nonconformist.

How did his nonconformity change the world we live in?

How will it shape our future?

Again, they used textual evidence to support their opinions.

Activity 3:

Students read the Student Opinion question “[What Is Your Personal Credo?](#)” and then participated in a mini-debate, defending or negating the following statement:

Every person needs a personal credo.

Using ideas from their mini-debate, students wrote an essay of at least three paragraphs in which they discussed the following:

- Describe your own personal credo in detail. Why are these beliefs important to you?
- Why do you feel it is important to stick to these beliefs?
- Do you think your credo will change as you grow older?
- How do you see it evolving?
- What actions or events might change it?
- How will this credo help shape your future and the world?

Activity 4:

Students responded to the following: Describe what you think Steve Jobs' legacy to the world is.

- What lessons has his life taught you?
- What might you do differently in the future based on these lessons?

Use textual evidence to support your opinion.

Supporting Documents

Letters of Support

Council of the District of Columbia

Hispanic CREO

AEM (Asociacion de Empresarios Mexicanos)

UN Special Envoy for Global Education

Thiel Foundation

AdMoar Inc.

Creative Minds International Public Charter School

Destinalo.com

Tiempo Latino

Spanish Education Development Center

The Brookings Institution

Phone2Action.com



JIM GRAHAM
COUNCILMEMBER, WARD ONE
COUNCIL OF THE DISTRICT OF COLUMBIA
WASHINGTON, D.C. 20004



1350 Pennsylvania Avenue, N.W.
Suite 105
Washington, D.C. 20004

202-724-8181
202-724-8109 (fax)

jgraham@dccouncil.us
jim@grahamwone.com
www.grahamwone.com

Chairperson
Committee on Human Services

February 25, 2014

John "Skip" McKoy
Board Chair
DC Public Charter School Board
3333 14th Street NW
Washington, DC 20010

Dear Mr. McKoy,

I am writing to express my support of Xcelerate Institute's application as a new charter school in the District of Columbia. I believe there is an evident need for a new charter school that will serve in a capacity that will hopefully solve the school-to-work transition in DC; especially aimed at the goal of graduating the more than 26,000 DC residents that do not have a high school credential. In my capacity serving as a Councilmember, I thoroughly understand the necessity for a school that will be focused on dropout students, in particular minorities.

I am also aware that Xcelerate Institute is seeking to locate its building in Ward One. As the Councilmember of Ward One, I believe strongly establishing the school in Ward One would contribute greatly to the improvement of our Ward.

Bests,

JG/jr



Hispanic
Council for
Reform and
Educational
Options

8461 Lake Worth Road, Suite 204
Lake Worth, Florida 33467
Tel: 561.340.1408
Fax: 480.247.4578
www.HCREO.com

24th of February, 2014

John McKoy
Board Chair, DC Public Charter School Board
3333 14th St. NW, Washington, DC 20010

Dear Mr. John McKoy,

With this letter I would like to share with you my strong support for Xcelerate Institute in the application process.

I am the President and CEO of Hispanic Council for Reform and Educational Options, (Hispanic CREO).

Hispanic CREO's mission is to support the advancement of Hispanics in the US and one of our campaigns FUTURO2020 has a national reach of supporters who believe that the prosperity of America is tied to the educational advancement of all including minorities. By 2050 a third of the country will be of Hispanic origin and so it is crucial to do what it takes to dramatically improve the academic outcomes of our kids. At Hispanic CREO, we are very concerned about the achievement gap that exists in DC schools and the high dropout rate of Latino youth. We are also concerned with the low economical status of Latinos in the US and the low levels of participation in STEM (science, math and tech fields).

We believe that Xcelerate Institute provides a unique and needed format in the landscape of choices for youth, especially those who become discouraged enough in schools to drop out. Every child who drops out costs taxpayers more than triple of the amount spent on education. This because youth who drop out are more vulnerable and likely to engage in non-positive activities and are not prepared to help build our economy.

With this letter I STRONGLY support Xcelerate Institute and we will be honor to help support this effort in any way possible. The combination of technology preparation with a state of the art format for youth who need it the most is invaluable. We need this type of schools across the US.

Sincerely,



Julio Fuentes
President and CEO
Hispanic CREO
www.hcreo.com



A BRIDGE TO SUCCESS

26th of February 2014

John McKoy
Board Chair, DC Public Charter School Board
3333 14th St. NW, Washington, DC 20010

Dear Mr. McKoy;

In this letter I would like to express my support for the Xcelerate Institute, as they submit their application to form an institution that will offer job-oriented adult education to minorities in DC.

As a Member of the Board of Trustees National Hispanic Institute, I understand the difficulties that Latinos are facing in the job market. Unemployment rates in DC are significantly higher for minorities, being 7.2 percent for Latinos and 16.3 percent for African-Americans, compared to 2.5 percent for Whites.

I also understand that one of the main reasons for these difficulties is the skills gap shown by D.C. residents, especially minorities. This is evidenced by the high dropout rate in D.C., but even high school graduates need a more complete set of skills in order to compete in the job market, such as interpersonal skills, a basic computing knowledge, languages, etc. More advanced skills in STEM fields are very valued in the job market as well.

I believe that the Xcelerate Institute will foster the development of many of these skills in the adult population of D.C., and will be of great help for the adult Latino population in the area. The incorporation of technology into the education program is key; as many jobs today require some form of technology.

I see opportunity for the Xcelerate Institute to interact directly with companies in D.C. to place the school's graduates. Direct feedback on job skillsets and requirements is a valuable part of this model.

Please feel free to contact me, shall you have any questions regarding my recommendation.

Sincerely,

Gildardo Gutierrez Mendez

Presidente,
Asociación de Empresarios Mexicanos -Washington.
(Mexican Businessmen Council)



THE BROOKINGS INSTITUTION

1775 Massachusetts Avenue, NW • Washington, DC 20036-2188
TEL: 202-797-6000 • FAX: 202-797-6004
www.brookings.edu

25 February 2014

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

Dear DC Public Charter School Board:

I am writing to express my support for the charter application for Xcelerate Institute. Through my professional work and time living in Washington, I can attest that the mission of the school clearly fills a need in the community, aiming to provide learning opportunities and job skills for students of disadvantaged backgrounds.

Improving the quality and accessibility of public education is at the heart of my professional career and community volunteer activities. I currently serve as the Chief of Staff to the United Nations Special Envoy for Global Education, a Nonresident fellow at the Brookings Institution and volunteer as the Chair of the Board of Trustees of Creative Minds International Public Charter School. In all of these activities, I am focused on how to improve the quality and relevance of education for youth so that they can effectively participate in our society and economy.

The Xcelerate Institute charter application comes at a time of increased youth unemployment conflated with widening skills gaps which impact the most marginalized segments of our society. It is a known fact that unemployment rate in the District can be as much as six time greater for some minorities. The Institute's plan to provide both academic skills and work skills in a model catering to an at-risk population is both necessary and welcomed.

The unique aspect of this application is that it provides opportunity and nurtures local DC students to be engaged in the local economy. We know that there will be nearly three-quarters of a million STEM job openings five years from now in the DC

area. This program aims to harness the opportunity to provide relevant education and skills for young people who can then engage in the STEM sector of our local workforce. The three-pillar approach of hands-on technology learning, skills-based curriculum, and application of knowledge via “in town” partnerships can be the difference between poverty or employment for thousands of young adults in DC.

The reality of today’s economy requires us to innovate in our approaches to education and generate flexible models that can respond to the needs of the youth population. This means providing real opportunities for employment and positive engagement in our community. Xcelerate Institute has the potential to be a DC-based model to bridge the skills-to-work gap and address concerns of immediate importance to the district through a logical, common-sense approach to education.

I provide my full endorsement to this charter school application. Please do not hesitate to contact me should I be able to provide any additional insight into the potential of this model for the District of Columbia.

With my best wishes,



Justin W. van Fleet, Ph.D.

Chief of Staff, UN Special Envoy for Global Education

Nonresident Fellow, The Center for Universal Education at Brookings

Chair, Board of Trustees, Creative Minds International PCS



Thiel Foundation
1 Letterman Drive, Bldg C, Suite 400
San Francisco, CA, USA 94129

February 25, 2014

To Whom it May Concern,

It is with enthusiasm that I write my letter of support for Xcelerate Institute to become an approved charter school.

My name is Danielle Strachman and I have developed innovative programs in California over the last ten years. After running a successful tutoring business working with homeschoolers in California, in 2008 I opened my own charter school, Innovations Academy, in San Diego. Innovations Academy is a project based charter school with a strong character development program. To date we have over 350 students and are going into our sixth year of operation after a successful renewal last year. I served as the director of the school for two years and have sat on the board for eight years.

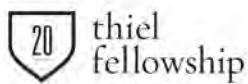
In 2010 I moved to the Bay Area and began working as the Program Director of the Thiel Fellowship. The Thiel Fellowship is an educational grant program started by Peter Thiel, cofounder of Paypal, that inspires young visionaries in science and technology to work on their projects outside of university. We have received international recognition for our innovative program.

I am very excited to see Xcelerate Institute open in Washington DC with the district's support and approval. Their model will serve low-income and minority students with an innovative education focusing on entrepreneurship and hands-on learning. Educationally, it is of the utmost importance that our students are educated for the jobs of tomorrow and I believe that Xcelerate Institute will serve its high school students very well in this regard by giving them the tools to problem solve, work collaboratively, and use entrepreneurial strategies in all aspects of their lives.

Additionally, we would love to have students from Xcelerate Institute participate in our programs in the future where we bring young visionaries together for community building, mentoring opportunities, and leadership growth.

Respectfully yours,

Danielle Strachman
Program Director for the Thiel Fellowship
Thiel Foundation
dstrachman@thielfoundation.org
650-336-8121



1 Letterman Drive, Bldg C, Suite 400
San Francisco, CA, 94129
(260) 466-2364

February 25, 2014

Dear John McKoy,

I'm writing this letter to express my support for Xcelerate Institute to become an approved charter school.

I've spent the majority of my professional life working with local and regional economic development agencies on community development projects. Most recently, I worked with a 10-county economic development agency in Indiana on millennial engagement and entrepreneurship programs. Throughout my time there, it was evident that an immersive and innovative K-12 education enabled cities to reap the benefits of an entrepreneurial student population that would go on to create true economic value in their locales.

Today, I work for the Thiel Foundation where I oversee the growth and development of our growing network of young visionaries. Now totaling over 1,000 members, we offer online and offline platforms for them to connect and advance their projects. Twice-yearly we host a Thiel Foundation Summit, an invitation-only event for young visionaries where they can meet each other in person, hear from some fantastic keynote speakers, collaborate on projects, and learn from one another.

I'm very excited to see Xcelerate Institute open and urge you to strongly consider its approval as a charter school. Schools like Xcelerate help prepare students for a 21st century economy by not only helping them develop appropriate skills for finding a job, but also for creating jobs. Given Xcelerate's mission, vision, and leadership, I have utmost confidence in their ability to provide their students with the tools they need to be leaders of their generation.

Regards,

A handwritten signature in black ink, appearing to read 'Nick Arnett', with a stylized, cursive-like script.

Nick Arnett
Summit Community Manager,
Thiel Foundation
narnett@thielfoundation.org
(260) 466-2364

Stacey Ferreira
Founder & CEO AdMoar, Inc.
25th of February 2014

John McKoy
Board Chair, DC Public Charter School Board
3333 14th St. NW, Washington, DC 20010

Mr. John McKoy,

I'm writing this letter to communicate the highest esteem and support for the Xcelerate Institute to become approved as a new Charter School.

Most of my professional career has been related to starting technology related businesses and advocating for young people to set goals and learn tangible skills that enable them to follow their dreams. At 18 years old, I started my first company, MySocialCloud.com, whose investors included Sir Richard Branson (of the Virgin Group), Jerry Murdock and Alex Welch.

During the two years that I ran MySocialCloud with my business partner, we searched far and wide to employ individuals who possessed the knowledge and skills needed to contribute to our product. As a company, our hiring philosophy recognized and rewarded individuals who had previously taken the time to prepare themselves with tangible computer/programming skills and an entrepreneurial/results-driven mindset.

In 2013, MySocialCloud.com was acquired by Reputation.com. Today, I am starting another company, AdMoar.com in which I hope to employ many more individuals based here in the States all of whom will need to be proficient with technology and have the educational foundation to thrive in an ever-changing technological ecosystem.

As an entrepreneurial and technological advocate, I'm extremely excited about the Xcelerate Institute's model of serving and empowering low-income and minority students. I believe in an education that prepares our young people with the skills necessary not only to contribute and collaborate, but to also create innovative ideas and products which will shape our world for the better. This is precisely why I believe in the Xcelerate Institute.

Sincerely,

A handwritten signature in black ink, reading "Stacey Ferreira", with a long horizontal flourish extending to the right.

Stacey Ferreira



Scott Pearson, Executive Director
DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

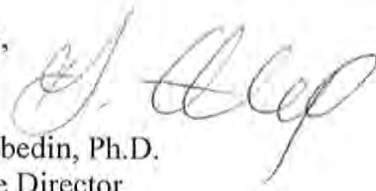
Dear Mr. Pearson:

I am writing in support of the application of Xcelerate Institute Public Charter School. I am familiar with the project through one of the Xcelerate's founders, Gabriel Sanchez Zinny, who supported Creative Minds International Public Charter School as a Founding Board Member. Mr. Zinny contributed generously and significantly to the work required in the planning year of a charter school. Mr. Zinny is an entrepreneur, focused on the improvement of educational quality for disadvantaged students, with experience in the United States and Latin America. I am certain that based on Mr. Zinny's professional background and passion for equity, the Founders of Xcelerate are motivated to fulfill the mission of filling a gap in educational opportunities offered to high school drop-outs in Washington, DC.

The Xcelerate approach includes a curriculum that is planned to support youth build 21st Century work skills in addition to academic competencies. The emphasis on computer literacy and information technology, in addition to focus on literacy and communications skills, are areas of need for the school's target population (Latino and African American youth). I am particularly impressed by Xcelerate's plan to engage the DC business community to offer students internships and opportunities to network with potential employers. Finally, Xcelerate holds the promise of preparing students for STEM jobs in which minority students are worryingly underrepresented.

I believe that Xcelerate is likely to succeed because its founders have extensive experience in education, serving disadvantaged youth, and running successful businesses and nonprofits. Therefore, I hope that the Public Charter School Board will approve Xcelerate's charter application.

Sincerely,


Golnar Abedin, Ph.D.
Executive Director

Creative Minds International Public Charter School, 3224 16th Street, N.W.,
Washington, D.C. 20010
202-716-0277
www.creativemindspcs.org

24th of February, 2014

John McKoy
Board Chair, DC Public Charter School Board
3333 14th St. NW, Washington, DC 20010

Dear Mr. John McKoy,

By this letter I would like to express my strong support for the Xcelerate Institute, as they submit their application for becoming a new Charter School trying to fill the gap in some of the needs we have with talent development and recruitment in the region.

I am the President of Destinalo.com in Washington DC, a digital company that provides a competitive travel solution for people looking for alternative ways to travel. In my company we outsource positions often because finding the right talent in DC has become very difficult. We have outsourced jobs at every level but especially entry level such as basic graphic design and social media management. Social media management is a very important field of work today but it is very hard to fill. A social media manager can get a salary up to 80,000 and does not require a bachelors degree, just understand and be able to manipulate in our case Facebook, Instagram and Twitter.

I believe that the Xcelerate Institute will encourage the development of many of these skills in the adult population of D.C., and will be of great help for companies like mine outsource work to other states and countries.

This is great opportunity for all of us to work together, the Institute get us the right talent and we support the economy by filling jobs with DC residents.

Sincerely,



Cristina Huidobro,
President
Destinalo.com

To:

John "Skip" McKoy, Board Chair
DC Public Charter School Board
3333 14th St. NW
Washington, DC 20010

9th of February, 2014

Dear Mr. John McKoy,

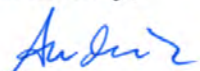
El Tiempo Latino has a great interest in the progress of the Hispanic community and Spanish language speakers in our metropolitan area and the District of Columbia. In our 22 years serving the Hispanic reader, we have emphasized the coverage of education as key for the betterment of the community we serve. Since 2004, El Tiempo Latino is a sister publication of The Washington Post and we have increased our educational initiatives and support for those who move forward the educational needs of our community.

A project for a new charter school, the Xcelerate Institute, has caught our attention because it is especially targeted for the adult population of minorities, especially Latinos, who have not completed their high school education.

I am writing to offer our strong support to this project. In DC, Hispanic students have the highest dropout rate. In 2012, the graduation rate for Hispanics was 55%, compared to 60% for African-Americans, 79% for Asians, and 88 % for white non-Hispanic students.

We believe that Xcelerate Insitute can make a powerful contribution to solving this problem. We are also committed to assist in any way that we can to encourage the success of this program.

Sincerely,



Alberto Avendaño
Executive Editor
El Tiempo Latino/
The Washington Post



February 25, 2014

John "Skip" McKoy
Chairman
District of Columbia Public Charter School Board

RE: Xcelerate Institute Public Charter School

Dear Mr. McKoy,

As you know, Building Hope was created over 10 years ago to help quality District of Columbia public charter schools overcome the significant facility barriers that exist in the District's competitive real estate market. Building Hope offers a variety of programs designed to help schools overcome these barriers 1) lending money at below market rates; 2) identifying, acquiring and developing buildings at below market rates; 3) extending credit and lease guaranties; 4) managing the day to day operations of the Charter School Incubator Initiative; and 5) providing professional services.

For start-up charter schools such as Xcelerate Institute, a lack of operating history and low number of students in the early years only add to an already challenging environment. We have met with the founding team of Xcelerate Institute and informed them of our services, the District's facility challenges and opportunities, and the other players in the charter school facility arena in the District of Columbia.

Our credit enhancement program that gives preference to new schools, and the Charter School Incubator Initiative, were designed specifically to help start-up schools like Xcelerate Institute to secure a facility. Building Hope has a 100% success rate in helping new schools secure space and are confident that this success will continue for the 2015/16 school year to accommodate Xcelerate Institute.

We are pleased to see Xcelerate's proposal for a charter school designed to meet the needs of young adults that otherwise have limited opportunities. We know that the target locations presents few facility options, but the alternative nature of the school and the mobility of the young adults help to mitigate some of the facility challenges. We look forward to working with Xcelerate's team to identify specific space once they receive their charter.

Sincerely,

Thomas Porter
Vice President, Real Estate Operations

February 27th, 2014

Letter of Support

John “Skip” McKoy
Board Chair
DC Public Charter School Board
3333 14th St. NW
Washington, DC 20010

Dear Mr. John McKoy,

I would like to convey my support to the Xcelerate Institute, in their application for becoming a new charter school in the Columbia District. Xcelerate Institute will provide education for adults, using a blended learning methodology. Blended learning, or the instructional approach that combines online or computer learning with the aid of an instructor, is an innovative way of teaching. In many cases, it has found to be superior to other approaches that use only in-person instruction or only computer-aided instruction (Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies).

From my studies of effective education interventions with marginalized populations, I have found that trying new approaches to reach them with quality learning opportunities can be incredibly beneficial. With the rapid expansion of information communication technologies, there is a great opportunity, if deployed smartly and I believe Xcelerate Institute will do just that, for modern technology to help advance the District’s education system. Youth and adults in particular can benefit from the advantage of technology, due to its ability to allow for flexible pathways for learning and communicating with their teachers and mentors.

I believe that Xcelerate Institute can have a very positive impact in helping to reinsert the disconnected youth of DC in the economy, which is a critical issue for our city.

Sincerely,



Rebecca Winthrop
Senior Fellow and Director
Center for Universal Education
The Brookings Institution

24th of February, 2014

John McKoy
Board Chair, DC Public Charter School Board
3333 14th St. NW, Washington, DC 20010

Dear Mr. John McKoy,

My name is Ximena Hartsock and I am writing to express my strong support of Xcelerate Institute to open in Washington, DC. As a former public school principal and former Deputy Chief of Teaching and Learning for the District of Columbia Public Schools between 2007-2008 I have seen first hand the need to have a school that serves DC's most at risk community, our teen drop outs. In my former role of DC Deputy Chief for Teaching and Learning under Chancellor of Schools Michelle Rhee, I was responsible for reforming credit recovery programs for DC youth at risk of dropping out. In that role I saw that the challenges the youth face are hard to overcome without a very robust support system for the teens. I saw that we have wasted the potential of many of these teens, and left them abandoned to a world without opportunities they could reach.

Today I am the founder of a technology company based in Washington DC. My company outsources a lot of work to other states and other countries. We use a hiring system called Odesk that allows us to find data entry, data mining, graph designers and other entry-level non-college grads. We have also used Human Resources companies and consultants to get access to talent. In most occasions the hires have been found in other states because the DC talent pool is extremely low and the demand is very high. We are one of many companies in the city who need local non-college level workers. Salaries for this work range between \$40.00 to \$100.00 an hour for work that requires a skill set that can easily be acquired by today teens. My company has offices in DC in two spaces: at the Chinatown co-sharing office space "WEWORK" and on 15th street at the tech hub "1776 DC". In both offices there are over 200 companies that also outsource work or hire telecommuters because they have not been able to find talent locally. This week my company relocated an entry-level developer from Florida; his role will be to provide our team of developer's data assistance. Our graphic designer telecommutes from Florida and she never went to college, she taught herself how to use Photoshop and Adobe Illustrator. Our CTO is 21 years old and never went to college but also taught himself how to code. All of these workers are great examples of how much potential our kids have.

One of my former students from Tubman Elementary School, Evelyn Reyes was an incredible student in 6th grade when I met her. She later attended Cardozo HS and she dropped out. I was heartbroken when I learned this. Evelyn ended

up finding a job at Best Buy and she is learning how to do mobile apps online in a program for girls to learn how to code. She says she would have loved to start doing this in her first HS year, maybe not only she would have stayed in school but possibly going to college for computer science.

I think that the world has changed dramatically in the past years and our youth today are wired to learn in ways we could only dream about in the past. Unfortunately, not all of our schools have been able to keep up with the pace of change and we are losing many of our students to the streets.

I am incredibly hopeful with the possibilities of Xcelerate Institute to not only change this path in DC but also to become a model for the Nation. Offering a HS diploma for kids will be a great step in the right direction, but the biggest differentiator of this school is that youth will be able to graduate prepared to join the workforce to come to work for companies like mine. This will not only solve the graduation issue as kids will obtain a HS diploma, but most importantly it will give the youth the opportunity to change their life paths and contribute to the local economy by joining teams of local startups and companies.

I have tremendous faith in youth. I know that in the right environment anyone can achieve and every single one of the kids we are losing today have the potential to be tomorrow's innovators. But this cannot happen without the right structure of a flexible learning model with relevant content. I have read the educational plan of Xcelerate and I think is innovative, disruptive and what the city and the country needs to once and for all have a formula that gives teen drop outs the opportunity to have the preparation they need to excel.

Thank you for your consideration of Xcelerate Institute. Do not hesitate to contact me at anytime.

Sincerely,

Ximena Hartsock



Ximena Hartsock, Ph.D.
Doctor in Education Administration and Education Policy, GWU 2004
President, Phone2Action.com
DCPS Teacher, Principal, Deputy Chief of Teaching and Learning 1997-2008
Executive Member of the Cabinet of Mayor Adrian Fenty, 2009-2010
Teacher Preparation Professor, American University 2008
@ximenahartsock
Ximenahartsock@gmail.com

Campus Sample Drawings

XCELERATE INSTITUTE CAMPUS

ACCESSIBLE
MODERN
MINIMALIST
HIGH TECH
STUDENT CENTERED
FUN



WRITABLE WALLS
FOR TEACHERS AND MENTORS
TO BE ABLE TO TEACH MINI LESSONS AT ANY
TIME AND ANYWHERE



COLLABORATIVE CLASSROOMS



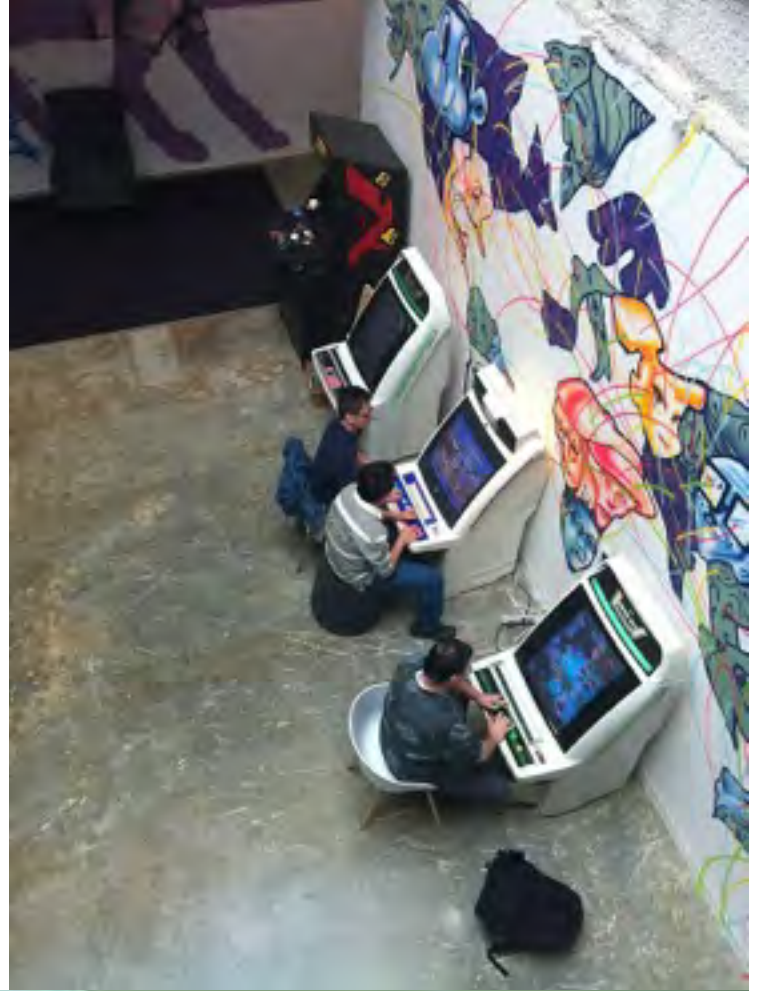
"INVITING" AREAS FOR STUDENTS TO WANT TO
BE AT SCHOOL AND LEARN. YOU CANT
SCHEDULE INNOVATION SO EVERY AREA MUST
BE CONDUCIVE TO IT



LOTS OF SPACE FOR STUDENTS TO STUDY
ALONE OR IN GROUPS AND FOR TEACHERS AND
MENTORS TO MEET WITH STUDENTS



SNACKS, WORKOUT ROOM, RELAX



Final application of exemption for the 501c3

LAW OFFICES
WEBSTER, CHAMBERLAIN & BEAN, LLP
1747 PENNSYLVANIA AVENUE, N.W.
WASHINGTON, D.C. 20006
(202) 785-9500
FAX: (202) 835-0243

ARTHUR L. HEROLD
ALAN P. DYE
FRANK M. NORTHAM
JOHN W. HAZARD, JR.
HUGH K. WEBSTER
DAVID P. GOCH
JAMES S. WILSON, JR.
HEIDI K. ABEGG
SARAH E. MOONEY
CHARLES M. WATKINS
DAVID M. ABRAHAMS
JOHN R. STROUT
ANDREW C. DYE

GEORGE D. WEBSTER (1921-1996)
CHARLES E. CHAMBERLAIN (1917-2002)
OF COUNSEL
J. COLEMAN BEAN*
KENT MASTERSON BROWN*
EDWARD D. COLEMAN*
DAVID M. MASON
*NOT ADMITTED TO DC BAR

February 27, 2014

CERTIFIED MAIL, RETURN RECEIPT REQUESTED

Internal Revenue Service
TE/GE Division
P.O. Box 12192
Covington, Kentucky 41012-0192

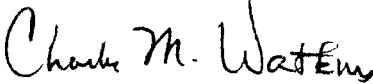
Re: Xcelerate Institute Public Charter School
EIN: 46-4939848
Form 1023

Gentlemen:

Enclosed are Form 2848 and the Form 1023, *Application for Recognition of Exemption Under Section 501(c)(3)*, with all required attachments and enclosures, that we are filing on behalf of the Xcelerate Institute Public Charter School.

We look forward to receipt of your favorable determination letter. Please contact me if you need any additional information.

Yours truly,


Charles M. Watkins

Enclosures

cc: Xcelerate Institute Public Charter School

Form 1023 Checklist

(Revised December 2013)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- ☒ Assemble the application and materials in this order:
- Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- ☒ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- ☒ Employer Identification Number (EIN)
- ☒ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- ☒ Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- | | | | |
|------------|---------------------|------------|---------------------|
| Schedule A | Yes ___ No <u>✓</u> | Schedule E | Yes ___ No <u>✓</u> |
| Schedule B | Yes <u>✓</u> No ___ | Schedule F | Yes ___ No <u>✓</u> |
| Schedule C | Yes ___ No <u>✓</u> | Schedule G | Yes ___ No <u>✓</u> |
| Schedule D | Yes ___ No <u>✓</u> | Schedule H | Yes ___ No <u>✓</u> |

- ☒ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
 - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Page 1, Article 5
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Page 2, Article 8
- ☒ Signature of an officer, director, trustee, or other official who is authorized to sign the application.
 - Signature at Part XI of Form 1023.
- ☒ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

**Power of Attorney
and Declaration of Representative**

OMB No. 1545-0150

For IRS Use Only

Received by:

Name _____

Telephone _____

Function _____

Date ____/____/____

► Type or print. ► See the separate instructions.

Part I Power of Attorney

Caution: A separate Form 2848 should be completed for each taxpayer. Form 2848 will not be honored for any purpose other than representation before the IRS.

1 Taxpayer information. Taxpayer must sign and date this form on page 2, line 7.

Taxpayer name and address
Xcelerate Institute Public Charter School
2220 20th NW, #73
Washington, DC 20006

Taxpayer identification number(s)
[REDACTED]

Daytime telephone number
[REDACTED]

Plan number (if applicable)
N/A

hereby appoints the following representative(s) as attorney(s)-in-fact:

2 Representative(s) must sign and date this form on page 2, Part II.

Name and address

[REDACTED]

Check if to be sent notices and communications ☒

CAF No. **5005-21973R**

PTIN _____

Telephone No. [REDACTED]

Fax No. ([REDACTED]

Check if new: Address ☐ Telephone No. ☐ Fax No. ☐

Name and address

CAF No. _____

PTIN _____

Telephone No. _____

Fax No. _____

Check if to be sent notices and communications ☐

Check if new: Address ☐ Telephone No. ☐ Fax No. ☐

Name and address

CAF No. _____

PTIN _____

Telephone No. _____

Fax No. _____

Check if new: Address ☐ Telephone No. ☐ Fax No. ☐

to represent the taxpayer before the Internal Revenue Service for the following matters:

3 Matters

| Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower, Practitioner Discipline, PLR, FOIA, Civil Penalty, etc.) (see instructions for line 3) | Tax Form Number (1040, 941, 720, etc.) (if applicable) | Year(s) or Period(s) (if applicable) (see instructions for line 3) |
|---|--|--|
| Employment, Income | SS-4, 1023 | |
| | | |
| | | |

4 Specific use not recorded on Centralized Authorization File (CAF). If the power of attorney is for a specific use not recorded on CAF, check this box. See the instructions for Line 4. **Specific Uses Not Recorded on CAF** ☒

5 Acts authorized. Unless otherwise provided below, the representatives generally are authorized to receive and inspect confidential tax information and to perform any and all acts that I can perform with respect to the tax matters described on line 3, for example, the authority to sign any agreements, consents, or other documents. The representative(s), however, is (are) not authorized to receive or negotiate any amounts paid to the client in connection with this representation (including refunds by either electronic means or paper checks). Additionally, unless the appropriate box(es) below are checked, the representative(s) is (are) not authorized to execute a request for disclosure of tax returns or return information to a third party, substitute another representative or add additional representatives, or sign certain tax returns.

☐ Disclosure to third parties; ☒ Substitute or add representative(s); ☐ Signing a return; _____

☒ Other acts authorized: **File form SS-4 electronically**

(see instructions for more information)

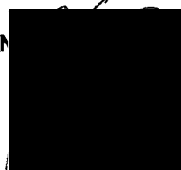
Exceptions. An unenrolled return preparer cannot sign any document for a taxpayer and may only represent taxpayers in limited situations. An enrolled actuary may only represent taxpayers to the extent provided in section 10.3(d) of Treasury Department Circular No. 230 (Circular 230). An enrolled retirement plan agent may only represent taxpayers to the extent provided in section 10.3(e) of Circular 230. A registered tax return preparer may only represent taxpayers to the extent provided in section 10.3(f) of Circular 230. See the line 5 instructions for restrictions on tax matters partners. In most cases, the student practitioner's (level k) authority is limited (for example, they may only practice under the supervision of another practitioner).

List any specific deletions to the acts otherwise authorized in this power of attorney: _____

- 6 Retention/revocation of prior power(s) of attorney.** The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this document. If you **do not want** to revoke a prior power of attorney, check here ☐ **YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.**

- 7 Signature of taxpayer.** If a tax matter concerns a year in which a joint return was filed, the husband and wife must each file a separate power of attorney even if the same representative(s) is (are) being appointed. If signed by a corporate officer, partner, guardian, tax matters partner, executor, receiver, administrator, or trustee on behalf of the taxpayer, I certify that I have the authority to execute this form on behalf of the taxpayer.

► IF NOT SIGNED BY THE TAXPAYER, THIS POWER OF ATTORNEY WILL BE RETURNED TO THE TAXPAYER.



Signature


2/25/2014
DateTreasurer
Title (if applicable)Gabriel Sanchez Zinny
Print Name☐☐☐☐☐
PIN NumberXcelerate Institute Public Charter School
Print name of taxpayer from line 1 if other than individual**Part II Declaration of Representative**

Under penalties of perjury, I declare that:

- I am not currently under suspension or disbarment from practice before the Internal Revenue Service;
- I am aware of regulations contained in Circular 230 (31 CFR, Part 10), as amended, concerning practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:
 - a Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.
 - b Certified Public Accountant—duly qualified to practice as a certified public accountant in the jurisdiction shown below.
 - c Enrolled Agent—enrolled as an agent under the requirements of Circular 230.
 - d Officer—a bona fide officer of the taxpayer's organization.
 - e Full-Time Employee—a full-time employee of the taxpayer.
 - f Family Member—a member of the taxpayer's immediate family (for example, spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).
 - g Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the Internal Revenue Service is limited by section 10.3(d) of Circular 230).
 - h Unenrolled Return Preparer—Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. **See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.**
 - i Registered Tax Return Preparer—registered as a tax return preparer under the requirements of section 10.4 of Circular 230. Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. **See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.**
 - k Student Attorney or CPA—receives permission to practice before the IRS by virtue of his/her status as a law, business, or accounting student working in LITC or STCP under section 10.7(d) of Circular 230. See instructions for Part II for additional information and requirements.
 - r Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

► IF THIS DECLARATION OF REPRESENTATIVE IS NOT SIGNED AND DATED, THE POWER OF ATTORNEY WILL BE RETURNED. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN LINE 2 ABOVE. See the instructions for Part II.

Note: For designations d-f, enter your title, position, or relationship to the taxpayer in the "Licensing jurisdiction" column. See the instructions for Part II for more information.

| Designation—Insert above letter (a-r) | Licensing jurisdiction (state) or other licensing authority (if applicable) | Bar, license, certification, registration, or enrollment number (if applicable). See instructions for Part II for more information. | Signature | Date |
|---------------------------------------|---|---|--|---------|
| a | DC | 359010 |  | 2.27.14 |
| | | | | |
| | | | | |

Form **1023**
(Rev. December 2013)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

(00) OMB No. 1545-0056
Note: If exempt status is approved, this application will be open for public inspection.

► (Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382)

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

| | | | |
|--|--|---|--|
| 1 Full name of organization (exactly as it appears in your organizing document) Xcelerate Institute Public Charter School | | 2 c/o Name (if applicable) Gabriel Sanchez Zinny | |
| 3 Mailing address (Number and street) (see instructions) [REDACTED] | | Room/Suite 73 | 4 Employer Identification Number (EIN) [REDACTED] |
| City or town, state or country, and ZIP + 4 Washington, DC 20009 | | 5 Month the annual accounting period ends (01 - 12) 06 | |
| 6 Primary contact (officer, director, trustee, or authorized representative) a Name: Charles M Watkins | | b Phone: [REDACTED] c Fax: (optional) 202-555-0243 | |
| 7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. | | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| 8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| 9a Organization's website: None | | | |
| b Organization's email: (optional) | | | |
| 10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| 11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) | | 01 / 02 / 2014 | |
| 12 Were you formed under the laws of a foreign country ? If "Yes," state the country. | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |

For Paperwork Reduction Act Notice, see page 24 of the instructions.

Cat. No. 17133K

Form **1023** (Rev. 12-2013)

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1** Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. ☒ **Yes** ☐ **No**
- 2** Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. ☐ **Yes** ☒ **No**
- 3** Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. ☐ **Yes** ☒ **No**
- 4a** Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. ☐ **Yes** ☒ **No**
- b** Have you been funded? If "No," explain how you are formed without anything of value placed in trust. ☐ **Yes** ☒ **No**
- 5** Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. ☐ **Yes** ☒ **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1** Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Page 1, Art. 5** ☒
- 2a** Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c. ☒
- 2b** If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Page 2, Art. 8**
- 2c** See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: ☐

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past*, *present*, and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a** List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|-----------------------|-------------------------|-----------------|---|
| Gabriel Sanchez Zinny | Director/Treasurer | | 0 |
| Dolores Virasoro | Director | | 0 |
| Shawn Sullivan | Director/Vice President | | 0 |
| Ximena Hartsock | Director | | 0 |
| Jennifer Daniels | Director/President | | 0 |

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b** List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|-------------|-------|-----------------|---|
| None | | | |
| | | | |
| | | | |
| | | | |
| | | | |

- c** List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|-------------|-------|-----------------|---|
| None | | | |
| | | | |
| | | | |
| | | | |
| | | | |

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees **related** to each other through **family** or **business relationships**? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☒ No
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ Yes ☒ No
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☒ No
- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.
- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ Yes ☒ No
- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☒ Yes ☐ No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? ☒ Yes ☐ No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? ☒ Yes ☐ No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ☒ Yes ☐ No
- e Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☒ Yes ☐ No
- f Do you or will you record in writing both the information on which you relied to base your decision and its source? ☒ Yes ☐ No
- g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

- 5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. ☒ Yes ☐ No

- b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

- 6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ Yes ☒ No

- b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ Yes ☒ No

- 7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. ☐ Yes ☒ No

- b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. ☐ Yes ☒ No

- 8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. ☐ Yes ☒ No

- b Describe any written or oral arrangements that you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

- 9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. ☐ Yes ☒ No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. ☒ **Yes** ☐ **No**
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. ☐ **Yes** ☒ **No**
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ☐ **Yes** ☒ **No**
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ☐ **Yes** ☒ **No**

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. ☐ **Yes** ☒ **No**
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. ☐ **Yes** ☒ **No**

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. ☐ **Yes** ☒ **No**
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. ☐ **Yes** ☒ **No**
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. ☐ **Yes** ☒ **No**
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. ☐ **Yes** ☒ **No**
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. ☐ **Yes** ☒ **No**
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) ☐ Yes ☐ No

- | | |
|---|--|
| <input checked="" type="checkbox"/> mail solicitations | <input type="checkbox"/> phone solicitations |
| <input type="checkbox"/> email solicitations | <input checked="" type="checkbox"/> accept donations on your website |
| <input checked="" type="checkbox"/> personal solicitations | <input type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations |
| <input checked="" type="checkbox"/> foundation grant solicitations | <input type="checkbox"/> Other |

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ Yes ☒ No

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☒ No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ Yes ☒ No

5 Are you **affiliated** with a governmental unit? If "Yes," explain. ☐ Yes ☐ No

6a Do you or will you engage in **economic development**? If "Yes," describe your program. ☐ Yes ☒ No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☐ Yes ☒ No

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☐ Yes ☒ No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ Yes ☒ No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ Yes ☒ No

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☒ No

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. ☒ **Yes** ☐ **No**
-
- 12a** Do you or will you operate in a **foreign country or countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. ☐ **Yes** ☒ **No**
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. ☐ **Yes** ☒ **No**
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. ☐ **Yes** ☐ **No**
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. ☐ **Yes** ☐ **No**
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. ☐ **Yes** ☐ **No**
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. ☐ **Yes** ☒ **No**
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. ☐ **Yes** ☐ **No**
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ **Yes** ☐ **No**
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ **Yes** ☐ **No**
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. ☐ **Yes** ☐ **No**

Part VIII Your Specific Activities (Continued)

- 15 Do you have a **close connection** with any organizations? If "Yes," explain. ☐ Yes ☒ No
- 16 Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain. ☐ Yes ☒ No
- 17 Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain. ☐ Yes ☒ No
- 18 Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain. ☐ Yes ☒ No
- 19 Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. ☒ Yes ☐ No
- 20 Is your main function to provide **hospital** or **medical care**? If "Yes," complete Schedule C. ☐ Yes ☒ No
- 21 Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F. ☐ Yes ☒ No
- 22 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. ☐ Yes ☒ No

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

| | Type of revenue or expense | Current tax year | 3 prior tax years or 2 succeeding tax years | | | (e) Provide Total for (a) through (d) |
|-----------------|---|---|---|---|----------------|--|
| | | (a) From <u>1/2014</u> To <u>6/30/14</u> | (b) From <u>1/1/14</u> To <u>6/30/15</u> | (c) From <u>1/1/15</u> To <u>6/30/16</u> | (d) From | |
| Revenues | 1 Gifts, grants, and contributions received (do not include unusual grants) | 0 | 100,000 | 0 | | 100,000 |
| | 2 Membership fees received | 0 | 0 | 0 | | 0 |
| | 3 Gross investment income | 0 | 0 | 0 | | 0 |
| | 4 Net unrelated business income | 0 | 0 | 0 | | 0 |
| | 5 Taxes levied for your benefit | 0 | 0 | 0 | | 0 |
| | 6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge) | 0 | 0 | 0 | | 0 |
| | 7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list) | 0 | 0 | 0 | | 0 |
| | 8 Total of lines 1 through 7 | 0 | 100,000 | 0 | | 0 |
| | 9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list) | 0 | 0 | 1,115,000 | | 1,115,000 |
| | 10 Total of lines 8 and 9 | 0 | 100,000 | 1,115,000 | | 1,215,000 |
| | 11 Net gain or loss on sale of capital assets (attach schedule and see instructions) | 0 | 0 | 0 | | 0 |
| | 12 Unusual grants | 0 | 0 | 0 | | 0 |
| | 13 Total Revenue Add lines 10 through 12 | 0 | 100,000 | 1,115,000 | | 1,215,000 |
| Expenses | 14 Fundraising expenses | | 10,000 | 0 | 0 | |
| | 15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list) | 0 | 0 | 0 | | |
| | 16 Disbursements to or for the benefit of members (attach an itemized list) | 0 | 0 | 0 | | |
| | 17 Compensation of officers, directors, and trustees | 0 | 0 | 0 | | |
| | 18 Other salaries and wages | 0 | 60,000 | 700,000 | | |
| | 19 Interest expense | 0 | 0 | 0 | | |
| | 20 Occupancy (rent, utilities, etc.) | 0 | 30,000 | 346,825 | | |
| | 21 Depreciation and depletion | 0 | 0 | 0 | | |
| | 22 Professional fees | 0 | 0 | 0 | | |
| | 23 Any expense not otherwise classified, such as program services (attach itemized list) | 0 | 0 | 67,000 | | |
| | 24 Total Expenses Add lines 14 through 23 | 0 | 100,000 | 1,113,825 | | |

Part IX Financial Data (Continued)**B. Balance Sheet (for your most recently completed tax year)**

| | | Year End: |
|------------------------------------|---|---|
| | | (Whole dollars) |
| Assets | | |
| 1 | Cash | 1 |
| 2 | Accounts receivable, net | 2 |
| 3 | Inventories | 3 |
| 4 | Bonds and notes receivable (attach an itemized list) | 4 |
| 5 | Corporate stocks (attach an itemized list) | 5 |
| 6 | Loans receivable (attach an itemized list) | 6 |
| 7 | Other investments (attach an itemized list) | 7 |
| 8 | Depreciable and depletable assets (attach an itemized list) | 8 |
| 9 | Land | 9 |
| 10 | Other assets (attach an itemized list) | 10 |
| 11 | Total Assets (add lines 1 through 10) | 11 |
| Liabilities | | |
| 12 | Accounts payable | 12 |
| 13 | Contributions, gifts, grants, etc. payable | 13 |
| 14 | Mortgages and notes payable (attach an itemized list) | 14 |
| 15 | Other liabilities (attach an itemized list) | 15 |
| 16 | Total Liabilities (add lines 12 through 15) | 16 |
| Fund Balances or Net Assets | | |
| 17 | Total fund balances or net assets | 17 |
| 18 | Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17) | 18 |
| 19 | Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a** Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. ☐ Yes ☒ No
If you are unsure, see the instructions.
- b** As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐
- 2** Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ Yes ☐ No
- 3** Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ Yes ☐ No
- 4** Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ Yes ☐ No
- 5** If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
The organization is not a private foundation because it is:
- a** 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐
- b** 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B. ☒
- c** 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐
- d** 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

Part X Public Charity Status (Continued)

- e** 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐
- f** 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐
- g** 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐
- h** 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐
- i** A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Extending Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

(Signature of Officer, Director, Trustee, or other authorized official)

(Type or print name of signer)

(Date)

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations

(Date)

- b Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐

(i) **(a)** Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____ ☐

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐

(ii) **(a)** For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box. ☐

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box. ☐

- 7** Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ **Yes** ☐ **No**

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? ☐ Yes ☒ No
If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).
If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change). ☐
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change). ☒

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

**Please
Sign
Here**

(Signature of Officer, Director, Trustee, or other
authorized official)

Gabriel Sanchez Zinny

(Type or print name of signer)

Director

(Type or print title or authority of signer)

2/25/2014
(Date)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Form **1023** (Rev. 12-2013)

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

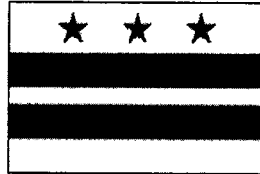
- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. ☒ **Yes** ☐ **No**
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. ☒ **Yes** ☐ **No**
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☐ **Yes** ☒ **No**
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. ☒ **Yes** ☐ **No**
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? ☐ **Yes** ☐ **No**
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ **Yes** ☐ **No**
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ **Yes** ☐ **No**
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. ☐ **Yes** ☐ **No**
- Note.** Make sure your answer is consistent with the information provided in Part VIII, line 7a.
- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☐ **Yes** ☐ **No**

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory PolicyInformation required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. ☐ **Yes** ☐ **No**
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? ☐ **Yes** ☐ **No**
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement. ☐
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. ☐ **Yes** ☐ **No**
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ **Yes** ☐ **No**

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Business Organizations Code have been complied with and accordingly, this ***CERTIFICATE OF INCORPORATION*** is hereby issued to:

XCELERATOR ACADEMY PUBLIC CHARTER SCHOOL

Effective Date: 1/2/2014

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 1/2/2014 4:14 PM



Business and Professional Licensing Administration

A handwritten signature in cursive script, reading 'Patricia E. Grays'.

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: UShsdsjX

JAN - 2 2013

FILE COPY

ARTICLES OF INCORPORATION

OF

XCELERATOR ACADEMY PUBLIC CHARTER SCHOOL

**TO: The Department of Consumer and Regulatory Affairs
Washington, D.C.**

We, the undersigned natural persons of the age of 21 years or more, acting as incorporators of a corporation do hereby adopt the following Articles of Incorporation for such corporation pursuant to the District of Columbia Nonprofit Corporation Act of 2010 [D.C. Code, 2001 Edition, Title 29, Chapter 4].

1. Name. The name of the corporation is: Xcelerator Academy Public Charter School.
2. Members. The corporation shall not have members.
3. Registered agent. The registered agent's name and address in the District of Columbia is James S. Wilson, 1747 Pennsylvania Avenue, N.W., #1000, Washington, D.C. 20006, who is a member in good standing of the District of Columbia Bar and who maintains an office in the District of Columbia.
4. The corporation is incorporated as a nonprofit corporation under D.C. Code, Title 29, Chapter 4.
5. Purposes. This corporation is organized, and shall be administered and operated, exclusively to receive, administer, and expend funds for the following educational purpose, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986: To operate a public charter school in the District of Columbia;

In order to accomplish the foregoing educational purpose, and for no other purpose or purposes, this corporation shall have the powers granted to nonprofit corporations by the District of Columbia Nonprofit Corporation Act of 2010 [D.C. Code, 2001 Edition, Title 29, Chapter 4], to public charter schools by the District of Columbia School Reform Act [D.C. Code, 2001 Edition, §38-1802.04]; and may do all other acts necessary or expedient for the administration of the affairs and attainment of the purposes of this corporation; provided, however, that this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the primary purpose of this corporation.

6. Restrictions. (a) No part of the net income of the corporation shall inure to the benefit of or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services actually rendered and to make payments and distributions in furtherance of the purpose set forth in Article 5 hereof.

(b) No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in any political campaign on behalf of or against any candidate for public office.

(c) Notwithstanding any other provisions set forth in these Articles of Incorporation, at any time during which it is deemed a private foundation, the corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code of 1986; the corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986; the corporation shall not own any excess business holdings that would subject it to tax under Section 4943 of the Internal Revenue Code of 1986; the corporation shall not make any investments in such manner as to subject it to the tax imposed by Section 4944 of the Internal Revenue Code of 1986; and the corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code of 1986. Any reference in these Articles to any section of the Internal Revenue Code of 1986 shall be deemed to incorporate by reference the corresponding provisions of any subsequent federal tax laws.

(d) Notwithstanding any other provision of these Articles, the corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or by an organization contributions to which are to be deductible under Section 170(c)(2) of such Code.

7. Liability. The private property of the incorporators, directors and officers shall not be subject to the payment of corporate debts to any extent whatever.

8. Dissolution. (a) In general. Upon the dissolution of the corporation or the winding up of its affairs, the assets of the corporation shall be distributed exclusively for charitable or educational purposes or to organizations which are then exempt from federal tax under Section 501(c)(3) of the Internal Revenue Code of 1986, and to which contributions are then deductible under Section 170(c)(2) of such Code.

(b) Mandatory dissolution. As required by D.C. Code, §38-1802.13a, the corporation shall dissolve if the charter for the charter school has been revoked, has not been renewed, or has been voluntarily relinquished. Upon such dissolution, any assets to be distributed pursuant to D.C. Code §29-412.05 shall, be transferred to the State Educational Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

9. Initial directors. The number of directors constituting the initial Board of Directors is three (3), but the number of directors may be increased or decreased in the manner set forth in the bylaws, provided that the number shall not be less than three. The names and addresses, including street and number, of the persons who are to serve as the initial directors are:

NAME

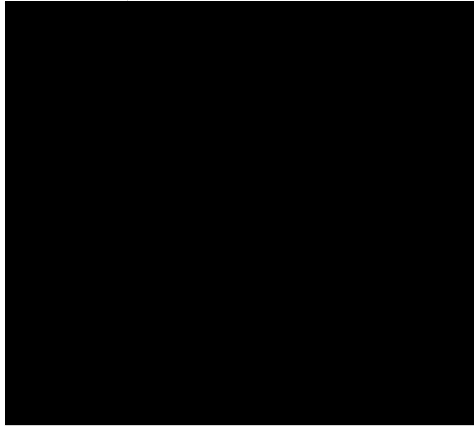
ADDRESS

Gabriel Sanchez Zinny

Dolores Virasoro

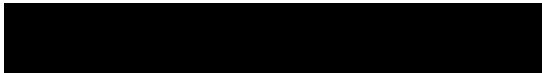
Shawn Sullivan

Ximena Hartsock



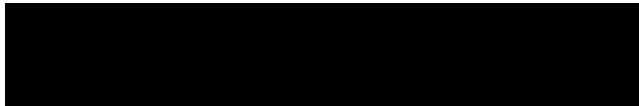
10. Incorporator. The name and street address of the incorporator is:

Charles M. Watkins



I recognize that by signing this form, I agree that anyone who makes a false statement can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC §22-2405.

December 18, 2013



(Incorporator)

**ARTICLES OF AMENDMENT TO THE
ARTICLES OF INCORPORATION OF
XCELERATOR ACADEMY PUBLIC CHARTER SCHOOL**

To: Department of Consumer and Regulatory Affairs
Washington, DC

Pursuant to the provisions of the District of Columbia Nonprofit Corporation Act of 2010, the undersigned adopts the following Articles of Amendment to its Articles of Incorporation:

1. The name of the nonprofit corporation is: Xcelerator Academy Public Charter School.

2. The following amendments of the Articles of Incorporation were adopted by the Corporation in the manner prescribed by the District of Columbia Nonprofit Corporation Act:

Article 1 shall be amended in its entirety to state:

1. The name of the corporation is: Xcelerate Institute Public Charter School.

3. The amendment does not provide for an exchange, reclassification, or cancellation of memberships.

4. The amendment was adopted on February 10, 2014.

5. The amendment was adopted by the board of directors and member approval was not required.

By: _____

G
Treasurer

February 11, 2014

**BYLAWS
OF
XCELERATE INSTITUTE PUBLIC CHARTER SCHOOL**

**ARTICLE I
BOARD OF DIRECTORS**

1. **General Powers.** The property, affairs, and business of the Corporation shall be managed and controlled by its Board of Directors. The Board of Directors may by general resolution delegate to officers of the Corporation and to committees such powers as provided for in these Bylaws. The Board of Directors may exercise emergency powers to the extent permitted by D.C. Code §29-403.03.

2. **Number and Qualifications.** (a) The number of Directors shall be an odd number, not less than three and not greater than 15, as determined from time to time by the Board of Directors.

(b)(1) As of the date that is 60 days after the classes offered by the Corporation at its charter school have begun, no person shall be eligible to be a Director unless he or she—

(A) Is a teacher or staff member who is employed at the charter school operated by the Corporation;

(B) Is a parent of a student attending the charter school operated by the Corporation; or

(C) Otherwise satisfies the election or selection criteria set forth in the charter granted to the school.

(2) A majority of the Directors must be residents of the District of Columbia; and at all times more than 60 days after the classes offered by the Corporation at its charter school have begun, at least two Directors shall be parents of children enrolled in the school. Any Director whose move from the District of Columbia or the disenrollment of whose child would cause the composition of the Board of Directors to fail to satisfy the requirements in the preceding sentence shall be deemed to have resigned as of the date of the move or disenrollment.

3. **Terms.** The initial Directors shall serve terms of three years or until their successors are elected and qualified. Directors may succeed themselves in office. The Board of Directors may establish a procedure so that one-third of the membership of the Board of Directors is elected each year.

4. **Resignation.** Any Director may resign at any time by giving written notice to the President. Such resignation shall take effect at the time specified therein, or, if no time is specified, at the time of acceptance thereof as determined by the President or Board of Directors.

5. **Removal.** A Director may be removed from office prior to the expiration of the term for which that Director has been elected by the vote of a majority of the number of the Directors established by these bylaws.

6. **Vacancies.** Vacancies among the Directors, whether caused by resignation, death, removal, or expiration of a term, may be filled by the remaining Directors. In filling vacancies, the Board of Directors shall ensure that the composition of the Board continues to satisfy the requirements of Section 2(b) of this Article.

7. **Meetings.** (a) The Board of Directors shall provide by resolution the time and place, whether within or without the District of Columbia, for the holding of the annual meeting of the Board, and any other regular meetings of the Board.

(b) Special meetings of the Board of Directors may be called by the Chairman or the President, or by a majority of the Directors then in office, who may fix any place within the District of Columbia as the place for holding the special meeting.

(c) Directors may attend a meeting by telephonic or similar equipment by means of which all persons participating in the meeting can hear each other.

8. **Notice.** (a) Notice of the date, time, and place of any annual or regular meeting of the Board of Directors shall be given not less than 15 days before the meeting, and unless otherwise required by law or these Bylaws, need not state the purpose of or business to be conducted at the meeting. Alternately, at the beginning of each one-year period, the Corporation may give each Director a single notice of all regularly scheduled meetings for that year, or for any shorter period, without having to give notice of each meeting individually.

(b) Notice of the date, time, and place of any special meeting of the Board of Directors shall be given at least two days previous thereto, and shall state the purpose of the meeting.

(c) Notice of any meeting shall be given by written notice delivered personally or sent by mail, facsimile transmission, or electronic mail to each Director at his or her address as shown by the records of the Corporation. If mailed, the notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If notice is given by facsimile transmission, the notice shall be deemed to be delivered when the transmission is completed. If notice is given by electronic mail, the notice shall be deemed to be delivered when it is received by the recipient's electronic mailbox.

(d) Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except when a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

9. **Quorum.** The presence in person of a majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a

majority of the Directors are present in person at a meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

10. **Manner of Acting.** The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these Bylaws.

11. **Informal Action.** Any action required by law to be taken at a meeting of Directors, or any action that may be taken at a meeting of Directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the Directors.

12. **Compensation.** Directors shall not receive any stated salaries for their services as such, but by resolution of the Board of Directors expenses of attendance may be allowed for attendance at each regular or special meeting of the Board; however, nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving reasonable compensation therefor.

ARTICLE II OFFICERS

1. **Officers.** The officers of the Corporation shall be a President, a Vice-President, a Secretary, a Treasurer, and such other officers as may be elected in accordance with other provisions of this Article. The Board of Directors may elect such other officers or agents, including a Chairman of the Board and an Executive Director, one or more Assistant Secretaries, and one or more Assistant Treasurers, as it shall deem desirable, and such officers shall have the authority and perform the duties prescribed from time to time by the Board of Directors. Any two or more offices may be held by the same person, except the offices of President and Treasurer.

2. **Selection.** The officers of the Corporation shall be elected annually by the Board of Directors at the annual meeting of the Board. If the election of these officers shall not be held at such meeting, such election shall be held as soon thereafter as convenient. New offices may be created and filled at any meeting of the Board of Directors. Each officer shall hold office until his successor shall have been duly elected and shall have qualified.

3. **Removal.** Any officer elected or appointed by the Board of Directors may be removed by the Board whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

4. **Vacancy.** A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

5. **President.** The President shall be the principal executive officer of the Corporation and shall exercise general supervision over the affairs of the Corporation, its officers, and

personnel, consistent with policies established by the Board of Directors. The President may sign any deeds, mortgages, bonds, contracts, or other instruments, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws or by statute to some other officer or agent of the Corporation; and in general shall perform all duties incident to the office of the President and such other duties as may be prescribed by the Board of Directors. The President may authorize and approve expenditures and take such other steps he or she shall deem necessary to advance the purposes of the Corporation, provided such steps do not exceed the scope of authority granted him by the Board of Directors.

6. **Vice President.** The Vice President shall perform such duties as may be assigned by the President or the Board of Directors.

7. **Treasurer.** The Treasurer shall have charge and custody of, and be responsible for, all funds and securities of the corporation; receive and give receipts for monies due and payable to the Corporation from any source whatsoever, and shall deposit all such monies in the name of the Corporation in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article IV of these Bylaws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors. The Treasurer shall be responsible for the administration and oversight of the Corporation's financial records, initiation of an annual audit, compliance with statutory reporting requirements, tax returns, and tax payments. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine.

8. **Secretary.** The Secretary shall keep the minutes of the meetings of the Board of Directors and shall oversee the keeping, preparation, and filing of all other records required by law or by the policies of the Board; be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these Bylaws; keep a register of the post office address of each Director which shall be furnished to the Secretary by such Director; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the Board of Directors.

9. **Assistant Treasurers and Secretaries.** The Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the President or the Board of Directors. If required by the Board of Directors, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine.

ARTICLE III COMMITTEES

1. **Authority.** (a) The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more committees of its members, each of which shall consist of two or more persons, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation; provided, however, that no such committee shall have the authority of the Board of Directors in reference to amending, altering, or repealing the Bylaws; electing, appointing, or removing any member of any such committee or any Director or officer of the Corporation; amending the Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another corporation; authorizing the sale, lease, exchange, or mortgage of all or substantially all of the property and assets of the Corporation; authorizing the voluntary dissolution of the Corporation or revoking proceedings therefor; adopting a plan for the distribution of the assets of the Corporation; or amending, altering, or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered, or repealed by such committee. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility imposed upon it or him by law.

(b) Advisory committees, not having or exercising the authority of the Board of Directors in the management of the Corporation, may be designated and appointed by resolution adopted by a majority of the Directors at a meeting at which a quorum is present, or by the Chairman as authorized by a like resolution of the Board. Membership on such committees need not be limited to Directors.

2. **Term.** Each member of a committee shall continue as such until the next annual meeting of the Directors of the Corporation and until his successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

3. **Chairman.** One member of each committee shall be appointed chairman by the person or persons authorized to appoint the members thereof.

4. **Vacancies.** Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

5. **Manner of Acting.** Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee. Each committee may adopt rules for its own governance not inconsistent with these Bylaws or with rules adopted by the Board of Directors.

ARTICLE IV

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

1. **Contracts.** The Board of Directors may authorize any officer or officers, agent, or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into

any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances.

2. **Checks.** All checks, drafts, or orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent, or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the President or Vice President of the Corporation.

3. **Deposits.** All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

4. **Funds.** The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE V BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.

ARTICLE VI INDEMNIFICATION

Any present or former Director, officer, or employee of the Corporation, or any person who is serving or has served at its request as a Director or officer of another corporation, whether for profit or not for profit, or other such persons so designated in the discretion of the Board of Directors, or the legal representative of any such person, shall be indemnified (including advances against expenses) by the Corporation to the extent allowed by law (D.C. Code §29-406.50 *et seq.*) against all judgments, fines, settlements, and other reasonable costs, expenses, and counsel fees actually and necessarily paid or incurred in connection with any action, suit, or proceeding to which any such person or his legal representative may be made a party by reason of his being or having been such a Director, officer, or employee serving or having served the Corporation, except in relation to matters as to which he shall be adjudged in the action, suit, or proceeding to be liable for negligence or misconduct in the performance of a duty. No indemnification or advance against expenses shall be approved by the Board of Directors or paid by the Corporation except after receiving an opinion from legal counsel regarding the propriety of doing so.

ARTICLE VII PROCEDURE

The rules contained in the most recent edition of Robert's Rules of Order shall provide the rules of procedure for the Corporation where they are not inconsistent with the provisions of the Articles of Incorporation or these Bylaws.

ARTICLE VIII AMENDMENTS TO BYLAWS

These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a majority of the Directors present at any regular meeting or at any special meeting, if at least seven days' written notice is given of intention to alter, amend, or repeal, or to adopt new Bylaws at such meeting.

XCELERATE INSTITUTE PUBLIC CHARTER SCHOOL

EIN: 46-4939848

Form 1023

Exhibit A

Page 1

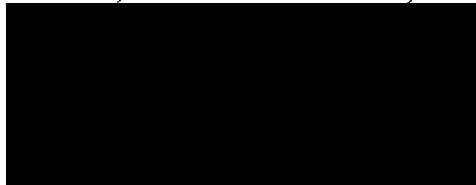
PART I—IDENTIFICATION OF APPLICANT

Item 7—Are you represented by an authorized representative, such as an attorney or accountant? *If “Yes,” provide the authorized representative’s name, and the name and address of the authorized representative’s firm. Include a completed Form 2848, Power of Attorney and Declaration of Representative, with your application if you would like us to communicate with your representative.*

Charles M. Watkins

CAF No. 5005-21973R

Webster, Chamberlain & Bean, LLP



1000

PART IV—NARRATIVE DESCRIPTION OF ACTIVITIES

Describe your past, present, and planned activities in a narrative. If you believe that you have already provided some of this information in response to other parts of the Form 1023, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate.

For each past, present, or planned activity, include information that answers the following questions.

What is the activity?

Who conducts the activity?

When is the activity conducted?

Where is the activity conducted (for example: Los Angeles and San Francisco, California)?

How does the activity further your exempt purposes?

What percentage of your total time is allocated to the activity?

How is the activity funded?

XCELERATE INSTITUTE PUBLIC CHARTER SCHOOL

EIN: 46-4939848

Form 1023

Exhibit A

Page 2

List any alternate names under which you operate, including any “aka” (also known as) or “dba” (doing business as) names.

If you have a website, you may attach a paper copy to support your narrative description of activities.

Xcelerate Institute Public Charter School will operate a high-school level public charter school in the District of Columbia for 16-25 year-old students, to provide them with the knowledge and skills required to succeed in the 21st century. Courses provided will include mathematics, sciences, social studies, English, reading, computer skills, communication skills, foreign languages, and vocational training. Students will be able to attend some sources or class sessions via computer links.

The Institute is applying for authority from the District of Columbia Public Charter School Board (a D.C. government agency) to operate a public charter school in the District. The Institute expects that the authority will be granted later in 2014, and to begin classes in a leased building (not yet identified) about September 1, 2015.

Between the date the charter is granted and the first day of classes, the Institute will locate and lease a building, employ teachers and administrators, obtain access to textbooks, purchase required equipment and supplies, and otherwise prepare to operate the school.

Substantially all of the funding for the charter school will be provided by the Public Charter School Board through per capita operating grants. The Institute expects to solicit gifts from parents, local businesses, and others in the community, but these are not expected to be substantial in relation to the total operating funds required.

PART V—COMPENSATION, ETC., FINANCIAL ARRANGEMENTS WITH OFFICERS, DIRECTORS, EMPLOYEES, AND INDEPENDENT CONTRACTORS

Item 1a—Officers, Directors, and Trustees

List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual compensation, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter “none” if no compensation is or will be paid. If additional space is needed, attach a separate sheet.

XCELERATE INSTITUTE PUBLIC CHARTER SCHOOL

EIN: 46-4939848

Form 1023

Exhibit A

Page 3

In addition to the individuals listed on Form 1023, the following individual serves as a director:

Name: Patrick Stoddart

Title: Director

Mailing Address: [REDACTED]

Total Annual Compensation: 0

Item 3a--Qualifications, hours, and duties of officers, directors, employees, and independent contractors. *For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.*

Gabriel Sanchez Zinny is co-founder of Kuepa and Managing Director at Blue Star Strategies, LLC where he focuses on the Latin America practice, specifically in the areas of infrastructure, education, energy and international relations. Prior to Blue Star Strategies, he served as Vice President at Dutko Worldwide, in the areas of US government and Latin America business development.

Mr. Zinny has served for the board of Creative Minds International Public Charter School (<http://www.creativemindspcs.org/>) from its founding in 2012 until June 2013, participating in the founding process. He is also a founder of Edunexo.com, a software company in the education sector, with presence in 5 countries and 50 employees.

He is the co-author of four books on education policy: *La Escuela Protagonista*, (1999), *Educación y Nuevas Tecnologías: moda o cambio estructural* (2000), *Tecnología y Gestión en la Educación Dominicana* (2003), and *Ahora...Calidad* (2011). He is also an opinion columnist in several Latin American newspapers, and Huffington Post in the US.

Mr. Zinny studied Economics at the University of San Andrés in Buenos Aires, Argentina, and holds a Masters in Public Policy from Georgetown University.

Dolores Virasoro is the Spanish Department Coordinator at Washington International School, in Washington DC. In this same institution, she participates in Spanish Assessment Development for new students, Science and Social Study Curricula Development. She is also an Assessment Coordinator for new students applying to WIS. She has also been a Fourth Grade Spanish Teacher, a Fourth Grade Level Coordinator and worked with Spanish Curricula Development for WIS at Washington International School. Previously, she was an Elementary School Assistant

XCELERATE INSTITUTE PUBLIC CHARTER SCHOOL

EIN: 46-4939848

Form 1023

Exhibit A

Page 4

Teacher at Sunset Elementary School, Miami, an Elementary Catechesis Teacher at Saint Magdalene Sophie Institute, Buenos Aires, and an Elementary School Teacher at Sacred Heart Institute. Buenos Aires.

Ms. Virasoro holds a Primary Teacher Mayor in Education from Sacred Heart Institute, Buenos Aires, Argentina, and Cours Techniques Secondaires Supérieurs in Italian and Francaise, at EPFC Enseignement de Promotion et de Formation Continue de l'Université Libre de Bruxelles et de la Chambre de Commerce et D'Industrie de Bruxelles.

Shawn Sullivan is the owner of Soluciones de Transporte S.A., a transportation technology consulting company that focuses on providing intelligent transportation solutions to clients throughout Latin America. Last year, Soluciones de Transporte was contracted to provided a real-time customer information system for Panama's public transportation modernization effort. Prior to establishing his own company, Mr. Sullivan served as a government relations expert in Washington D.C. for two leading lobbying firms.

Mr. Sullivan served as the Regional Director for Latin America and the Caribbean at the International Republican Institute, where he worked closely with U.S. and foreign government leaders, civil society groups and the private sector to strengthen democratic institutions and the rule of law. Prior to IRI, he served in the Office of the Secretary of Defense, and NATO. Mr. Sullivan earned his undergraduate degree from the University of Massachusetts at Amherst and his Master's degree in Latin American Studies from the University of New Mexico. Of Argentinean descent, Mr. Sullivan is fluent in Spanish and conversant in Portuguese.

Jennifer Cummings is a communications strategist based in Washington, DC, and currently works for The Fratelli Group. She is experienced in developing communications strategies, messaging, and materials for a wide range of clients. Ms. Cummings holds a B.A. in journalism and public relations from Howard University and a M.P.P. from the University of Maryland School of Public Policy.

Jennifer Daniels is an education consultant with almost 15 years of experience in policy and politics at the local, state and federal level. She has served as Director for Government Relations in the Catholic Schools Office of the Archdiocese of Washington. She worked to reauthorize and implement the DC Opportunity Scholarship Program, and advocated for new school choice programs in the Maryland legislature.

Ms. Daniels has managed implementation of federal education programs such as No Child Left Behind (NCLB), and the Individuals with Disabilities Education Act (IDEA). She also founded

XCELERATE INSTITUTE PUBLIC CHARTER SCHOOL

EIN: 46-4939848

Form 1023

Exhibit A

Page 5

the DC Council for American Private Education (DC CAPE), which is an association of private schools in Washington, D.C. .

Ms. Daniels has also taught 6th grade, served as the director of a Sylvan Learning Center, and served in staff positions on Capitol Hill and the U.S. State Department.

Patrick Stoddart is co-founder and chief technology officer of Phone2Action, a company founded in Kansas City, Mo. to help political candidates and nonprofits engage their supporters through technology. At age 16, Patrick founded his first business, Revdel, which provides an interactive communications platform (“RED”) for schools, churches and government. He attended college for two years, then left to pursue his passion full-time.

Each director will spend 3-10 hours per week on matters relating to the Institute, depending on the activity needed. This is likely to vary during the period when the application to operate a charter school is pending with the D.C. Public Charter School Board and before any employees are hired. Once the school is operating (probably beginning in September 2015, the amount of time is likely to be reduced.

As officers and directors, the members of the Board are responsible for preparing, filing, and prosecuting the application to operate a charter school, and for establishing the policies under which the school will operate. Once the charter is granted, the Board will hire the Principal, and will then continue to be responsible for policy direction and oversight of the Principal and school staff.

Item 5—Conflict of Interest Policy

CHARITY has adopted the conflict of interest policy attached as Exhibit B.

PART VI-- MEMBERS AND BENEFICIARIES

The following “Yes” or “No” questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to past, present, and planned activities.

Item 1a--In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If “Yes,” describe each program that provides goods, services, or funds to individuals.

XCELERATE INSTITUTE PUBLIC CHARTER SCHOOL

EIN: 46-4939848

Form 1023

Exhibit A

Page 6

The public charter school that Xcelerate Institute will operate will serve students in the District of Columbia.

Item 3--Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, liens 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds.

The D.C. Code provisions governing public charter schools require that at least two members of the governing board be parents of students enrolled in the school. However, these individuals will not be identified or begin to serve on the Board until after classes have begun, in the fall of 2015. In any event, the children of the directors will participate in the school's activities on the same terms as any other student.'

PART VIII—SPECIFIC ACTIVITIES

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to past, present, and planned activities. (See instructions).

Item 4—Fundraising

Item 4a-- Do you or will you undertake fundraising? If "Yes," check all the fundraising programs you do or will conduct.

Attach a description of each fundraising program.

Xcelerate Institute will solicit contributions by various means from parents, local businesses, and private foundations. However, its principal source of support will be operating funds granted by the D.C. Public Charter School Board once the Charter School Board has issued a charter to the Institute.

Item 4d--List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

District of Columbia, Maryland, and Virginia

XCELERATE INSTITUTE PUBLIC CHARTER SCHOOL

EIN: 46-4939848

Form 1023

Exhibit A

Page 7

Item 5--Are you affiliated with a governmental unit?

If "Yes," explain.

Although the Institute is not "created by, controlled by, or closely related to" the District of Columbia Public Charter School Board, it is required to operate within the parameters established by the District of Columbia Code, §38-1801 et seq., any regulations adopted by the Public Charter School Board, and the charter school agreement that will be executed with the Public Charter School Board. Once the school charter is approved, the Institute will receive substantially all of its funding from the D.C. Public Charter School Board.

Item 11--Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution.

Xcelerate Institute will accept gifts of any non-cash property that either (a) can be used in its programs, e.g., books; (b) produces reasonable income without substantial management responsibility, e.g., a royalty interest in an oil well, or a limited partnership interest in income-producing real estate or (c) can be sold within a reasonable time to produce cash. However, Xcelerate Institute does not intend to implement fundraising strategies designed to attract such gifts, and Xcelerate Institute will not accept gifts of property (other than for use in its programs) that impose substantial restrictions on its discretion to use or dispose of the gift.

SCHEDULE B—SCHOOLS, COLLEGES, AND UNIVERSITIES

Section I—Operational Information

Item 1b—Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B.

See the response to Form 1023, Part IV.

Item 2b—Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B.

XCELERATE INSTITUTE PUBLIC CHARTER SCHOOL

EIN: 46-4939848

Form 1023

Exhibit A

Page 8

Xcelerate Institute is applying for recognition by the District of Columbia Public Charter School Board as a public charter school. Upon receipt of such recognition, it will receive substantially all of its funding from the District of Columbia. The charter and funding agreement will not be executed until sometime in late 2014 or early 2015.

CONFLICTS OF INTEREST

1. Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director, or other "interested person" of the Corporation. If followed, this policy will also help protect "interested persons" from liability to the corporation for receipt of an improper benefit, and from liability to the Internal Revenue Service for excise tax that may be imposed under §4958 of the Internal Revenue Code. This policy is intended to supplement, but not replace, any applicable state laws governing conflicts of interest applicable to nonprofit corporations.

2. Definitions. (a) Interested Person. (1) General Rule. Any person who is a "disqualified person" within the meaning of Treas. Reg. §53.4958-3 is an "interested person" for purposes of this policy. Thus, any person who is, or during the preceding 5 years (from the date the determination is being made) was, in a position to exercise substantial influence over the affairs of the Corporation is an "interested person." If an individual or entity is an interested person with respect to the Corporation or any entity affiliated with the Corporation, he or she is an interested person with respect to all affiliated entities.

(2) Particular persons. Any person who is, or who was during the preceding 5 years, a director, principal officer, or member of a committee with board delegated powers, and who has a direct or indirect financial interest, as defined below, is an "interested person." In addition, the spouse, and any ancestor, sibling, or descendant (and spouse of any ancestor, sibling, or descendant) of any such person is an interested party. Finally, any business, trust, or estate, at least 35% of which is owned by one or more interested persons, is itself an interested person. Other factors, e.g., being the founder of the Corporation, a substantial contributor to the Corporation, a key executive who is not an officer, or a related nonprofit organization (whether or not exempt under §501(c)(3) of the Internal Revenue Code), will also be taken into account in determining whether an individual or entity is an interested person.

(b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family--

(1) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;

(2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or

(3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

(c) Compensation includes direct and indirect remuneration, as well as gifts or favors that are substantial in nature.

3. Procedures. (a) Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence and nature of his or her financial interest, and must be given the opportunity to disclose all material facts, to the directors and members of committees with board delegated powers that are considering the proposed transaction or arrangement.

(b) Procedures for Addressing the Conflict of Interest.

(1) An interested person may make a presentation at the board or committee meeting, but after the presentation, he or she shall leave the meeting during the discussion of and the vote on the transaction or arrangement that results in the conflict of interest.

(2) The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3) After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors or committee members whether the transaction or arrangement is in the Corporation's best interest and for its own benefit, and whether the transaction is fair and reasonable to the Corporation. The board or committee shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(5) Each agreement with an interested person shall contain an appropriate provision permitting the agreement to be modified or terminated in the event that the Internal

Revenue Service determines that any transaction that is the subject of the agreement is an excess benefit transaction within the meaning of §4958 of the Internal Revenue Code.

(6) For purposes of this policy, a disinterested person is one who is not an interested person with respect to the transaction, who is not in an employment or other financial relationship with any disqualified person with respect to the transaction, and who does not have any other material financial interest that may be affected by the transaction.

(c) Violations of the Conflicts of Interest Policy.

(1) If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

4. Records of Proceedings. The minutes of the board and all committees with board authority shall contain--

(a) the names of the persons who disclosed or otherwise were found to have a financial interest in connection with a transaction or arrangement, and the nature of the financial interest; and

(b) the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

5. Compensation Committees.

A voting member of the board of directors, or of any committee whose jurisdiction includes compensation matters, and who receives compensation, directly or indirectly, from the Corporation for services is precluded from discussing and voting on matters pertaining to that member's compensation. However, such

a person is not prohibited from providing information to the board of directors or any committee regarding compensation of similarly situated persons.

6. Annual Statements.

Each director, principal officer and member of a committee with board delegated powers shall annually sign a statement which affirms that such person—

- (a) has received a copy of this conflicts of interest policy;
- (b) has read and understands the policy;
- (c) has agreed to comply with the policy; and
- (d) understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

7. Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- (a) whether compensation arrangements and benefits are reasonable and are consistent with the results of arm's-length bargaining;
- (b) whether acquisitions of goods or services result in inurement or impermissible private benefit;
- (c) whether partnership and joint venture arrangements conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further the Corporation's charitable purposes and do not result in inurement or impermissible private benefit; and
- (d) whether agreements to provide goods or services further the Corporation's charitable purposes and do not result in inurement or impermissible private benefit.

8. Use of Outside Experts. In conducting the periodic reviews provided for in Section 7, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of its responsibility for ensuring that periodic reviews are conducted.