DC PUBLIC CHARTER SCHOOL BOARD

Lea Crusey
Board Chair

Michelle J. Walker-Davis, Ed.D.
Executive Director

February 2, 2022

Via Electronic Mail

Robert Weinberg
Board Chair

Amy Helms
Executive Director

DC Scholars Public Charter School
5601 E Capitol St SE
Washington, DC 20019

Re: 10-Year Charter Review of DC Scholars Public Charter School

Dear Mr. Robert and Ms. Helms:

As you know, the DC Public Charter School Board (DC PCSB) must conduct a high-stakes review of a public charter school at least once every five years to determine whether the school's charter should be continued or revoked.[1] This year, DC PCSB conducted such a review of DC Scholars Public Charter School (DC Scholars PCS). DC PCSB staff prepared a comprehensive review report to assess the performance of the school according to the standard required by the School Reform Act.[2]

On November 16, 2021, DC PCSB staff provided the school with a draft version of this report and allowed an opportunity for the school to respond. Based on the findings in the preliminary charter review report, staff developed a proposal to present before the DC PCSB Board recommending the Board exercise its discretion to conditionally continue the school's charter using the COVID-19 Impact Provision.[3] The recommended conditions are written below.

[1] See DC Code § 38–1802.12(a)(3).
[2] See DC Code § 38–1802.13(a)-(b).
[3] See *COVID-19 Impact Policy* here..

DC PUBLIC CHARTER SCHOOL BOARD

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- By March 1, 2022, DC Scholars PCS shall submit a draft academic improvement plan for DC PCSB's review. At a minimum, the plan must include a) specific strategies the school will use to improve academic outcomes for all students, and b) a description of how the school will measure its academic progress toward meeting its goals.
- By April 1, 2022, DC Scholars PCS shall submit a final academic improvement plan that incorporates and addresses, to DC PCSB's satisfaction, any feedback provided by DC PCSB.
- The school must report on its progress implementing the plan in its annual report every year leading up to its 15-year renewal, displaying disaggregated student achievement data, and explaining specific strategies the school is using to improve student outcomes.

At its public board meeting on December 20, 2021, the DC PCSB Board voted to conditionally continue the school's charter for the reasons outlined in the review report and accompanying proposal, incorporating and adopting the staff's findings and recommendations.

Representatives from the school were in attendance at the meeting and were provided an opportunity to address the DC PCSB Board prior to this vote. Members of the public were also allowed an opportunity to provide public comment prior to the vote.

Please see the following signed copy of the accompanying staff proposal, which outlines the basis upon which the DC PCSB Board voted to continue the school's charter with conditions, along with the finalized version of the charter review report.

Thank you for your continued efforts in service of the students of the District of Columbia.

Sincerely yours,

[redacted]

Board Chair

[redacted]

Michelle J. Walker-Davis, Ed.D.
Executive Director

Cc: School Leaders

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

- ☐ Approve a Charter Application (15 yrs)
- ☐ Approve a Charter Renewal (15 yrs)
- ☒ Approve Charter Continuance (5, 10, or 20 yrs)
- ☐ Approve a Charter Amendment Request
- ☐ Give a Charter Notice of Concern
- ☐ Lift the Charter Notice of Concern
- ☐ Commence Charter Revocation Proceedings
- ☐ Revoke a Charter
- ☐ Board Action, Other_____

Non-Voting Board Items

- ☐ Public Hearing Item
- ☐ Discussion Item
- ☐ Read into Record

Policies

- ☐ Open a New Policy or Changes to a Policy for Public Comment
- ☐ Approve a New Policy
- ☐ Approve an Amendment to an Existing Policy

PREPARED BY: **Nada Mousa, Specialist, School Performance Department**

SUBJECT: **Charter Review: DC Scholars Public Charter School**

DATE: **December 20, 2021**

Recommendation

The District of Columbia Public Charter School Board (DC PCSB) staff recommends that its Board vote to conditionally continue the charter of DC Scholars Public Charter School (DC Scholars PCS).

Charter Review Findings

DC PCSB staff conducted a 10-year charter review of DC Scholars PCS, as required by the School Reform Act (SRA).[1] The review includes an evaluation of the school's 1) progress toward meeting its goals and academic achievement expectations (charter goals); 2) compliance with its charter and applicable federal and local laws; and 3) fiscal management. The chart below summarizes DC PCSB staff's findings in these three areas over the review period.

[1] D.C. Code §§ 38-1802 *et seq*.

Charter Review Findings					
Review Period	School year (SY) 2016 – 17 through SY 2020 – 21				
Charter Goals	DC Scholars PCS **did not meet** its goals outright; however, the Board may determine the school met its goals through the application of the COVID-19 Impact Provision in the school's charter.				
Compliance	DC Scholars PCS **did not** violate the law or materially violate its charter.				
Finance	DC Scholars PCS **did not** commit fiscal mismanagement.				
Performance Management Framework (PMF) Outcomes					
2016 – 17	**2017 – 18**	**2018 – 19**	**2019 – 20**	**2020 – 21**	**Average**
54.1%	37.4%	41.0%	Not applicable (NA)[2]		44.2%

DC Scholars PCS adopted the PMF as its charter goals, in accordance with DC PCSB's *Elect to Adopt the PMF as Charter Goals Policy* (*PMF as Goals Policy*).[3] In doing so, DC Scholars PCS committed to obtaining an average PMF score equal to or exceeding 45.0% across the five-year review period. As the chart above shows, the school narrowly missed this target, earning an average PMF score of 44.2%.

In accordance with DC PCSB's *COVID-19 Impact Policy*, DC Scholars PCS's charter agreement includes a COVID-19 Impact Provision that states the DC PCSB Board can determine the school met its charter goals if the school earned "an average PMF score equal to or exceeding 40.0% on data available during the review or renewal period, and a PMF score of at least 40.0% in the most recent available year of results."[4] As noted above, DC Scholars PCS earned an average PMF score of 44.2% during the review period and a PMF score of 41.0% in SY 2018 – 19, thus making it eligible for this provision.

Per DC Scholars PCS's charter agreement, if the Board continues the school using the COVID-19 Impact Provision, DC Scholars PCS shall be subject to the following conditions:

- The school must submit a plan, in accordance with a timeline and specific requirements to be determined by DC PCSB, that describes:

[2] As written in DC PCSB's *COVID-19 Impact Policy*, the "COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs." Consequently, per the policy, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 PMF data, it did not produce the SY 2020 – 21 PMF. For details, see the *COVID-19 Impact Policy* here: https://bit.ly/3fy5zDo.
[3] See the *PMF as Goals Policy* here: https://bit.ly/2PTj7fL.
[4] See DC Scholars PCS's Goals Charter Amendment, Appendix 1.7.

    - Areas of improvement identified by the available data in the charter review report and the specific strategies the school will use to improve student outcomes in those areas.
    - A description of how the school will measure its academic progress toward meeting its goals noted in the review report.
- The school must report its progress on the plan in its annual report each year, displaying disaggregated student achievement data and explaining specific strategies the school is using to improve student outcomes in the area(s) of deficiency.
- DC PCSB will consider the school's progress as reported in its annual reports at its charter renewal.

If DC Scholars PCS reports—or DC PCSB identifies—concerning academic outcomes, DC PCSB staff may conduct an off-cycle review ahead of the school's 15-year renewal.[5]

DC PCSB staff also determined the school has not committed a material violation of law or its charter, and has not committed fiscal mismanagement, meaning the school has adhered to generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

Based on these findings, DC PCSB staff recommends that the Board exercise its discretion to conditionally continue the school's charter using the COVID-19 Impact Provision.[6] The recommended conditions are written below.

- By March 1, 2022, DC Scholars PCS shall submit a draft academic improvement plan for DC PCSB's review. At a minimum, the plan must include a) specific strategies the school will use to improve academic outcomes for all students, and b) a description of how the school will measure its academic progress toward meeting its goals.
- By April 1, 2022, DC Scholars PCS shall submit a final academic improvement plan that incorporates and addresses, to DC PCSB's satisfaction, any feedback provided by DC PCSB.
- The school must report on its progress implementing the plan in its annual report every year leading up to its 15-year renewal, displaying disaggregated student achievement data, and explaining specific strategies the school is using to improve student outcomes.

[5] The SRA requires that DC PCSB review a school's charter at least once every five years; it does not limit DC PCSB staff's ability to conduct additional reviews at the Board's discretion.
[6] Per the SRA, at a school's 10-year review, the Board has the discretion to revoke the school's charter or to continue the school with or without conditions.

DC PCSB staff's complete findings are detailed in the school's Preliminary Charter Review Report (Attachment A), which forms the basis of staff's recommendation along with this proposal. The report will be finalized following the Board's vote on the school's continuance.

Rationale

Per the SRA, when a school at its 10-year review fails to meet its charter goals, the Board has the discretion to continue the school, and may do so conditionally. DC Scholars PCS is worthy of conditional continuance. DC PCSB staff bases this determination on the COVID-19 Impact Provision in the school's charter agreement, along with DC Scholars PCS's upward trending PMF scores, and its SY 2020 – 21 Qualitative Site Review (QSR) performance.

As previously noted, DC Scholars PCS is eligible for the COVID-19 Impact Provision because it earned an average PMF score of 44.2% during the review period and received a 41.0% PMF score in SY 2018 – 19. Its PMF average is less than one percentage point shy of the target. Further, the school's PMF score improved between SY 2017 – 18 and SY 2018 – 19, the last year for which PMF data are available.

DC Scholars PCS's QSR performance is commendable. The QSR team observed strong evidence the school is achieving its mission. Observers noted that DC Scholars PCS teachers established a warm culture and encouraged students to take academic risks. The team saw evidence of students completing challenging coursework such as persuasive writing, identifying text evidence, comparing and contrasting characters, and solving math problems using multiple strategies. Observers also noted that most teachers posed questions requiring students to explain their thinking and justify their answers.

The proposed conditions, established through the COVID-19 Impact Provision, are designed to encourage DC Scholars PCS to interrogate its program and academic outcomes and then identify and implement improvement strategies.

The conditions also ask the school to report on its progress realizing its improvement plan every year leading up to its 15-year charter renewal in SY 2026 – 27. If DC Scholars PCS reports—or DC PCSB identifies—concerning academic outcomes, DC PCSB staff may conduct an off-cycle review ahead of the school's 15-year renewal.[7]

[7] The SRA requires that DC PCSB review a school's charter at least once every five years; it does not limit the ability of DC PCSB to conduct additional reviews at the Board's discretion.

Charter Review Standard

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."[8] As part of this review, DC PCSB must determine whether:

1) The school committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or

2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[9]

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a conditional continuance.

Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school: 1) has engaged in a pattern of nonadherence to generally accepted accounting principles, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.[10]

Background

DC Scholars PCS began operation in SY 2012 – 13 under authorization from DC PCSB, educating students in pre-kindergarten 3 through grade 8. The school currently enrolls 539 students at one facility located in Ward 7.[11] Per its mission, DC Scholars PCS “prepares students for the path to college and provides students with the foundation of life skills to become productive members of their community.”

Notification

On October 19, 2021, DC PCSB staff notified Advisory Neighborhood Commissioner Kimberly Martin (7E07) of the school's 10-year charter review. DC PCSB staff also posted a notice for public comment on the charter review in the DC Register and on the DC PCSB website.[12]

[8] D.C. Code § 38-1802.12(a)(3).
[9] D.C. Code § 38-1802.13(a).
[10] D.C. Code § 38-1802.13(b).
[11] This enrollment figure is based on preliminary, unvalidated data as of October 5, 2021.
[12] See the notice here: https://bit.ly/31xN6me.

Attachment to this Proposal

Attachment A: DC Scholars PCS Preliminary 10-Year Charter Review Report

Date: 12/20/2021

DC PCSB Action: __X__Approved _____Approved with Changes ____Rejected

Changes to the Original Proposal:

DC PUBLIC CHARTER SCHOOL BOARD

2021 – 22 10-Year Charter Review Report DC Scholars Public Charter School

December 20, 2021

DC Public Charter School Board
3333 14th Street NW, Suite 210
Washington, DC 20010
(202) 328-2660
www.dcpcsb.org

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BOARD VOTE AND KEY FINDINGS[1]

DC Scholars Public Charter School (DC Scholars PCS)[2, 3]	
Review or Renewal	10-year charter review
Review Period	School year (SY) 2016 – 17 through SY 2020 – 21
Charter Goals	DC Scholars PCS **did not meet** its goals outright; however, the Board determined the school met its goals through the application of the COVID-19 Impact Provision in the school's charter.
Compliance	DC Scholars PCS **did not** violate the law or materially violate its charter.
Finance	DC Scholars PCS **did not** commit fiscal mismanagement.
Board Vote	The Board voted 4 – 0 to continue DC Scholars PCS's charter with conditions.

Performance Management Framework Outcomes[4]					
2016 – 17	**2017 – 18**	**2018 – 19**	**2019 – 20**	**2020 – 21**	**Average**
54.1%	37.4%	41.0%	Not applicable (NA)[5]		44.2%

Pursuant to the School Reform Act (SRA), the DC Public Charter School Board (DC PCSB) "shall review [a school's] charter at least once every [five] years."[6] As such, DC PCSB conducted a 10-year review of DC Scholars PCS, evaluating its progress toward meeting its goals and academic achievement expectations (charter goals). DC Scholars PCS adopted the Performance Management Framework (PMF) as its charter goals, in accordance with DC PCSB's *Elect to Adopt the PMF as Charter Goals Policy* (*PMF as Goals Policy*).[7] In doing so, DC Scholars PCS committed to obtaining an average PMF score equal to or exceeding 45.0% across the five-year review period. As the chart above shows, the school narrowly missed this target, earning an average PMF score of 44.2%.

[1] To request a text-only and/or a black and white version of this report, please contact nmousa@dcpcsb.org.
[2] See the appendices to this report here.
[3] See DC Scholars PCS's Charter Agreement and Amendments, Appendices 1 – 1.8.
[4] See DC Scholars PCS's PMF scorecards, Appendices A1 – A3.
[5] As written in DC PCSB's *COVID-19 Impact Policy*, the "COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs." Consequently, per the policy, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 PMF data, it did not produce the SY 2020 – 21 PMF. For details, see the *COVID-19 Impact Policy* here: https://bit.ly/3fy5zDo.
[6] D.C. Code § 38-1802.12(a)(3).
[7] See the *PMF as Goals Policy* here: https://bit.ly/2PTj7fL.

DC Scholars PCS's charter agreement includes a COVID-19 Impact Provision that says the DC PCSB Board can determine the school met its charter goals if the school earned "an average PMF score equal to or exceeding 40.0% on data available during the review or renewal period, and a PMF score of at least 40.0% in the most recent available year of results."[8] As noted above, DC Scholars PCS's scored an average PMF score of 44.2% and earned a 41.0% PMF score in SY 2018 – 19, thus making it eligible for this provision.

Per DC Scholars PCS's charter agreement, in continuing the school using the COVID-19 Impact Provision, DC Scholars PCS shall be subject to the following conditions:

- The school must submit a plan, in accordance with a timeline and specific requirements to be determined by DC PCSB, that describes:
    - Areas of improvement identified by the available data in the charter review report and the specific strategies the school will use to improve student outcomes in those areas.
    - A description of how the school will measure its academic progress toward meeting its goals noted in the review report.
- The school must report its progress on the plan in its annual report each year, displaying disaggregated student achievement data and explaining specific strategies the school is using to improve student outcomes in the area(s) of deficiency.
- DC PCSB will consider the school's progress as reported in its annual reports at its charter renewal.

DC PCSB also evaluated the school's compliance with applicable federal and local laws, compliance with its charter, and fiscal management. DC PCSB determined the school has not committed a violation of the law or a material violation of its charter, has adhered to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

Based on these findings, DC PCSB staff recommended the Board exercise its discretion to conditionally continue the school's charter using the COVID-19 Impact Provision.[9] The conditions DC PCSB staff recommended are below.

- By March 1, 2022, DC Scholars PCS shall submit a draft academic improvement plan for DC PCSB's review. At a minimum, the plan must include a) specific strategies the school will use to improve academic outcomes for all students, and b) a description of how the school will measure its academic progress toward meeting its goals.

[8] See DC Scholars PCS's Goals Charter Amendment, Appendix 1.7.
[9] Per the SRA, at a school's 10-year review, the Board has the discretion to revoke the school's charter or to continue the school with or without conditions.

- By April 1, 2022, DC Scholars PCS shall submit a final academic improvement plan that incorporates and addresses, to DC PCSB's satisfaction, any feedback provided by DC PCSB.
- The school must report on its progress implementing the plan in its annual report every year leading up to its 15-year renewal, displaying disaggregated student achievement data, and explaining specific strategies the school is using to improve student outcomes.

At its public board meeting on December 20, 2021, the DC PCSB Board voted 4 – 0 to continue DC Scholars PCS's charter with the conditions DC PCSB staff recommended.

This report includes a school background section followed by analyses of the school's academic performance, charter and legal compliance, and fiscal management.

SCHOOL BACKGROUND

DC Scholars PCS			
Year Opened	2012 – 13	**Ward(s)**	7
Number of Campuses	1	**Year(s) of Previous Review**	2016 – 17
Current Enrollment Ceiling	556	**Current Enrollment**	539[10]
Chartered Grade Span	PK3 – 8	**Current Grade Span**	PK3 – 8
Mission Statement			
DC Scholars PCS prepares students for the path to college and provides students with the foundation of life skills to become productive members of their community.			

School Overview

DC Scholars PCS, authorized by DC PCSB, began operation in 2012 to initially serve students in grades pre-kindergarten 3 (PK3) through seven. In January 2017, DC PCSB approved the school's charter agreement amendment request to enroll eighth graders.[11] In SY 2017 – 18, the local education agency (LEA)[12] served its first eighth grade class, and its enrollment has grown each year since.

Per its SY 2019 – 20 annual report, DC Scholars PCS's educational model is based on the following pillars: strong student and staff culture, effective instructional practices, and integrity of implementation of curriculum, data driven instruction, teacher development, and student intervention.[13] The LEA offers a mix of "externally and internally created curricula to implement a rigorous academic program," including Expeditionary Learning (EL) Education, EngageNY, and Eureka Math.[14]

At the beginning of the review period, DC Scholars PCS's PMF rate dropped from 65.1% (*i.e.*, a high-performing, Tier 1 rating) to 54.1% (*i.e.*, a mid-performing, Tier 2 rating). The school's PMF rates continued to fall, particularly in SY 2017 – 18, when the school earned a score of 37.4%, which is two and a half percentage points above a low-performing, Tier 3 rating. By SY 2018 – 19, the school's PMF score began to rise again. As summarized in this report's

[10] This figure is based on preliminary, unvalidated data as of October 5, 2021.
[11] See DC Scholars PCS Grade Expansion Amendment, Appendix 1.4.
[12] An "LEA" is any individual or group of public charter schools operating under a single charter.
[13] See DC Scholars PCS SY 2019 – 20 Annual Report, Appendix B, p. 3.
[14] Ibid, p. 5.

“Communication with the School” section, the LEA attributed its declining PMF outcomes to a number of unexpected leadership changes.

In addition to leadership changes, DC Scholars PCS has undergone multiple structural changes. From 2012 through 2016, Scholar Academies, a school management organization headquartered in Pennsylvania, provided management services (*e.g.*, leadership management, program and operation assistance, data collection, and talent management) to DC Scholars PCS. In May 2015, Scholar Academies announced its plan to dissolve, and in July 2015, it began implementing a transition plan to prepare DC Scholars PCS to become independent. Instead of operating independently, DC Scholars PCS launched a nonprofit management company, DC Scholars Community Schools, in June 2016. DC Scholars Community Schools then provided DC Scholars PCS with management services through June 2019. In July 2019, DC Scholars PCS amended its charter agreement to terminate its management agreement with DC Scholars Community Schools.[15] The school stated this change clarifies "the lines of authority at the school, improve[s] the administration of the school's program and promote[s] a more harmonious atmosphere among staff and administrators." DC Scholars PCS is now independently operated.

Enrollment and Demographic Data

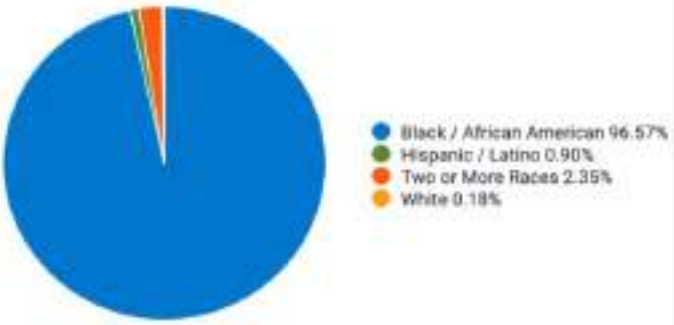
The table below shows the school's enrollment during the review period.

School Year	2016 – 17	2017 – 18	2018 – 19	2019 – 20	2020 – 21
PK3	58	61	57	64	40
Pre-kindergarten 4 (PK4)	62	59	64	69	68
Kindergarten (K)	61	66	64	51	75
1	75	46	66	66	53
2	60	72	49	57	61
3	47	49	51	46	59
4	44	42	45	44	51
5	25	40	42	50	48
6	49	20	44	45	59
7	24	43	23	40	45
8	0	17	38	22	46
Audited Enrollment[16]	505	515	543	554	605
Enrollment Projections[17]	502	512	542	555	555
Enrollment Ceiling	502	556	556	556	556

[15] See DC Scholars PCS Governance Amendment, Appendix 1.6.
[16] The Office of the State Superintendent of Education (OSSE) conducts an annual enrollment audit to determine the number of students at each public school in DC.
[17] Each year, charter LEAs and DC PCSB must project student enrollment for the following school year.

The map below shows where SY 2020 – 21 DC Scholars PCS students live in relation to the campus, which is marked by a red dot. The blue gradient represents the density of students. As the map shows, the school enrolls students from six out of eight wards in DC, though most students come from Ward 7.

The charts below show the school's student demographics in SY 2019 – 20.



Student Group	Percentage Enrolled
At-Risk Students[18]	64.4%
English Learners[19]	0.2%
Students with Disabilities[20]	15.0%

[18] D.C. Code § 38–2901(2A) defines "at-risk" as a DCPS student or a public charter school student who is identified as one or more of the following: a) homeless; b) in the District's foster care system; c) qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or d) a high school student who is one year older, or more, than the expected age for the grade in which the student is enrolled.
[19] English learners are students whose native language is a language other than English. An English learner may have difficulty speaking, reading, writing, or understanding the English language.
[20] Students with disabilities are students identified as having an Individualized Education Program (IEP). For the purpose of demographic data, DC PCSB counts any student who was identified as having a disability at any point during the school year in its SWD calculation.

School Climate

The charts below report DC Scholars PCS's performance across three school environment measures: out-of-school suspension (OSS) rates, mid-year withdrawal (MYW) rates, and in-seat attendance (ISA) rates. DC PCSB presents these measures by applicable student groups and compares them to the relevant student groups within the DC public charter sector. These data do not factor into DC PCSB's continuance recommendation. Still, isolating school environment measures by student group helps to identify whether there may be access and opportunity disparities.[21]

OSS Rates

An OSS is when a school temporarily removes a student from school grounds for disciplinary reasons. The OSS rate is the percentage of students who received an OSS. The charts below detail DC Scholars PCS's OSS rates by grade band and student group compared to the DC public charter sector's average OSS rates from SY 2016 – 17 to SY 2019 – 20.[22]

Key for OSS and MYW Rates	
Green	Equal to or less than the sector rate
Red	More than the sector rate
Grey	NA; the number of students (n-size) is less than 10[23]

Three-Year (SY 2016 – 17, SY 2017 – 18, and SY 2018 – 19) Average OSS Rate				
School/Sector	**Grade Band**	**At-Risk Students**	**English Learners**	**Students with Disabilities**
DC Scholars PCS	PK3 – PK4	0.0%	NA	0.0%
Sector		0.0%	0.0%	0.2%
DC Scholars PCS	K – 5	10.4%	NA	11.1%
Sector		8.8%	1.8%	12.2%
DC Scholars PCS	6 – 8	27.6%	NA	28.2%
Sector		19.2%	8.8%	23.5%

[21] For the following charts, SY 2019 – 20 and SY 2020 – 21 data are not included in multi-year average values, as COVID-19 made these years unique and difficult to compare to other years. Consequently, DC PCSB shares three-year averages (SY 2016 – 17 through SY 2018 – 19) as well as standalone outcomes for SY 2019 – 20 and SY 2020 – 21 in this section of the report.
[22] For SY 2020 – 21, DC PCSB determined the number of students suspended across the charter sector, including DC Scholars PCS, is too small to report.
[23] DC PCSB does not report values when the n-size is less than 10.

SY 2019 – 20 Average OSS Rates				
School/Sector	**Grade Band**	**At-Risk Students**	**English Learners**	**Students with Disabilities**
DC Scholars PCS	PK3 – PK4	0.0%	NA	NA
Sector		0.0%	0.0%	0.0%
DC Scholars PCS	K – 5	4.4%	NA	3.8%
Sector		3.5%	0.4%	5.2%
DC Scholars PCS	6 – 8	20.3%	NA	22.7%
Sector		10.4%	4.6%	13.2%

MYW Rates

The MYW rate is the percentage of students who have withdrawn from school during the school year. The charts below detail DC Scholar's PCS's MYW rates by grade band and student subgroup compared to the DC public charter sector's average MYW rates for all five years of the review period.

Three-Year (SY 2016 – 17, SY 2017 – 18, and SY 2018 – 19) Average MYW Rates				
School/Sector	**Grade Band**	**At-Risk Students**	**English Learners**	**Students with Disabilities**
DC Scholars PCS	PK3 – PK4	6.4%	NA	4.0%
Sector		5.8%	4.4%	3.6%
DC Scholars PCS	K – 5	3.5%	NA	3.3%
Sector		4.6%	2.4%	3.8%
DC Scholars PCS	6 – 8	3.7%	NA	2.6%
Sector		5.2%	4.6%	5.4%

SY 2019 – 20 Average MYW Rate				
School/Sector	**Grade Band**	**At-Risk Students**	**English Learners**	**Students with Disabilities**
DC Scholars PCS	PK3 – PK4	6.7%	NA	NA
Sector		3.7%	4.7%	2.9%
DC Scholars PCS	K – 5	2.9%	0.0%	1.9%
Sector		2.9%	2.3%	3.1%
DC Scholars PCS	6 – 8	1.6%	NA	4.5%
Sector		3.3%	1.4%	3.7%

SY 2020 – 21 Average MYW Rate				
School/Sector	**Grade Band**	**At-Risk Students**	**English Learners**	**Students with Disabilities**
DC Scholars PCS	PK3 – PK4	4.0%	NA	7.7%
Sector		3.6%	3.7%	3.2%
DC Scholars PCS	K – 5	0.5%	NA	0.0%
Sector		1.6%	1.4%	1.4%
DC Scholars PCS	6 – 8	2.1%	NA	4.7%
Sector		1.2%	0.8%	0.9%

ISA Rates

The ISA rate is the percentage of students who were present each day. The charts below detail DC Scholars PCS's data by grade band and student group compared to the DC public charter sector's average ISA rates all five years of the review period.

Key for ISA Rates	
Green	Equal to or more than the sector rate
Red	Less than the sector rate
Grey	NA; the n-size is less than 10

Three-Year (SY 2016 – 17, SY 2017 – 18, and SY 2018 – 19) Average ISA Rates				
School/Sector	**Grade Band**	**At-Risk Students**	**English Learners**	**Students with Disabilities**
DC Scholars PCS	PK3 – PK4	89.6%	NA	NA
Sector		88.1%	91.7%	90.5%
DC Scholars PCS	K – 5	91.2%	NA	91.6%
Sector		91.7%	94.9%	90.2%
DC Scholars PCS	6 – 8	91.4%	NA	91.5%
Sector		92.2%	94.6%	92.2%

SY 2019 – 20 Average ISA Rates				
School/Sector	**Grade Band**	**At-Risk Students**	**English Learners**	**Students with Disabilities**
DC Scholars PCS	PK3 – PK4	89.0%	NA	91.0%
Sector		88.6%	91.5%	90.3%
DC Scholars PCS	K – 5	92.4%	100%	92.6%
Sector		92.3%	94.9%	92.9%
DC Scholars PCS	6 – 8	91.2%	NA	89.6%
Sector		92.5%	94.4%	91.9%

SY 2020 – 21 Average ISA Rates				
School/Sector	**Grade Band**	**At-Risk Students**	**English Learners**	**Students with Disabilities**
DC Scholars PCS	PK3 – PK4	75.2%	NA	81.4%
Sector		72.2%	85.1%	79.1%
DC Scholars PCS	K – 5	87.5%	NA	88.4%
Sector		85.7%	92.8%	87.8%
DC Scholars PCS	6 – 8	85.6%	NA	90.9%
Sector		89.6%	93.5%	90.1%

Qualitative Site Review (QSR)

DC PCSB uses QSR visits to collect qualitative evidence of the extent to which each school is meeting its mission. DC PCSB also uses QSR visits to assess schools across two domains—classroom environment and quality of instruction, as defined in the Charlotte Danielson *Framework for Teaching*.[24] From February 2021 – March 2021, in anticipation of this review, DC PCSB conducted a virtual QSR at DC Scholars PCS.[25, 26] SY 2020 – 21 QSR observations followed a disruption in traditional school programing that has had an untold impact on classroom environment and instruction. Consequently, DC PCSB did not score the virtual observations. DC PCSB reviewers saw the following evidence during DC Scholars PCS's QSR.[27]

The QSR team observed strong evidence DC Scholars PCS's academic program is achieving its mission. DC PCSB observers saw evidence of students completing challenging coursework. Classwork included persuasive writing, identifying text evidence, comparing and contrasting characters, and solving math problems using multiple strategies. Teachers promoted life skills with high expectations for students. Teachers expected students to "be professional" on camera, be accountable by submitting their work, and be willing to take risks. For example, one teacher encouraged students to take risks, telling them, "Shoot your shot!" Teachers modeled how to take turns in a discussion and encouraged students to stay on task.

In the classroom environment domain, observers noted positive and caring interactions between teachers and students. Teachers conveyed a belief that their students could learn.

[24] Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.
[25] DC PCSB planned to conduct the QSR in the spring of 2020; however, the COVID-19 pandemic resulted in the postponement of all QSR observations from March 2020 through the end of SY 2019 – 20. As a result, DC PCSB postponed the school's QSR until the fall of 2020.
[26] During virtual QSR visits, the QSR team observes 50.0% of a school's core content classes.
[27] See DC Scholars PCS's QSR Report, Appendix C.

They frequently reminded students to complete the work assigned and encouraged them through the process. Students participated willingly and navigated online platforms and chat room functions with familiarity and ease. In the instruction domain, observers noted that teachers clearly stated the lesson objectives and explained strategies and procedures to help students master the skill. Most teachers posed questions requiring students to explain their thinking and justify their answers.

Previous Charter Review

Five-Year Review

In SY 2016 – 17, DC PCSB conducted a five-year review of DC Scholars PCS and found that the school substantially met the standard for charter continuance.[28] DC PCSB determined the school met 11 goals, partially met two, and did not meet one of its 14 goals. Per the five-year review report, "Teachers clearly explained to students what they would be learning, effectively modeled learning activities for students, and made no content errors while delivering instruction."[29] This strong qualitative assessment, coupled with the school's goal performance, solidified the Board's conclusion to continue the school without conditions. In November 2016, DC PCSB voted to continue the school's charter.

Communication with the School

In February 2019, DC PCSB Board members and staff met with DC Scholars PCS board members and staff to discuss the school's declining PMF scores since SY 2016 – 17.[30] The school's PMF scores decreased by almost 30 percentage points from SY 2016 – 17 to SY 2018 – 19, going from Tier 1 (*i.e.*, high-performing) to just two and a half percentage points above Tier 3 (*i.e.*, low-performing). During the meeting, the school attributed its low academic performance to leadership turnover. With support from a search firm, DC Scholars PCS expressed optimism in securing a permanent Head of School. DC PCSB stressed the urgency of implementing turnaround efforts ahead of the school's 10-year review.

In November 2020, DC PCSB Board members and staff met with DC Scholars PCS board members and staff to discuss the school's charter goals attainment ahead of its 10-year review.[31] During the meeting, the school discussed its recent turnaround effort in which the school separated from its school management organization, hired new personnel, restructured the school, adopted a new curriculum, and began providing targeted staff development. The school also shared its plan to track academic gains in a virtual environment using ANET, iReady, and Expeditionary Learning Skills and Phonics assessments to capture student performance in SY 2020 – 21. DC PCSB encouraged the school to share student growth information ahead of the school's 10-year review.

[28] See DC Scholars PCS's Five-Year Review Report, Appendix D.
[29] Ibid, p. 4.
[30] See DC PCSB's February 2019 follow-up letter to DC Scholars PCS, Appendix E.
[31] See DC PCSB's November 2020 follow-up letter to DC Scholars PCS, Appendix F.

In May 2021 and September 2021, DC PCSB staff met with members of DC Scholars PCS staff to discuss the school's 10-year review. DC PCSB staff provided the school with a chart, similar to the one in Section One of this report, showing the school's charter goals performance during the review period.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."[32] As part of this review, DC PCSB must determine whether:

1) The school committed a violation of applicable law, or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or

2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[33]

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a continuance.[34]

Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school: 1) has engaged in a pattern of nonadherence to GAAP, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.[35]

[32] D.C. Code § 38-1802.12(a)(3).
[33] D.C. Code § 38-1802.13(a).
[34] DC PCSB may impose conditions of continuance if it deems such conditions appropriate.
[35] D.C. Code § 38-1802.13(b).

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

Per the SRA, DC PCSB must review whether a school has met its charter goals at least once every five years. Charter goals are part of the review analysis only if they were included in a school's charter or charter amendment.

In September 2017, DC Scholars PCS adopted the PMF as its charter goals. In doing so, the school agreed to the review standard recorded in the chart below. In October 2021, the LEA amended its charter agreement by adopting the COVID-19 Impact Provision,[36] which is captured in the chart below. This chart also reports DC PCSB's determination that DC Scholars PCS has met its goals if the Board uses its discretion and applies the COVID-19 Impact Provision.

Charter Goals	Met?
Review Standard: The school will be deemed to have met its goals and expectations at its 10-year charter review if it obtains an average PMF score for SY 2016 –17, SY 2017 – 18, SY 2018 – 19, SY 2019 – 20, and 2020 – 21 equal to or exceeding 45.0%. **Improvement Provision**: In cases where a school has not achieved the above thresholds, the DC PCSB Board may, at its discretion, determine that a School has met its goals and academic achievement expectations if it has demonstrated consistent improvement on overall PMF scores over the course of the most recent five-year period. **Demonstrated Promise Provision:** At charter renewal, the school has earned a PMF score equal to or exceeding 50 in the most recent year of the PMF (the last year of the review period); OR the school's rating2 on OSSE's School Transparency and Report (STAR) framework for the most recent year is a 3 or above. **COVID-19 Impact Provision**: If a school that has adopted the PMF as its charter goals is undergoing charter review or renewal in SY 2021 – 22 or SY 2022 – 23 and has not met its goals based on available data, the DC PCSB Board may, at its sole discretion, apply the *COVID-19 Impact Provision* to determine that the school has met its goals. To be	DC Scholars PCS **did not meet** its goals outright; however, the Board may determine the school met its goals through the application of the COVID-19 Impact Provision.

[36] The DC PCSB Board codified the COVID-19 Impact Provision in the *COVID-19 Impact Policy* on July 19, 2021.

eligible for this provision, a school must have earned an average PMF score equal to or exceeding 40.0% on data available during the review or renewal period, and a PMF score equal to or exceeding 40.0% in the most recent available year of results.	

PMF Outcomes					
2016 – 17	**2017 – 18**	**2018 – 19**	**2019 – 20**	**2020 – 21**	**Average**
54.1%	37.4%	41.0%	NA[37]		44.2%

The remainder of this section contains a description of the PMF and an analysis of DC Scholars PCS's performance on each PMF category during the review period, excluding school years 2019 – 20 and 2020 – 21, per footnote 37. This section ends with a review of supplemental academic data, separate and apart from the school's charter goals.

PMF Overview

DC PCSB evaluates all public charter schools according to a PMF. There are four separate PMF frameworks; DC Scholars PCS is evaluated under the PK – 8 PMF. Each PMF is divided into several categories, including student progress, student achievement, gateway, and school environment. Using a 100-point scale, PK – 8 PMF schools will be identified as Tier 1 (high-performing), Tier 2 (mid-performing), or Tier 3 (low-performing) based on their overall performance in the four categories. See below for a summary of DC Scholars PCS's performance on the PMF categories, including charts detailing the school's performance compared to the sector.[38]

Student Progress

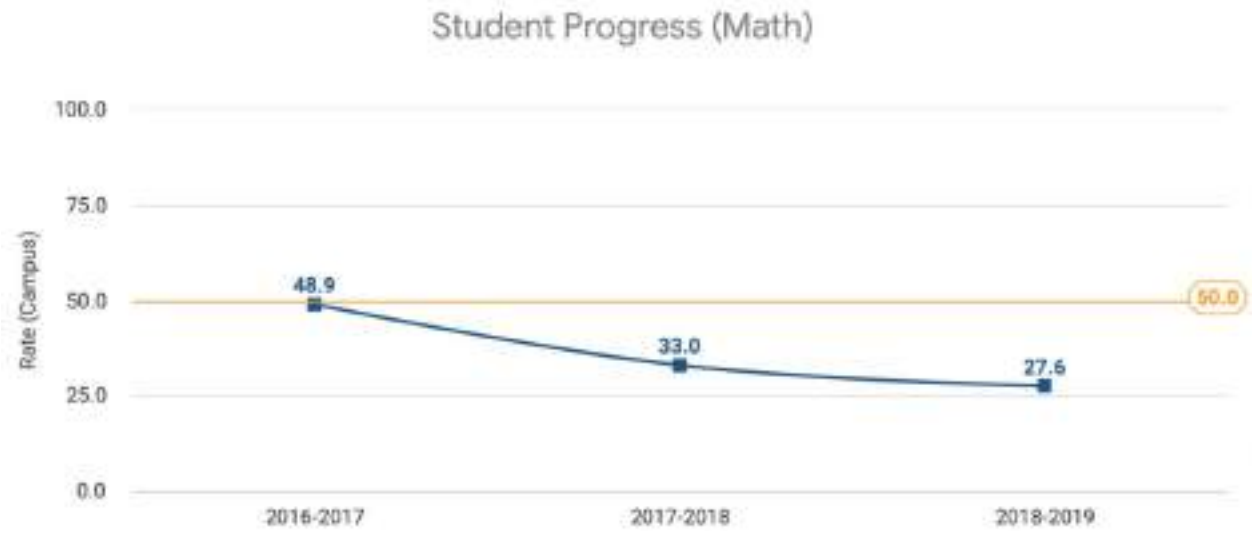
Student progress is a measure of student growth over the course of a year. For schools ending in grades 4 – 8, DC PCSB uses the median growth percentile (MGP) on the Partnership for Assessment of Readiness for College and Careers (PARCC), DC's state assessment, as the growth measure. An MGP of 50 indicates that a school's students have average year-to-year growth, as compared to other DC students in the same grades and with the same initial state assessment performance. The charts below detail the school's MGP performance compared to the standard of 50.

[37] As previously noted, per the *COVID-19 Impact Policy*, DC PCSB did not produce the PMF for SY 2019 – 20 or SY 2020 – 21. As such, DC PCSB will assess schools' goal attainment using data recorded prior to the COVID-19 pandemic. For details, see the *COVID-19 Impact Policy* here: https://bit.ly/3fy5zDo.

[38] The phrase "compared to the sector" here and throughout this section of the report refers to the average performance achieved by all DC public charter schools evaluated under the corresponding PMF.

MGP English Language Arts (ELA)

MGP Math



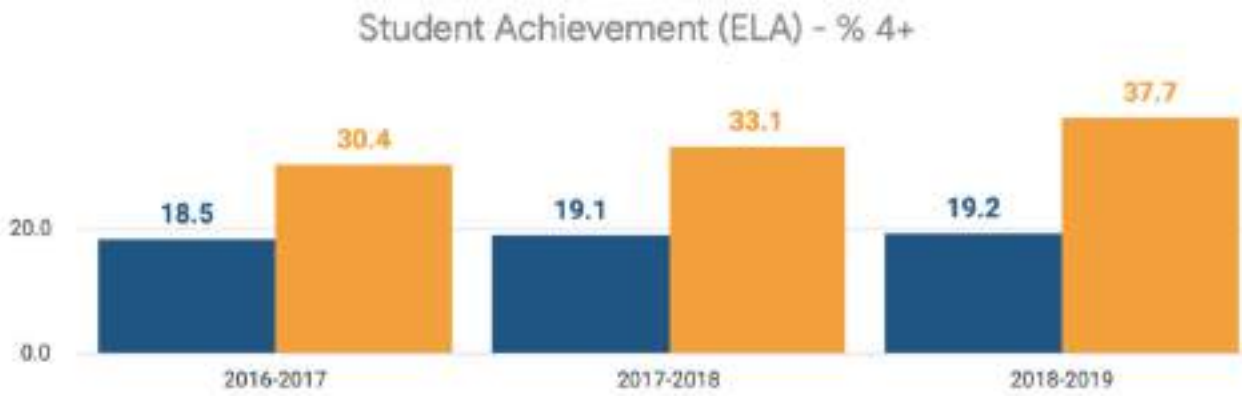
Student Achievement

The student achievement category captures overall student performance on the PARCC assessment, with level 4+ considered proficient and advanced.[39] This category includes overall performance in both ELA and math as compared to the sector average for students in the same grade band. The charts below detail the school's ELA and math achievement performance compared to the sector average.

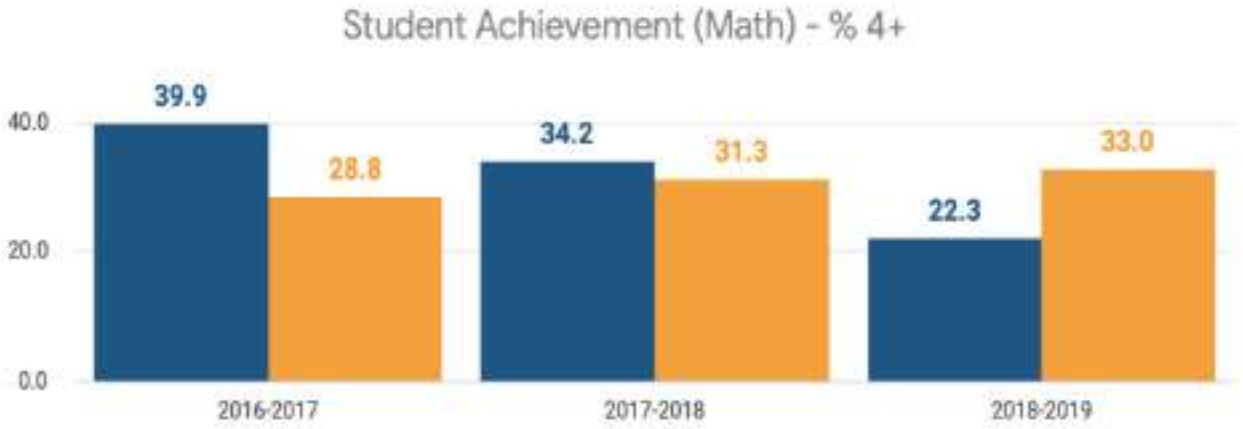
[39] The term "4+" refers to level 4 and level 5 PARCC scores. A student who earns a level 4 is considered proficient. A student who earns a level 5 is considered advanced.

Key for Data Charts
Rate (Campus) Rate (Sector)

ELA Proficiency (Overall)



Math Proficiency (Overall)

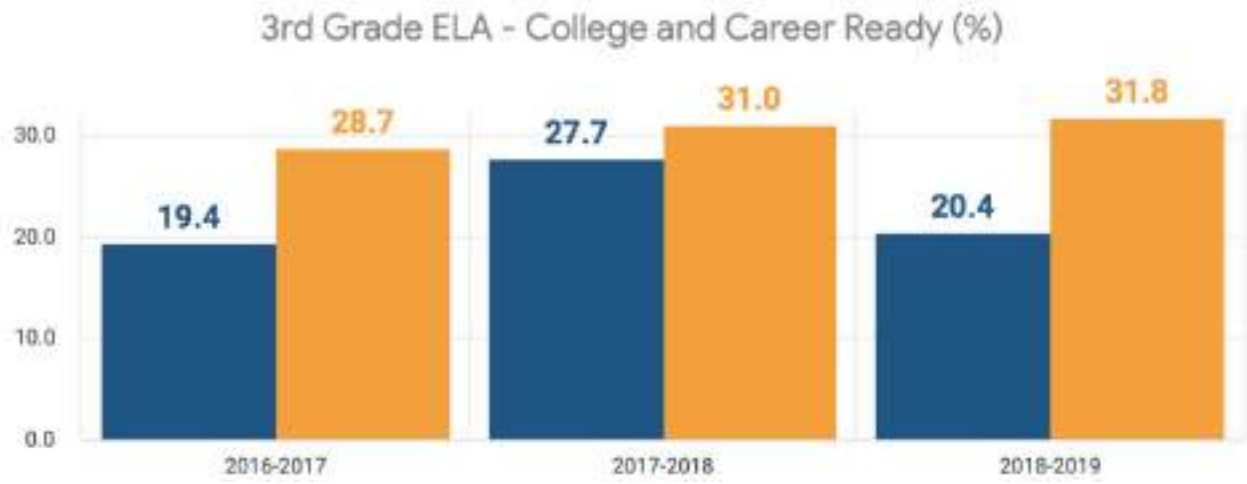


Gateway

The gateway category includes grade-specific measures that predict students' future academic performance. The PK – 8 PMF gateway measures vary and are described below.

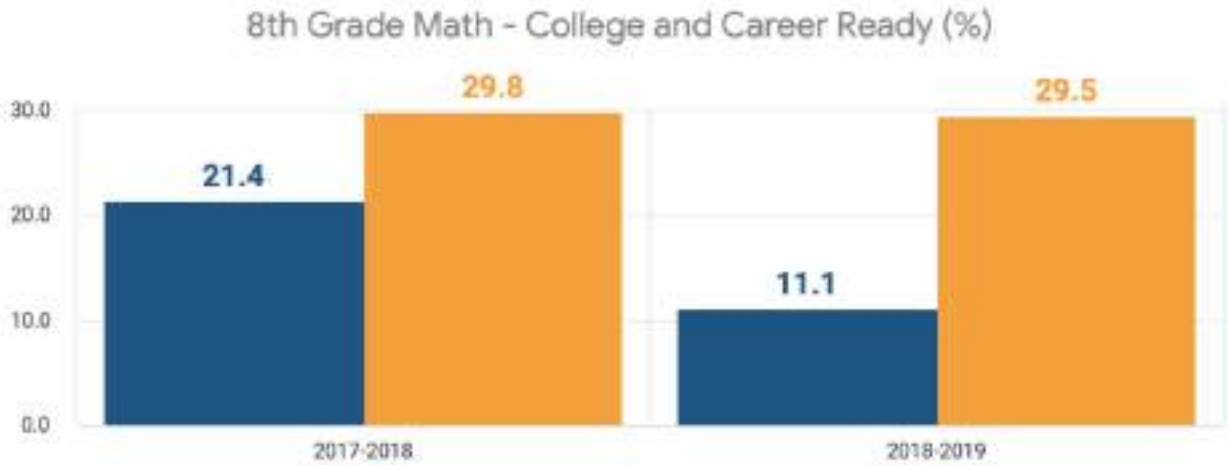
3rd Grade ELA

This measure reports the percentage of 3rd graders who have attended the LEA for at least two full academic years who either achieved 4+ scores on the PARCC assessment or earned a 3 or above on the Multi-State Alternate Assessment (MSAA) in ELA.



8th Grade Math

This measure reports the percentage of 8th graders who attended the LEA for at least two years who either achieved 4+ scores on the PARCC assessment or earned a 3 or above on the MSAA in math. The chart below reports the school's 8th grade math performance compared to the sector average. As the chart shows, DC Scholars PCS's performance declined in SY 2018 – 19.

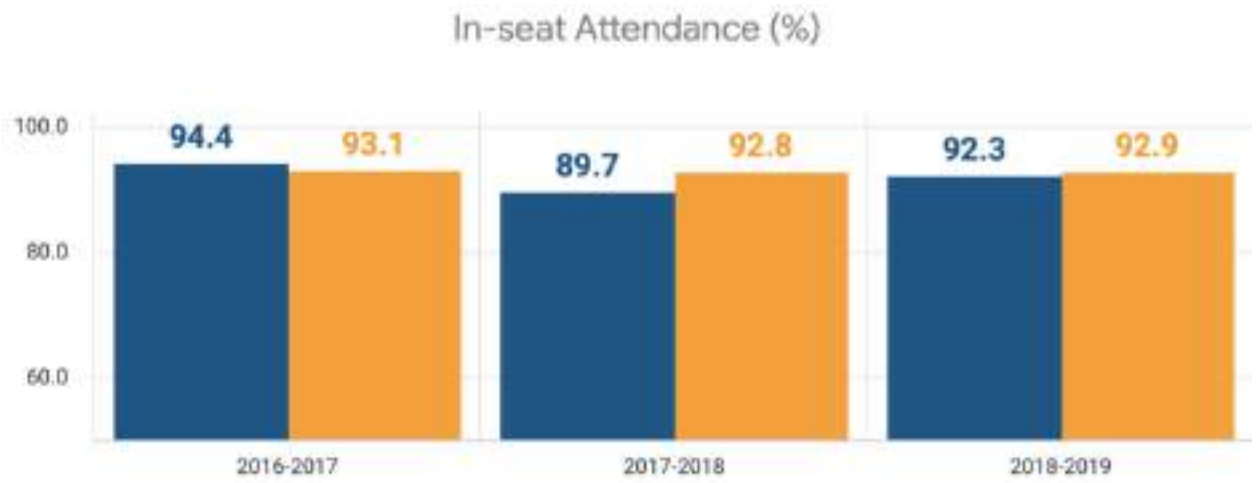


School Environment

The school environment category includes in-seat attendance rates and re-enrollment rates. Charts detailing the school's performance on each of these measures can be found below.

ISA

As previously explained, the ISA rate measures the percentage of students who were present each day. The chart below details the school's ISA performance compared to the sector average.



Re-enrollment

The re-enrollment rate measures the percentage of eligible students who return to the school the following year.[40] The chart below reports the school's re-enrollment rates compared to the charter sector's re-enrollment rates.

[40] For eligibility criteria, see the *2019 – 20 PMF Policy and Technical Guide* here: https://bit.ly/3aRYFW2.

Additional Academic Data

Student Group Academic Data

The academic data below is presented by student group. Student group academic performance does not individually factor into the school's PMF score, and it does not factor into DC PCSB's charter goals analysis. However, it provides additional context, showing how the school is serving different student populations. The charts below show the school's academic data in both growth and achievement as compared to the sector average for that student group. Student group categories with less than 10 test takers are not displayed in the charts below.

Key for Student Group Data Charts	
Green	Greater than the charter sector average for the same grade band
Red	Less than the charter sector average for the same grade band
Grey	Equal to the charter sector average for the same grade band
∅	The number of test takers (n-size) is less than 10

ELA Growth Rates by Student Group

School Year	2016 – 17		2017 – 18		2018 – 19	
Student Group	**School Rate**	**Sector Rate**	**School Rate**	**Sector Rate**	**School Rate**	**Sector Rate**
At-Risk	40.4	46.3	33.0	44.5	39.8	47.4
Black or African American	40.4	46.4	32.4	44.5	41.4	48.9
Female	56.2	51.8	42.2	50.1	42.7	54.0
Male	32.5	44.3	30.1	42.5	39.4	47.0
Students with Disabilities	29.0	38.9	30.6	39.6	39.1	43.5

Math Growth Rates by Student Group

School Year	2016 – 17		2017 – 18		2018 – 19	
Student Group	**School Rate**	**Sector Rate**	**School Rate**	**Sector Rate**	**School Rate**	**Sector Rate**
At-Risk	49.0	46.5	35.8	46.0	27.5	46.0
Black or African American	48.9	47.9	33.0	47.0	27.4	47.5
Female	47.0	50.4	30.7	50.0	25.1	51.5
Male	46.5	48.4	33.7	47.0	28.6	47.0

School Year	2016 – 17		2017 – 18		2018 – 19	
Student Group	School Rate	Sector Rate	School Rate	Sector Rate	School Rate	Sector Rate
Students with Disabilities	41.2	43.3	30.8	43.0	27.4	44.5

ELA Proficiency Rates by Student Group

School Year	2016 – 17		2017 – 18		2018 – 19	
Student Group	School Rate	Sector Rate	School Rate	Sector Rate	School Rate	Sector Rate
At-Risk	13.6	19.7	14.5	21.8	10.2	25.0
Black or African American	18.5	25.8	19.1	28.3	18.5	32.6
Female	29.9	36.1	26.6	39.2	27.9	44.9
Male	7.7	24.3	12.4	26.7	11.4	30.3
Students with Disabilities	8.1	4.4	4.3	5.8	9.4	9.0

Math Proficiency Rates by Student Group

School Year	2016– 17		2017– 18		2018 – 19	
Student Group	School Rate	Sector Rate	School Rate	Sector Rate	School Rate	Sector Rate
At-Risk	35.5	19.6	29.1	21.3	15.6	22.6
Black or African American	39.9	24.9	34.2	27.4	21.6	28.7
Female	43.7	30.2	39.4	32.9	28.2	35.3
Male	36.3	27.4	29.5	29.6	17.1	30.7
Students with Disabilities	16.2	6.0	10.6	7.2	3.8	8.9

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

Per the SRA, when reviewing a charter, DC PCSB must determine whether a school has "committed a violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."[41] The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2016 – 17, DC Scholars PCS has been compliant with all applicable laws as captured in DC PCSB's compliance reviews.[42]

DC PCSB also monitors schools' compliance with the procurement requirements in the SRA, and supports OSSE, as the state education agency (SEA), in its monitoring of compliance with special education laws.

The remainder of this section examines the school's compliance in these two areas over the review period.

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use a competitive bidding process for any procurement contract valued at $25,000 or more. Within three days of awarding such a contract, schools must submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to report key contract information specifying any qualifying procurement contract that the school has executed.

During the annual procurement contract reconciliation process, DC PCSB found DC Scholars PCS properly submitted 13 procurement contract packages during fiscal year (FY) 2018.

In early 2018, DC PCSB developed more robust and comprehensive procurement contract oversight processes. As a result, in July 2018, DC PCSB began implementing a new *Procurement Contract Submission and Conflict of Interest Policy*,[43] which tracks the timeliness of procurement contract submissions. Schools, in turn, were expected to adjust their internal processes over time to ensure higher levels of compliance with these enhanced procurement contract reporting requirements. The school properly and timely reported 13 procurement contract packages during FY 2019 and 19 procurement contract packages during FY 2020, which reflects the school's strong internal processes ensuring consistent compliance with the policy.

[41] D.C. Code § 38-1802.12(a)(3).
[42] See DC Scholars PCS's Compliance Review Reports, Appendices G1 – G5.
[43] See the *Procurement Contract Submission and Conflict of Interest Policy* here: https://bit.ly/3DhFxyz.

At this time, DC PCSB has no concerns about the LEA's compliance with procurement contract submission requirements.

Special Education Compliance[44]

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act (IDEA)[45] and Section 504 of the Rehabilitation Act of 1973.[46] The following section summarizes DC Scholars PCS's special education compliance during the review period.

OSSE Special Education Compliance Monitoring

As the SEA, OSSE monitors charter schools' compliance with special education laws and shares detailed findings in seven areas captured in the table below.[47]

Of the seven monitored areas, DC Scholars PCS was required to take corrective action in four areas during the review period. DC PCSB compared this performance to other charter LEAs in DC and, based on this comparison, determined the school had among the highest instances of identified noncompliance in one area: On-Site Monitoring. Further information on OSSE's special education compliance findings is reported in the remainder of this section.

OSSE Special Education Compliance Review Areas	DC Scholars PCS Compliant All Years of the Review Period?	Status of Corrective Action
1. Annual Determinations	Yes	NA
2. On-Site Monitoring	No	Complete
3. IDEA Procedural Timeliness Monitoring a) Initial Evaluation b) Reevaluation	No	Complete
4. Child Find Monitoring	No	Complete
5. Disproportionate Representation and Significant Discrepancy Review	Yes	NA
6. Significant Disproportionality Review	Yes	NA

[44] See OSSE's Glossary of Special Education Compliance Terms, Appendix H.
[45] 20 U.S.C. §§ 1400 *et seq*. See 20 U.S.C. § 1413(a)(5).
[46] 29 U.S.C. § 794.
[47] For a description of each review area, see the Special Education Factsheet, Appendix I.

OSSE Special Education Compliance Review Areas	DC Scholars PCS Compliant All Years of the Review Period?	Status of Corrective Action
7. Hearing Officer Determination and State Complaint Implementation Review	No	Complete

1. Annual Determinations
   Each year, OSSE analyzes each LEA's compliance with special education requirements and issues its findings in an Annual Determination report to the LEA. As the table below shows, DC Scholars PCS received a "Meets Requirements" designation in its 2017 determination and a "Needs Assistance" designation in its 2018 determination. OSSE recommended that the school seek training and technical assistance to improve overall performance. However, the LEA is not legally required to take corrective action unless it receives a "Needs Assistance" designation on two consecutive Annual Determinations, or unless otherwise directed by OSSE. The school received a “Meets Requirements" designation in its 2019 determination.

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level
2017	88.8%	Meets Requirements
2018	75.0%	Needs Assistance
2019	100%	Meets Requirements

2. On-Site Monitoring Report[48]
   OSSE conducts on-site monitoring visits at select LEAs to determine whether they are compliant with federal and local laws and regulations (including special education and related service requirements). Per OSSE's 2018 On-Site Monitoring Report, DC Scholars PCS was not compliant in one LEA-level indicator and 12 student-level indicators. For comparison, of the six charter LEAs OSSE flagged for an On-Site Monitoring Report in SY 2018 – 19, DC Scholars PCS received the second highest number of noncompliant student-level indicators in that school year. OSSE confirmed that the school addressed all areas of noncompliance.

[48] See DC Scholars PCS’s SY 2018 – 19 On-Site Monitoring Report, Appendices J1 – J2.

On-Site Monitoring Report – LEA-Level Compliance			
Compliance Area	**Compliant?**	**Noncompliant Indicators**	**Corrected?**
Least Restrictive Environment	1 of 1 indicator compliant	0	NA
Individualized Education Program (IEP)	1 of 1 indicator compliant	0	NA
Data	2 of 2 indicators compliant	0	NA
Dispute Resolution	2 of 2 indicators complaint	0	NA
National Instructional Materials Accessibility Standard (NIMAS)	1 of 1 indicator compliant	0	NA
Fiscal	10 of 11 indicators compliant	IDEA Part B Funds Used to Pay Excess Cost	Yes

On-Site Monitoring Report – Student-Level Compliance			
Compliance Area	**Compliant?**	**Noncompliant Indicators**	**Corrected?**
Initial Evaluation and Reevaluation	2 of 5 indicators compliant	▪ Parents Provided Procedural Safeguards ▪ Variety of Assessment Tools and Strategies Used ▪ Consent Form Signature Prior to Reevaluation	Yes
Individualized Education Program (IEP)	12 of 21 indicators compliant	▪ Parent/Student Notified of Meeting ▪ Regular Education Teacher Attended IEP Meeting ▪ Special Education Teacher Attended IEP Meeting ▪ LEA Designee Attended IEP Meeting	Yes

On-Site Monitoring Report – Student-Level Compliance			
Compliance Area	**Compliant?**	**Noncompliant Indicators**	**Corrected?**
		▪ Evaluation Interpreter Attended IEP Meeting ▪ PLAAFP States Effect of Disability in General Curriculum/Appropriate Activities ▪ ESY Determined on Individual Basis ▪ IEP Review of Progress of Annual Goal ▪ Alternate Assessment Statement of Participation	
Least Restrictive Environment	4 of 4 indicators compliant	0	NA

3. IDEA Procedural Timeliness

OSSE monitors schools in two areas related to the timeliness of creating and maintaining compliant Individualized Education Programs (IEPs) for students: Initial Evaluation and Reevaluation.

Initial Evaluation[49]

An initial evaluation is a process used to determine whether a student has a disability and, if so, the nature and extent of the special education and related services the student needs. DC Scholars PCS was flagged for noncompliance for not adhering to the required timeline for initial evaluation during the following school years:

- SY 2018 – 19 Q1 & Q2 (July 1, 2018 – December 30, 2018)
- SY 2018 – 19 Q3 & Q4 (January 1, 2019 – June 30, 2019)
- SY 2019 – 20 Q2 (October 1, 2019 – December 31, 2019)
- SY 2019 – 20 Q3 (January 1, 2020 – March 31, 2020)

For comparison, across the last five years, DC Scholars PCS performed better than 17.8% of charter LEAs, receiving a finding in four reporting periods out of the 13 applicable reporting periods.[50] OSSE confirms that the school has addressed SY 2018 – 19 and SY 2019 – 20 findings.

[49] See DC Scholars PCS's Initial Evaluation Reports, Appendices K1 – K4.
[50] Out of the 13 total reporting periods, the LEA with the highest number of reporting periods with a finding for Initial Evaluation Timeliness had a finding in six.

Reevaluation[51]

A reevaluation is used to determine whether a student with an identified disability still has a disability. Schools must conduct a reevaluation for each student with a disability once every three years. OSSE identified DC Scholars PCS for noncompliance for not adhering to the required timeline for reevaluation during the following school years:

- SY 2017 – August 18, 2017 (April 1, 2017 – June 30, 2017)
- SY 2017 – May 18, 2018 (October 1, 2017 – March 31, 2018)
- SY 2018 – August 19, 2018 (April 1, 2018 – June 30, 2018)
- SY 2018 – May 19, 2019 (October 1, 2018 – March 31, 2019)
- SY 2018 – 19 Q4 (April 1, 2019 – June 30, 2019)
- SY 2019 – 20 Q1 (July 1, 2019 – September 30, 2019)

For comparison, across the last five years, DC Scholars PCS performed better than 44.8% of charter LEAs, receiving a finding in six reporting periods out of the 13 applicable reporting periods.[52] OSSE confirms that the school has addressed SY 2017 – 18 through SY 2019 – 20 findings.

4. Child Find Monitoring Report[53]

Child Find is a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate students who may require special education and related services. DC Scholars PCS was identified for Child Find monitoring in SY 2018 – 19 and SY 2019 – 20.

In SY 2018 – 19 and onwards, OSSE began conducting two separate Child Find reviews: one for the entire special education population at the school and one focused on the 3 to 5-year-old special education population. While DC Scholars PCS's special education population surpassed the minimum threshold of 8.5%,[54] its 3 to 5-year-old special education population was 3.4%. OSSE noted the low enrollment but required no further action.

In SY 2019 – 20, OSSE again identified DC Scholars PCS as having an identification rate lower than the 8.5% threshold for its 3 to 5-year-old special education population. The school slightly improved, increasing its identification rate to 3.9% of its 3 to 5-year-old special education population. However, OSSE assigned the following corrective actions:

[51] See DC Scholars PCS's Reevaluation Reports, Appendices L1 – L6.
[52] Out of the 13 total reporting periods, the LEA with the highest number of reporting periods with a finding for Reevaluation Timeliness had a finding in 13.
[53] See DC Scholars PCS's Child Find Focused Monitoring Review and Results, Appendices M1 – M2.
[54] As a result of a case in the US Court of Appeals for the District of Columbia, *D.L. v. The District of Columbia*, the District must ensure at least 8.5% of 3 to 5-year-old children who reside in or are wards of the District are "enrolled" in special education and related services (Part B services). For details, see: https://bit.ly/2EnRn0o.

submit a revised Child Find Policy, attend a Child Find webinar, and participate in targeted and tiered technical assistance for schools serving 3 to 5-year-olds. For comparison, during SY 2019 –20, all charter LEAs OSSE identified as having an identification rate lower than the 8.5% threshold for that age group were required to take corrective action. OSSE confirms that the school addressed all SY 2019 – 20 corrective actions.

5. Disproportionate Representation Review and Significant Discrepancy Review
   OSSE annually reviews whether LEAs have overidentification or disproportionate representation by race and ethnicity of their identified students with disabilities. In the last five years, OSSE determined DC Scholars PCS does not have disproportionate representation.

   Significant Discrepancy Review
   OSSE annually reviews LEAs' rate of suspension and expulsion for students with disabilities as compared to their non-disabled peers. In the last five years, OSSE determined DC Scholars PCS does not have significant discrepancy.

6. Significant Disproportionality Review
   OSSE annually reviews LEAs for significant disproportionality based on race or ethnicity in an LEA with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings, or the taking of disciplinary actions. In the last five years, OSSE determined DC Scholars PCS does not have significant disproportionality.

7. Hearing Officer Determination (HOD) Implementation Review
   Parents of students with disabilities may file complaints with OSSE as it relates to student-specific issues and systemic issues. Student-specific complaints are known as due process complaints, and systemic complaints are known as state complaints. When necessary, OSSE conducts hearings to resolve disagreements identified via parent complaint. OSSE issues a written HOD after each due process hearing, detailing its findings along with any actions the LEA must fulfill. OSSE then oversees the timely implementation of actions required by HODs. No HODs have been issued against DC Scholars PCS in the last five years.

   State Complaints
   Any individual or organization may submit a written complaint that claims a DC public charter school failed to comply with a requirement of Part B or Part C of IDEA or the District's and regulations regarding special education, including the identification, evaluation, educational placement of the child or the provision of a Free and

Appropriate Public Education (FAPE) to such child. The chart below shows the one state complaint brought against the school.

School Year	State Complaint Implementation and Timeliness Status
FFY 2017 – October	Implemented Timely

For comparison, 19 charter LEAs have received at least one state complaint over the past five years. Of those 19 charter LEAs, OSSE issued corrective action for 14 LEAs.

In a letter issued in October 2017, OSSE required the school to train all relevant DC Scholars PCS staff members, including the principal, on how to create, review, revise and implement student IEPs, Behavior Intervention Plans, and behavior contracts, to address escalating misbehavior. OSSE also required the school to develop a plan to ensure the availability of a continuum of placements for special education students requiring a more restrictive environment within the LEA than the general education classroom setting. Additionally, OSSE required the school to discontinue the use of behavior contracts with students with disabilities, review and revise all behavior contracts currently in place for students with disabilities, and train all relevant DC Scholars PCS staff members on discipline procedures. OSSE confirmed the school addressed all areas of non-compliance.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY[55]

The SRA requires DC PCSB to revoke a school's charter if DC PCSB determines that the school:

- has engaged in a pattern of nonadherence to GAAP;
- has engaged in a pattern of fiscal mismanagement; and/or
- is no longer economically viable.[56]

DC PCSB collectively and holistically assessed DC Scholars PCS's financial performance and condition by reviewing:

- the school's audited financial statements for FY 2016 through FY 2020;
- the school's unaudited financial statements for FY 2021;
- the school's annual budgets for FY 2021 and FY 2022; and
- DC PCSB's Financial Analysis Review (FAR) for FY 2016 through FY 2020.[57]

Summary of Findings[58]

DC Scholars PCS has demonstrated adequate fiscal performance during the review period. Its financial audits confirm 1) the school's financial statements comply with GAAP, 2) the school has adequate internal accounting controls, and 3) the school is financially solvent and able to pay its outstanding obligations if the school's charter were to be revoked or not renewed. The school is economically viable and has not engaged in a pattern of fiscal mismanagement.

Strengths and Deficiencies

- All the school's key performance indicators at fiscal year-end (FYE) 2020 were above target and sector median, with the only exception being the 3.5 current ratio that was above target but below the 4.2 sector median, and the 0.6 debt ratio that was slightly unfavorably above the 0.5 target but improving from the 0.8 level at FYE 2019.
- The school shows strong financial stability, with steadily growing enrollment throughout the five-year review period.
- The historically weaker debt ratio measure is expected to strengthen starting from FY 2021, following partial repayment of the FY 2020 debt and refinancing it with better terms.

Key Performance Indicators and Comparisons

Definitions and examples for each key performance indicator used herein are provided in Appendix O.

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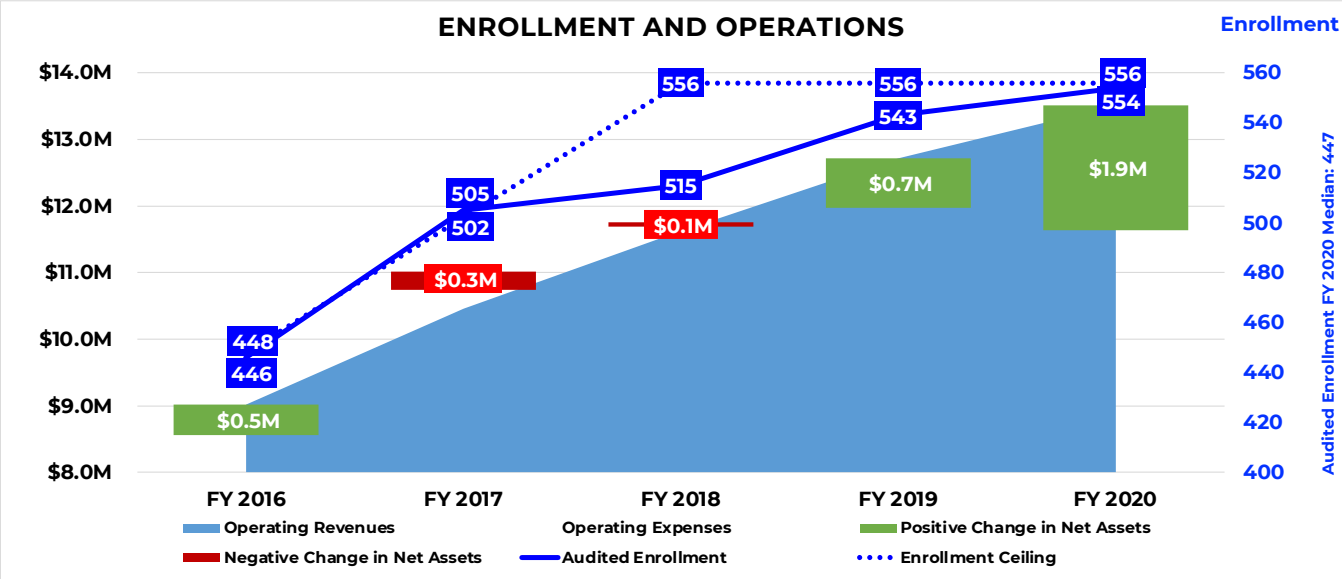
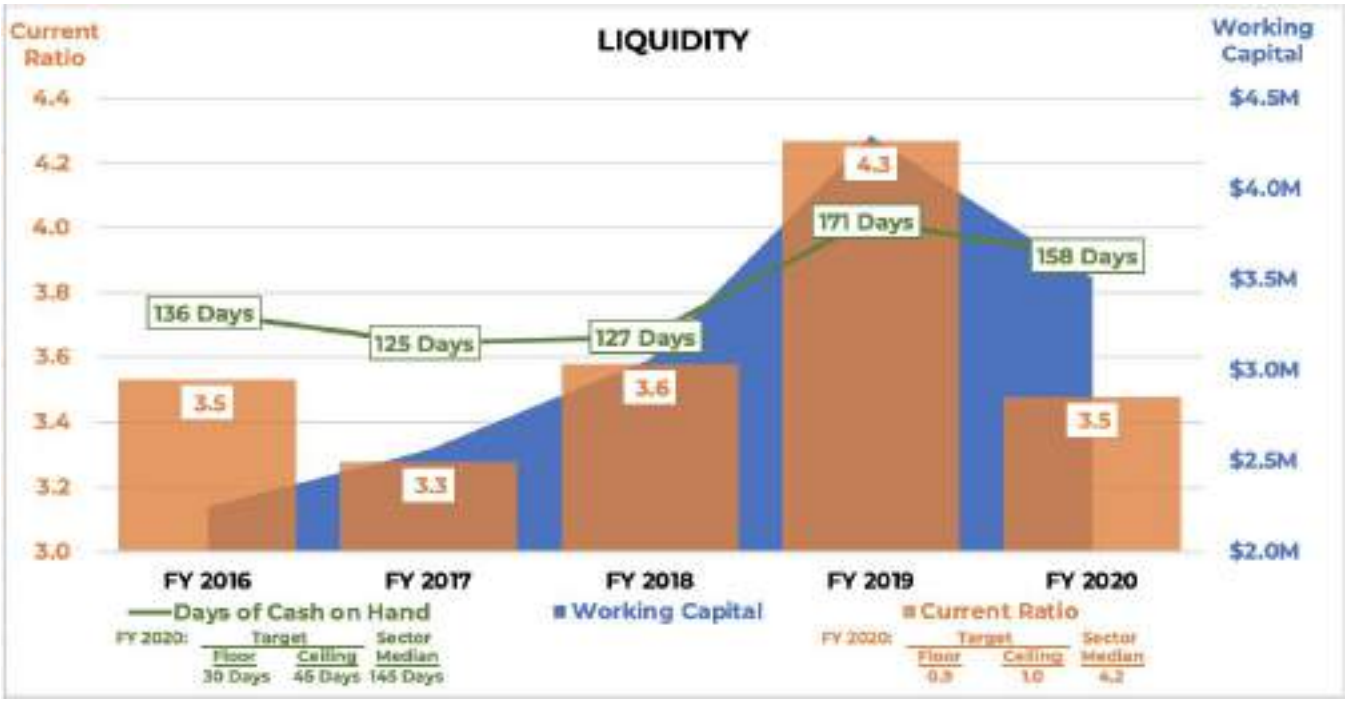
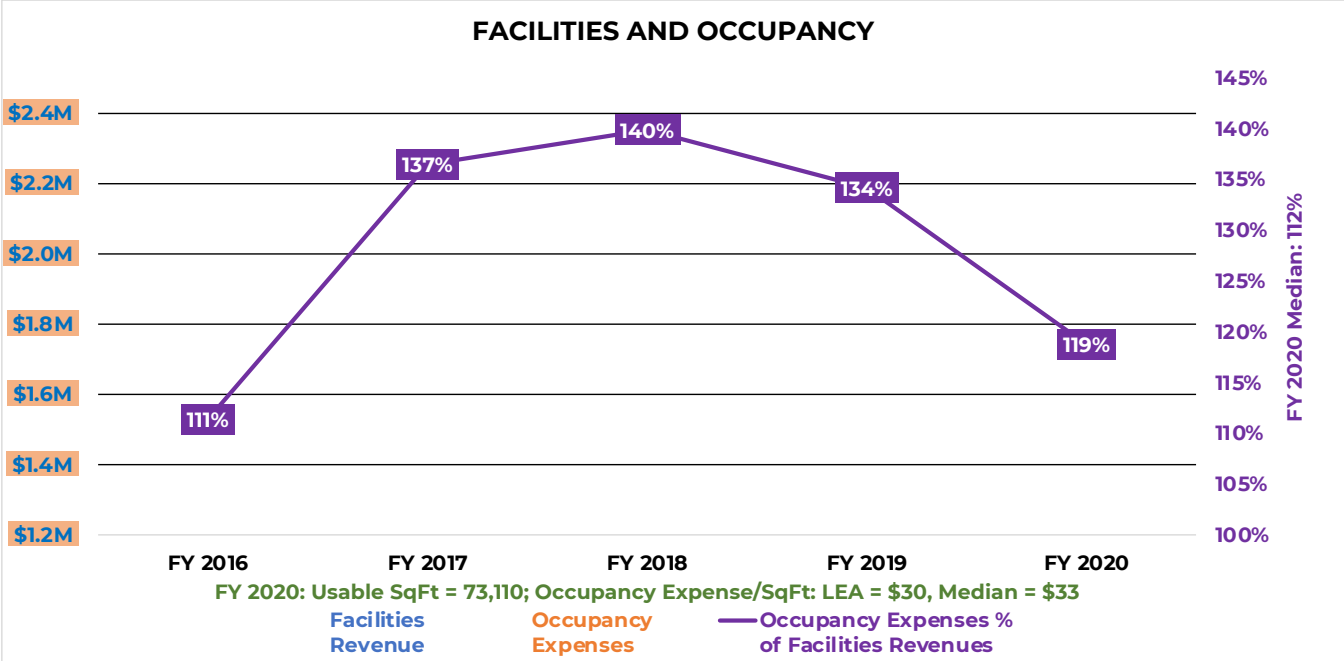
[55] Each percentage in Section Three of this report has been rounded to the nearest whole percentage.
[56] See D.C. Code § 38-1802.13(b).
[57] See DC Scholars PCS's FAR Reports, Appendices N1 – N3.
[58] See Financial Definitions and Examples, Appendix O.



The steady rise in enrollment from FY 2016 to FY 2020 and effective cost management resulted in the school's change in net assets margin to stay consistently above the -5% floor during the review period. FY 2019 and FY 2020 showed particularly favorable outcomes, with a 6% and 14% change in net assets margin, respectively. The 14% FY 2020 change in net assets margin was due mainly to $0.5M increased school funding that directly correlates to enrollment increases, $0.7M in additional foundation contributions, and operating expenses that decreased $0.3M. FY 2017 and FY 2018 negative changes in net assets are not concerning, as the school scaled up its operations with the addition of a grade in FY 2017.



Days of cash on hand and the current ratio at FYE 2016 through FYE 2020 consistently exceed the target and showed an upward trend that resulted in 158 days of cash at FYE 2020, above the 145-day sector median. Cash and cash equivalents increased each year of the review period, except for FY 2020, due mainly to the $4.4M construction loans repayment related to the debt refinancing, causing a slight decline in working capital, current ratio, and days of cash on hand in the same year. This is not concerning, as this decrease is temporary, the school has produced positive cash flow from operations in FY 2016 through FY 2019, and the FY 2021 unaudited financial statements show even stronger liquidity measures, with a 30% cash flow from operations margin and 239 days of cash on hand at FYE 2021.

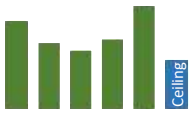


The school has a 20-year lease agreement for the rental of a facility that expires on June 30, 2035. Overall, the school's 19% occupancy expenses as a percentage of operating expenses are in line with the 18% sector median. In FY 2020, the school's occupancy expenses as a percent of its facilities revenues were 119%, or 7% above the FY 2020 sector median. The percentage of occupancy expenses over facilities revenue has been decreasing since FY 2018 due to its enrollment increase. The school should maintain or increase its current enrollment level to receive facilities revenue funding sufficient to cover its occupancy expenses.

The school is not obligated to make any rent payments for the remaining lease term because it has incurred qualifying leasehold improvement expenses that abated dollar-for-dollar the remaining rent payments having met the lease agreement rent abatement criteria. This will result in increased operating cash flow through the term of the lease while amortizing the leasehold improvements into expense.

Comparison to FAR Benchmarks	What This Means in the Following Tables
Above target	Generally strong financial position
Below floor	Possibly more imminent financial concerns; operations may not be adequately managed, sustainable, and/or economically viable; closer monitoring warranted

SUSTAINABILITY NET ASSETS, PRIMARY RESERVE RATIO, AND DEBT RATIO

Fiscal Year	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2020 Target Ceiling	FY 2020 Median	Multiyear Trend
Total Net Assets	$3.8M	$3.5M	$3.5M	$4.2M	$6.0M	N/A	$6.1M	
Operating Expenses	$8.6M	$10.7M	$11.7M	$12.0M	$11.6M	N/A	$10.8M	
Primary Reserve Ratio (Higher is better)	0.4	0.3	0.3	0.4	0.5	**0.25**	0.5	
Debt Ratio (Lower is better)	**0.8**	**0.8**	**0.8**	**0.8**	**0.6**	**0.5**	0.5	

The primary reserve ratio has steadily improved from FY 2017 through FY 2020, reaching a level double the sector median at FYE 2020, and benefiting from the 79% increase in net assets from FY 2016 to FY 2020. This resulted from effective cost management and an upward enrollment trend that drove a 10% average annual revenue growth over the five-year review period.

From FYE 2016 through FYE 2020, the debt ratio has remained consistently above floor, but below target, due mainly to debt incurred to finance the school's leasehold improvements. This is not concerning because the FY 2020 refinancing paid off $4.4M of the school's construction loans, lowering the outstanding balance to $9.4M at FYE 2020, and achieving a lower interest rate of 4%. The refinancing also lowered the debt ratio to 0.6 at FYE 2020, only 0.1 unfavorably above target. Based on the school's unaudited FY 2021 financial statements, the debt ratio met the 0.5 target at FYE 2021 due to the Payroll Protection Program loan forgiveness.

COST MANAGEMENT: COMPOSITION OF OPERATING EXPENSES

Fiscal Year	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2020 Median	Multiyear Trend Compared to FY 2020 Median
Salaries and Benefits	54%	52%	54%	52%	59%	**65%**	
Direct Student Costs	12%	11%	11%	10%	7%	**8%**	
Occupancy Expenses	19%	20%	20%	20%	19%	**18%**	
General Expenses	16%	17%	15%	18%	15%	**9%**	
Operating Expenses per Student	$19,194	$21,269	$22,708	$22,060	$20,997	**$23,075**	

From FY 2016 through FY 2020, the school's operating expenses composition was comparable with the FY 2020 sector median, except for larger general expenses, and has generally remained consistent except for a spike in salaries and benefits in FY 2020 and a general decline in direct student costs to levels aligned with the FY 2020 sector median. As summarized in the "School Overview" subsection of this report, through FY 2019, DC Scholars PCS had a management organization (MO). The significant amounts the school paid the MO were classified as general expenses, but the services, if provided in-house, would have been classified as salaries and benefits, thus explaining the salaries and benefits differences from the sector median. After the MO agreement ended, the school continued classifying contracted staff to general expenses.

Audit Findings	Fiscal Year				
	2016	2017	2018	2019	2020
Qualified/Adverse/Disclaimer of Opinion on the Financial Statements (GAAP)	No	No	No	No	No
Material Weaknesses in the Internal Control over Financial Reporting (GAS)	No	No	No	No	No

Audit Findings	Fiscal Year				
	2016	2017	2018	2019	2020
Significant Deficiencies in the Internal Control over Financial Reporting (GAS)	No	No	No	No	No
Noncompliance Material to the Financial Statements (GAS)	No	No	No	No	No
Qualified/Adverse/Disclaimer of Opinion on Major Federal Programs (Uniform Guidance)	No	No	No	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No	No	No	No
Significant Deficiencies in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No	No	No	No
Findings and Questioned Costs (Uniform Guidance)	0	0	0	0	0
Going-Concern Issue	No	No	No	No	No

No audit findings were noted in the five-year period from FY 2016 to FY 2020, evidencing the school's strong internal accounting controls.

Appendix 1

AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT

BETWEEN

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

AND

DC SCHOLARS PUBLIC CHARTER SCHOOL

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AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT

This AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT (this "**Agreement**") is effective as of July 18, 2016, is entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD ("**DC PSCB**") and DC SCHOLARS PUBLIC CHARTER SCHOOL, a District of Columbia nonprofit corporation (the "**School Corporation**").

RECITALS

WHEREAS, pursuant to Section 38-1802.02 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the "Act"), DC PCSB has the authority to approve petitions to establish charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with Section 38-1802.02 of the Act to establish a public charter school (the "**Petition**," attached hereto as Exhibit A), DC PCSB determined that the Petition satisfied the requirements set forth in Subchapter II of the Act and approve the Petition, and DC PCSB and the School Corporation entered into a charter agreement dated as of July 1, 2012 (the "Original Charter Agreement");

WHEREAS, the School Corporation now seeks to amend the Original Charter Agreement in connection with its new governance structure, and DC PCSB and the School Corporation desire to execute this Agreement to implement such changes; and

WHEREAS, DC PCSB and the School Corporation hope to foster a cooperative and responsive working relationship.

NOW, THEREFORE, in consideration of the premises and the agreements, provisions, and covenants herein contained, DC PCSB and the School Corporation agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL.

1.1 Charter. The School Corporation shall establish a public charter school (the "**School**") in the District of Columbia and shall operate such school in accordance with the Act, this Agreement, and the Application. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation's charter for purposes of Section 38-1802.03(h)(2) of the Act.

1.2 Term; Renewal. A. This Agreement shall commence on the date hereof and shall continue for a term of fifteen (15) years unless sooner terminated in accordance with Section 6.1 hereof.

B. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act. If such renewal is granted by DC PCSB, DC PCSB and the School Corporation shall (i) renew this

Agreement with amendments satisfactory to DC PCSB and the School Corporation; or (ii) enter into a substitute agreement satisfactory to DC PCSB and the School Corporation.

1.3 Location; Permits; Certifications. The School shall be located at 5601 East Capitol Street, SE, Washington, D.C. 20019 (the School Corporation's fee, leasehold interest, or license to occupy such property, the "**School Property**"). The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of DC PCSB through an amendment of this Agreement pursuant to the Act and Section 8.4. DC PCSB reserves the right to delay or prohibit the School's opening until the School Corporation has provided DC PCSB with each of the following items at least thirty (30) days prior to the first day of the School's first academic year or at least thirty (30) days prior to the first day of the School's operation at a new School Property.

A. The School Corporation shall submit to DC PCSB (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals, and (ii) a report identifying any lease, sublease, deed, or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith, along with true, correct, and complete copies of each of the documents referenced in the report. "**Authorizations**" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive, or other authorization of, by, or with; (b) any notice to or from; (c) any declaration of or with; and (d) any registration with any governmental authority, in each case relating to the operation of the School.

B. The School Corporation shall provide DC PCSB a copy of the certificate of occupancy for the School Property.

C. The School Corporation shall provide DC PCSB the certificates of insurance required by Section 3.2, within the time periods set forth in Section 3.2.

D. The School Corporation shall provide DC PCSB with a certification from an officer of the School Corporation, a member of the Board of Trustees of the School Corporation as defined in the Act (the "**Board of Trustees**"), or the chief administrator of the School that the School Corporation has conducted background checks on all employees and persons who volunteer ten (10) or more hours per week at the School.

E. A copy of any information submitted to DC PCSB or otherwise required by Clauses A-D of this Section 1.3 shall be kept on file at the School.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.

2.2 Grade. In its first academic year, the School shall instruct students in preschool through grade three. In the subsequent four (4) academic years, in accordance with Schedule 1, the School may instruct students in preschool through grades seven. The School shall not instruct students of

any other grade without prior written consent of DC PCSB.

2.3 Enrollment. **A.** Enrollment in the School shall be open to any pupil in preschool through grade seven, as set forth in Section 2.2, who resides in the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than two hundred and eighty-six (286) pupils in its first academic year and no more than five hundred and two (502) pupils in the subsequent four academic years substantially in accordance with Schedule 1 attached hereto.

B. The School Corporation may petition DC PCSB in writing to increase the maximum enrollment of the School provided that the School Corporation delivers to DC PCSB, no later than three months before the requested change date, (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, and (b) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase; (ii) a revised Schedule 1; and (iii) such other items as DC PCSB may request.

C. If eligible applicants for enrollment at the School for any academic year exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit B attached hereto and in accordance with the requirements of the Act.

D. The School Corporation shall keep accurate records of student enrollment and daily student attendance that are sufficient to permit preparation of the reports described in Sections 4.1E and 4.1F.

2.4 Curriculum. The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation's curriculum shall adopt student content and performance standards for all subject areas at all grades or other performance levels served by the School Corporation. The School Corporation's curriculum shall be aligned with the School Corporation's educational program. The School Corporation shall petition DC PCSB in writing for an amendment to this Agreement for any material change in the curriculum of the School that is a significant departure from the curriculum in the plan set forth in the Application as amended in accordance with this Agreement.

2.5 Students with Disabilities. At least thirty (30) days prior to the beginning of the School's first academic year, the School Corporation shall notify DC PCSB in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act ("IDEA"), as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify DC PCSB in writing by April 1 prior to the beginning of any academic year for which the School Corporation shall change such election from the current academic year. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify DC PCSB of the individual responsible for case management of the education of the School's students with disabilities.

2.6 Student Policies: Expulsion and Suspension.

A. The School Corporation shall implement the student disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students, and shall provide a copy of those policies and procedures to students and parents within the first ten business days of the beginning of the school year, and provide a copy to DC PCSB for its approval as part of the Annual Compliance Reporting. Such policies and procedures shall be age/grade level appropriate and consistent with applicable law including, but not limited to, requirements for provision of alternative instruction, and federal laws and regulations governing the discipline and placement of students with disabilities. However, the School Corporation agrees to provide DC PCSB with a written request for approval prior to the adoption of any material changes to its Discipline Policies that is to take effect before the next Annual Compliance Reporting.

B. Pursuant to DC PCSB's *Data and Document Submission Policy* ("Data and Document Policy"), the School Corporation shall track and report suspensions and expulsions in accordance with the expectations for timely submission, as stated in the Data and Document Policy, including daily attendance, which is uploaded weekly, and discipline data, which is uploaded monthly. The School Corporation shall use the data management reporting software identified by DC PCSB. If the School Corporation operates two or more campuses, the School Corporation shall maintain, track, and report discipline data for each campus separately.

2.7 Goals and Academic Achievement Expectations. The School Corporation's goals and academic achievement expectations are as follows. These goals replace and supersede all previous goals adopted by the School Corporation.

A. **Performance Management Framework.** The School Corporation has selected as its goals and academic achievement expectations for its prekindergarten 3 ("**PK3**") through eighth grade programming the Early Childhood, Elementary, and Middle School Performance Management Framework ("**EC/ES/MS PMF**").

B. **Teacher Interaction Score.** The full description of the EC/ES/MS PMF is contained in the associated technical guide. However, DC PCSB staff wishes to emphasize that, per the EC/ES/MS PMF, DC PCSB will use a teacher interaction score to assess pre-kindergarten ("**PK**") instruction in schools with PK programs as follows:

Domain	Measure/Assessment	Counts in Scoring?
Pre-kindergarten through kindergarten Emotional Support	Classroom Assessment Scoring System (CLASS) Emotional Support Domain scored by an external vendor as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year	Yes
Pre-kindergarten Classroom Organization	Classroom Assessment Scoring System (CLASS) Classroom Organization Domain scored by an external vendor as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.	Yes

Pre-kindergarten Instructional Support	Classroom Assessment Scoring System (CLASS) Instructional Support Domain scored by an external vendor as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.			Yes
Pre-kindergarten Literacy Student Outcomes	**Teaching Strategies GOLD (2012-13)** as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.	**Every Child Ready (SY 2013-14 and beyond)** as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.		No
Pre-kindergarten Math Student Outcomes	**N/A – The school had no prekindergarten math goal in SY 2012-13.**	**Every Child Ready (SY 2013-14 and beyond)** as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.		No
Pre-kindergarten Social Emotional Student Outcomes	N/A – The school had no Social Emotional Learning goal in **SY 2012-13 or SY 2013-14.**	**Positive Behavior Rating Scale (PBRS) (SY 2014-15)** as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.[1]	N/A - The Social Emotional Learning goal was removed for **2015-16.**	No
Kindergarten – Second Grade Reading Student Outcomes	**Fountas and Pinnell (2012-13 and 2013-14)** as designated by	**AIMSweb (2014-15)** as designated by the publisher	**NWEA MAP assessment (SY 2015-16 and beyond)** as designated by the publisher and detailed in the EC/ES/MS PMF	No

[1] Although the school elected to display a Social Emotional Learning goal for 2014-15, it did not give the assessment. Thus the goal was removed for 2015-16

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	the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.	and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.	Policy & Technical Guide for that given year.	
Kindergarten-Second Grade Math Student Outcomes	**C-Made (2012-13)** as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year	**AIMSweb (2013-14 and 2014-15)** as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.	**NWEA MAP assessment (SY 2015-16 and beyond)** as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.	No

(a) Changes to any PMF implemented by DC PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights will automatically become part of the measurement of the school's academic achievement expectations. However, if changes other than those listed above are made to any PMF that the 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).

(b) If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by DC PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section. ("Campus" is defined as a distinct grade-span, such as early childhood, elementary, or middle, or high school, or a combination of the above. These may be in the same facility or different facilities).

C. Standard for charter review and renewal. In order to be considered as having met its goals and academic expectations, the School Corporation will be accountable to the following for each year:

School Year	Criteria
2012-13	**DC Scholars PCS (PK3-3)** N/A There was no early childhood PMF, as it was in the pilot stage for school year 2012-13. The school met the floor seven out of nine PMF measures.

2013-14	**DC Scholars PCS – Early Childhood PMF (PK3 through 2nd grade)** Each measure within the EC PMF will be considered an individual charter goal. A school will be considered to have met its goals if it meets or exceeds the floor for each individual measure for grades prekindergarten through second grade The school did not meet the criteria for the Early Childhood PMF. The school met the floor of 8 of 10 measures. Specifically, the school did not meet the floor for its K – 2 Literacy and Mathematics measures **DC Scholars PCS – ES PMF (3rd-4th grade)** In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF as goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its fifth-year charter review, the school will need to have earned at least 40% of the possible PMF points in at least two of the most recent three years (two of the most recent four years from the 2014-15 review cycle through the 2017-2018 review cycle) in operation to be deemed as having met its goals and student academic achievement expectations during this review. Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures. The school earned 50.9% of the possible points, meeting the ES PMF criteria.
2014-15	**DC Scholars PCS EC/ES/MS PMF** Hold Harmless Provision: DC PCSB will not score or tier the EC/ES/MS or HS PMF for the 2014-15 PMF. The school's performance on each measure will be displayed separately without percentages of total points.
2015-16	**DC Scholars PCS – EC/ES/MS PMF** **Five Year Charter Review** In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF as goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its fifth-year charter review, the school will need to have earned at least 40% of the possible PMF points in at least two of the most recent three years (two of the most recent four years from the 2014-15 review cycle through the 2017-2018 review cycle) in operation to be deemed as having met its goals and student academic achievement expectations during this review.

	In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures. DC Scholars PCS met the 40% threshold in school year 2013-14 for the ES/MS PMF but did not meet the equivalent threshold for the EC PMF, which was to meet the floor of each measure. Therefore, it is imperative that DC Scholars PCS earn at least 40% of the EC/ES/MS PMF in school year 2015-16.
2016-17 2017-18, 2018-19, 2019-20, 2020-21	**DC Scholars PCS – EC/ES/MS PMF** **Ten Year Charter Review** In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF as its goals and student academic achievement expectations to be considered as having met its goals and student academic achievement expectations at its tenth-year charter review, the school will need to have: • earned at least 50% of the possible PMF points in two of the most recent three years; and • earned at least 45% in any four of the previous five years Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.
2021-22, and beyond (15 Year Charter Renewal will be conducted in SY 2026-27)	**DC Scholars PCS – EC/ES/MS PMF** **Fifteen Year Charter Renewal** In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF as its goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its 15-year charter renewal, the school will need to have: • earned at least 55% of the possible PMF points in two of the most recent three years; and • earned at least 45% in four of the previous five years. Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores

over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

D. In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

E. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to DC PCSB in a timely manner, if DC PCSB does not receive them directly from OSSE.

F. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(1 0) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.7 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by DC PCSB, or the manner in which the School will conduct district-wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

SECTION 3. CONTRACTS

3.1 Contracts.

A. Pursuant to § 38-1802.04(c)(1) of the Act, the School Corporation shall provide to DC PCSB, with respect to any procurement contract, as defined by DC PCSB's *Submission of Procurement Contracts and Board of Directors' Meeting Minutes Policy*, awarded by the School Corporation or any entity on its behalf and having a value equal to or exceeding the threshold provided in the Act, within the timeframe defined by the policy, certain documents defined by the policy, including: (1) all bids for the contract received by the School Corporation, if any; (2) the name of the contractor who is awarded the contract; (3) the rationale for the award of the contract; and (4) the executed contract. The foregoing shall not apply to any contract for the lease or purchase of real property by the School Corporation, any employment contract for a staff member, or any management contract between the School Corporation and a management company designated in its petition or this Agreement. However, the School Corporation shall also submit non-procurement contracts to DC PCSB in accordance with DC PCSB's *Submission of Procurement Contracts and Board of Directors' Meeting Minutes Policy*.

B. The School Corporation shall follow the requirements of §38-1802.04(c)(10) of the Act prior to entering into a contract with a third party for the management of the School, other than the third party designated in its Petition (a "**School Management Contract**"). The School Corporation's Petition, Exhibit A, included Scholar Academies as the School Management Organization. The School Corporation has terminated its relationship with Scholar Academies, and as such all mention of

Scholar Academies in Exhibit A is struck (including the following: (i) Section B.2(e) paragraph 2; (ii) Section B.2(d); (iii) Section B.3(b) Post-Opening section, paragraph 3; and (iv) Section B.3(e)) or superseded by this Agreement at Exhibit H. Proposed Rules and Policies for Governance and Operation of School Corporation. The School Corporation shall submit to DC PCSB a written request for approval and a request for an amendment to Exhibit H before canceling; terminating; or materially amending, modifying, or supplementing the contract entered into with a third party for the management of the School.

C. Any contract for management of the School between the School Corporation and a school management organization shall include a provision whereby the school management organization agrees, under the following circumstances to provide to the School Corporation for production to DC PCSB, at the request of the School Corporation, books, records, papers, and documents related to the services the school management organization provided or has agreed to provide to the School Corporation where either (A) the annual fee the School Corporation agrees to pay to the school management organization or any of its related entities, as defined by 26 U.S.C. § 168(h)(4)(B)-(C), is equal to or exceeds 20% of the school's annual revenue; or (B) the annual revenue the school management organization expects to derive from District of Columbia public charter schools will exceed 25% of the school management organization's projected total annual revenue. Pursuant to section 8.5 below, the School Corporation agrees to produce to DC PCSB these books, records, papers, and documents at DC PCSB's request.

D. If a procurement contract to be awarded by the School Corporation is a "conflicting of interest contract," the School Corporation will award that contract pursuant to DC PCSB's *Submission of Procurement Contracts and Board of Directors' Meeting Minutes Policy*, the School Corporation's conflict of interest policies and procedures, and the law.

E. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that DC PCSB has no responsibility for the debts or action of the School Corporation or the School. The School Corporation shall not purport to act as the agent of DC PCSB or the government of the District of Columbia with respect to any contract.

3.2 Insurance Coverage. The School Corporation shall procure and maintain appropriate insurance sufficient to cover its operations as identified in Exhibit C. All insurers shall be independent brokers licensed in the District of Columbia. All insurance policies shall include the Board of Directors and the School Corporation's directors, officers and employees as insureds. As part of the Annual Compliance Reporting, the Board of Directors shall provide annual proof of insurance coverage sufficient to cover its operations as determined by its Board of Directors (see Exhibit C) to be reasonably necessary, subject to the availability of such insurance on commercially reasonable terms. However, should any insurance coverage expire prior to the Annual Compliance Reporting schedule, within thirty days of expiration the Board of Directors will provide to DC PCSB either a notice that the Board of Directors has determined that such coverage is no longer necessary or a certificate of insurance renewal or revision. Prior to the first year of operation, the School Corporation shall provide proof of insurance pursuant to Exhibit C.

3.3 Insurance Certificates. Upon request by DC PCSB, the School Corporation will promptly furnish DC PCSB with copies of all insurance policies, binders, and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 3.2.

3.4 Inventory. The School Corporation shall maintain an inventory of all fixed assets of the School Corporation purchased with District of Columbia public funds or federal funds with a value above a certain dollar threshold set by the School Corporation. The School Corporation shall make such inventory available to DC PCSB from time to time upon DC PCSB's request.

SECTION 4. REPORT

4.1 Reporting Requirements. The School Corporation shall deliver to DC PCSB:

A. Annual Reports: No later than September 1 of each year, beginning September 1, 2013, an annual report in a format acceptable to DC PCSB which shall set forth the financial status, academic program, and performance of the School Corporation as of the close of the prior academic year including all items required by Section 38-1802.04(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), and an assessment of compliance with the performance goals, objectives, standards, indicators, or targets or any other basis for measuring the School's performance as DC PCSB may reasonably request.

B. Audited Financial Statements: Pursuant to DC PCSB's *Data and Document Submission Policy* and the Annual Compliance Reporting, the School Corporation shall deliver to DC PCSB financial statements audited by an independent certified public accountant or accounting firm which shall be selected from an approved list developed pursuant to § 38-1802.04(c)(11)(B)(ix) of the Act, and prepared in accordance with GAAP, government auditing standards for financial audits issued by the Comptroller General of the United States, and DC PCSB requirements. Such audited financial statements shall be made available to the public. These statements may include supplemental schedules as required by DC PCSB.

C. Interim Financial Reports: As soon as available and in any event within thirty (30) days after the end of each Interim Period starting with the Interim Period beginning July 1, 2012, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year ("**Fiscal Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year) to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments, and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of $500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; "**Interim Period**" shall mean monthly, and from time to time thereafter, upon written notice by DC PCSB to the School Corporation, the period designated by DC PCSB in such notice; DC PCSB may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by DC PCSB from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for

July 2012 by August 31, 2012 and for August 2012 by September 30, 2012.

D. Budget; Fiscal Year: No later than June 1 of each year starting June 1, 2013, an annual operating budget, an annual capital budget, and cash flow projections (collectively, a "**Budget**") for the next succeeding Fiscal Year; the School Corporation's initial operating budget for the period from July 1, 2012 to June 30, 2014 is set forth in Exhibit D hereto; the School Corporation shall deliver to DC PCSB no later than October 30, 2012 a revised operating budget for the period from July 1, 2012 to June 30, 2014; the School Corporation shall consider the comments of DC PCSB, its staff, and its agents with respect to each Budget; if DC PCSB has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by DC PCSB in writing, the School Corporation may only implement such Budget with the prior written approval of DC PCSB.

E. Enrollment Census: On dates identified by DC PCSB in writing, a report (i) identifying the number of students (including nonresident students and students receiving special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community, and vocational programs, and (e) nongrade level programs; (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special education, (c) emergency migrants, (d) new or leaving students, (e) students eligible for free or reduced meals, or (f) students with limited English proficiency; (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School; and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless DC PCSB notifies the School Corporation otherwise in writing, such report shall be in the format required by the District of Columbia Office of the State Superintendent of Education ("**OSSE**") for similar reports from public schools in the District of Columbia, and such count shall be conducted in a manner comparable to that required by OSSE for enrollment counts by District of Columbia Public Schools.

F. Attendance and Enrollment Data: On dates identified by DC PCSB in writing and pursuant to DC PCSB's Attendance and Discipline Data Policy, attendance and enrollment data using the attendance management reporting software required by DC PCSB.

G. Key Personnel Changes: Promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure, and the actions the School Corporation has taken or intends to take to replace such person.

H. Events of Default, Etc.: Promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects, or reputation of the School Corporation or the School,

including (i) any material breach of any covenant or agreement contained in this Agreement; (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default under any financing obtained by the School Corporation; and (iii) the failure of the School Corporation to comply with the terms and conditions of any Authorizations, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto.

L. **Litigation**: Promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation, or arbitration against or affecting the School Corporation or any property thereof (collectively, "**Proceedings**") not previously disclosed in writing by the School Corporation to DC PCSB, or (b) any material development in Proceedings to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof.

J. **Board of Trustees Meeting Minutes**: At DC PCSB's request, copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting).

K. **Other Information**: Such other reports, financial statements, and information as DC PCSB shall reasonably request in accordance with the Act.

4.2 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide DC PCSB with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

SECTION 5. ORGANIZATION

5.1 Organization. A. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

B. Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify DC PCSB in writing of any material change to its articles of incorporation or bylaws at least thirty (30) days prior to the effective date of such change.

5.2 Powers. The School Corporation shall have the powers set forth in the Act.

5.3 Accreditation. The School Corporation shall comply with the accreditation requirements set forth in the Act.

5.4 Nonsectarian. Pursuant to the Act, the School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

5.5 Financial Management. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 4.1B.

5.6 Board of Trustees. The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall be fiduciaries of the School and shall set overall policy for the School.

5.7 Hiring. The School Corporation shall 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. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

5.8 Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with Law.

5.9 Complaint Process. No later than thirty (30) days prior to the beginning of the School's first academic year, the School Corporation shall deliver to DC PCSB in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act.

SECTION 6. TERMINATION

6.1 Termination. A. This Agreement may be terminated and the charter of the School Corporation revoked:

(i) by DC PCSB in accordance with Section 38-1802.13 of the Act;

(ii) by mutual agreement of the parties hereto;

(iii) by DC PCSB, if the School Corporation fails to secure use of the School Property by August 1, 2012; or

(iv) by DC PCSB, if the School fails to begin instructing students by October 1, 2012.

B. This Agreement shall be terminated:

(i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or

(ii) upon termination of DC PCSB or DC PCSB's authority to oversee public charter schools in the District of Columbia unless DC PCSB has assigned its rights and obligations under this Agreement pursuant to Section 8.2.

6.2 Actions Upon Expiration or Termination. Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "Termination Date"), the School

Corporation shall (i) promptly but no later than thirty (30) days after the Termination Date, deliver all student records, reports, documents, and files to DC PCSB; (ii) promptly dissolve the nonprofit corporation operating the School in accordance with the District of Columbia Nonprofit Corporation Act and the Act; and (iii) promptly distribute the School Corporation's assets and discharge the School Corporation's debts in accordance with the provisions of Section 38-1802.13a of the Act.

SECTION 7. COMPLIANCE

7.1 Laws. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain, renew, and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

7.2 Cooperation. The School Corporation shall, and shall cause its trustees, officers, employees, and contractors to, cooperate with DC PCSB, its staff, and its agents in connection with DC PCSB's obligations to monitor the School Corporation.

7.3 Access. The School Corporation shall authorize and permit DC PCSB, its staff, and its agents to have access to the extent permitted by Law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials, and all other information with respect to the operation of the School and the School Corporation that DC PCSB may from time to time request, and to make copies of such books, records, and other documents and to discuss the operation of the School and the School Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors, and creditors, as DC PCSB considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act. The School Corporation agrees to provide to DC PCSB, upon its request, any books, records, papers, and documents related to the services the school management organization has provided or agreed to provide to it pursuant to Section 3.1(C) of this agreement.

SECTION 8. MISCELLANEOUS

8.1 Administrative Fee. The School Corporation shall pay annually to DC PCSB, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of DC PCSB. Notwithstanding the foregoing, DC PCSB shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the full allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays DC PCSB such fee within five (5) business days of the School Corporation's receipt of such funding.

8.2 Assignment. This Agreement shall not be assignable by either party; provided that if DC PCSB shall no longer have authority to charter public schools in the District of the Columbia, DC PCSB may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

8.3 Definitional Provisions. Words used herein, regardless of the number and gender specifically

used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine, or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit, or schedule, such reference shall be to the introduction, a recital, a section, or a paragraph of, or an appendix, an exhibit, or a schedule to, this Agreement unless otherwise indicated. The words "hereof," "herein," and "hereunder" and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words "include," "includes," or "including" are used in this Agreement, they shall be deemed to be followed by the words "without limitation." Accounting terms not expressly defined in this Agreement shall have the respective meanings given to them under generally accepted accounting principles.

8.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto, constitutes the entire agreement of the parties and all prior representations, understandings, and agreements are merged herein and superseded by this Agreement. This Agreement may not be amended or modified other than by a written agreement executed by DC PCSB and the School Corporation in accordance with the Act.

8.5 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (i) delivered by hand (with written confirmation of receipt); or (ii) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change thereof is delivered as provided in this Section 8.5) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th Street NW, Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

DC Scholars Public Charter School
5601 East Capitol Street SE
Washington, D.C. 20019
Attention: Board of Trustees Chair
Telephone: (202) 559 - 6138

8.6 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of DC PCSB in the exercise of any power, right, or privilege hereunder shall impair such power, right, or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall

any single or partial exercise of any such power, right, or privilege preclude other or further exercise thereof or of any other power, right, or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

8.7 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations shall not in any way be affected or impaired thereby.

8.8 Applicable Law. This Agreement and the rights and obligations of the parties hereunder shall be governed by, and shall be construed and enforced in accordance with, the laws of the District of Columbia, without regard to conflicts of laws principles.

8.9 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.

8.10 Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents, or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document.

[Remainder of Page Intentionally Left Blank]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the dates written below.

DC SCHOLARS PUBLIC CHARTER SCHOOL

[redacted]

Title: Board Chair

Date: August 2, 2016

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

[redacted]

By: Darren Woodruff, PhD

Title: DC PCSB Board Chair

Date: 9/7/2016

ATTACHMENTS

SCHEDULE 1	Maximum Enrollment Schedule
EXHIBIT A	Petition
EXHIBIT B	Random Selection Process
EXHIBIT C	Insurance Requirements
EXHIBIT D	Initial Operating Budget
EXHIBIT E	Key Personnel
EXHIBIT F	Articles of Incorporation
EXHIBIT G	Bylaws
EXHIBIT H	Proposed Rules and Policies for Governance and Operation of School Corporation
EXHIBIT I	Goals and Academic Achievement Expectations

The bylaws, articles of incorporation, and insurance exhibits were updated for the amended and restated agreement. The other exhibits were not updated and pulled (as existed) from the original agreement.
February 2018

SCHEDULE I

Maximum Enrollment

Grade	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017
PS	30	30	30	30	30
PK	40	40	40	40	40
K	54	54	54	54	54
1	54	54	54	54	54
2	54	54	54	54	54
3	54	54	54	54	54
4		54	54	54	54
5			54	54	54
6				54	54
7					54
Total	**286**	**340**	**394**	**448**	**502**

EXHIBIT A

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Section L: Letters of Support

Executive Summary

The crisis in public education facing our nation calls for immediate and sustainable change. This change must come at every level. The United States Secretary of Education Arne Duncan calls the need for school reform a "moral imperative."

Because its Founding Group has demonstrated experience operating high-performing, achievement gap-closing schools, DC Scholars Public Charter School ("DC Scholars PCS") is responding to Secretary Duncan's call and submits this petition to open a school with the mission to prepare students for the path to college and provide them with the life skills necessary to become productive members of their communities.

The DC Scholars PCS Founding Group brings a strong mix of education, business and non-profit leadership to its plan to open. DC Scholars PCS will locate in either Wards 7 or 8 and serve up to 556 students in grades pre-school through eight.. DC Scholars PCS will partner with Scholar Academies, a non-profit, school management organization, because of the organization's success operating schools serving a similar population in Philadelphia and Washington, DC—including the highest performing charter middle school in Philadelphia.

DC Scholars PCS will adopt the Scholar Academies model and operate with a clear, systems-driven, results-oriented approach. Decisions will be rooted in data and school leadership will be keenly focused on creating a positive school culture where student achievement is paramount.

The foundation of the Scholar Academies model is a deep belief that all students can succeed when placed in a highly effective, well managed school environment cemented with two achievement-driving strategies:

1) Strong emphasis on **human capital systems** so that leaders, teachers and staff of the highest quality can be attracted, developed and retained.
2) **Whole School Approach** to the implementation so that consistency can be maintained, efficiency can be increased and time spent on task and learning can be maximized;

The highly-focused learning environment will employ five pillars that support student achievement on a daily basis:

1) Extended school-day and extended school-year so that students spend **more time in school;**
2) Standards-aligned, school created curriculum combined with a uniform approach to lesson planning/delivery to **consistently provide highly effective instruction;**
3) Transparent and strict student incentive and accountability system implemented to drive **positive student behavior and strong school culture;**
4) **Use of data** to measure overall school performance and to frequently measure student performance so that intervention strategies can be created when needed;
5) **Engagement of families and community stakeholders** to ensure strong connection to school and support of high expectations both in and out of school.

The Scholar Academies model is designed to build a pipeline of college-bound students who are well-prepared to enter the workforce and become productive members of their communities.

Our proposal is built on the belief that every child deserves a world-class education. We will approach our work with meticulous attention to detail and sweat the small stuff. We will think through everything and utilize every second in our school building thereby maximizing our students' success. DC Scholars PCS will be solution-oriented and we will never settle for less than our best. This is what all students deserve.

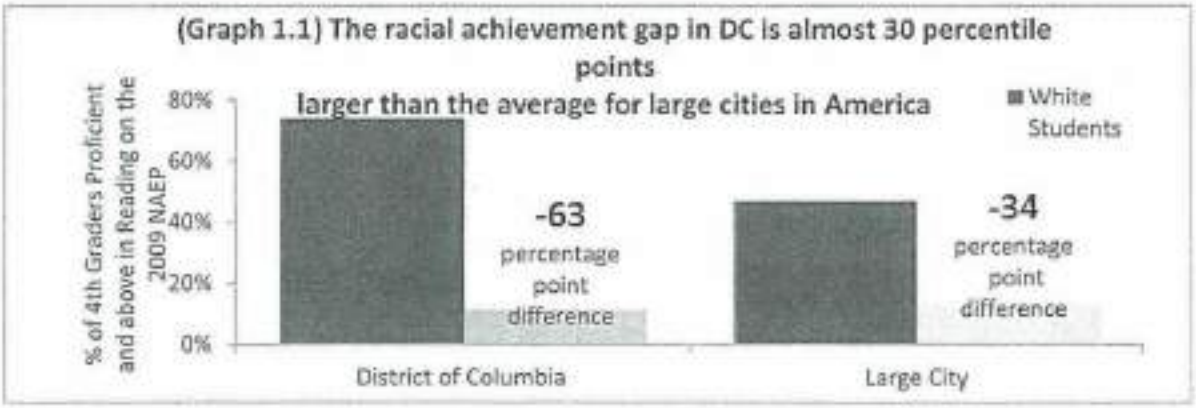
Section A: Educational Plan

Mission and Purposes of the Proposed Public Charter School

a. Educational Needs of the Target Student Population

Student Characteristics

In recent years, Washington, DC has entered the national spotlight for having made revolutionary strides towards improving education options for all students. With a thriving charter sector and a groundbreaking new teacher evaluation system among its transformative changes, DC is becoming a beacon of hope and possibility for education reform across the country.[1] Yet despite progress, DC remains a deeply divided city when it comes to academic achievement. The racial achievement gap in DC continues to be one of the highest among urban districts in this country (see Graph 1.1). According to the 2009 National Assessment of Educational Progress (NAEP), only 11% of black fourth graders in the District's traditional and charter public schools tested proficient or above in reading, compared with 74% of their white peers. Similarly, just 9% of low-income fourth graders in DC tested proficient or above in reading on the NAEP, compared with 38% of their wealthier peers.[2] Furthermore, these underperforming students have slim chances of catching up with their higher-performing peers in later years. Research suggests that weak literacy skills in the elementary grades are highly predictive of weak literacy skills later in life. A poor reader at the end of first grade has an 88% probability of being a poor reader at the end of 4th grade,[3] while three quarters of students who are poor readers in third grade will remain poor readers in high school.[4]



To address the need for increased quality educational opportunity for low-income and often minority students, the DC Scholars Public Charter School ("DC Scholars PCS") Founding Group seeks to open a school in Wards 8 serving up to 556 students in grades pre-school through eight.. DC Scholars PCS will engage Scholar Academies to manage and support the school because of its success operating schools serving a similar population in Philadelphia and Washington, DC. Scholar Academies is a non-profit, school management organization that exists to close the achievement gap.

DC Scholars PCS, through its affiliation with Scholar Academies, brings a proven track record of successfully implementing a school-wide model in three schools: Philadelphia's Young Scholars Charter School ("Young Scholars CS") and Young Scholars Frederick Douglass Charter School ("Young Scholars Douglass CS") and Washington DC's DC Scholars Stanton Elementary ("DC Scholars Stanton"). Young Scholars CS

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1 See Hess, Palmieri, & Scull's "America's Best (and Worst) Cities for School Reform: Attracting Entrepreneurs and Change Agents" (Thomas B. Fordham Institute, 2010) for more on the reform environment in the District of Columbia. This study ranked DC second out of thirty major American cities for "friendliness" to entrepreneurial education reform, when looking across the domains of human capital, financial capital, charter environment, quality control, district environment, and municipal environment.

2 US Department of Education; Institute of Education Sciences; National Center for Education Statistics; National Assessment of Educational Progress (NAEP), 2009 Mathematics and Reading Assessments. Data accessed through the NAEP Data Explorer, available at: http://nces.ed.gov/nationsreportcard/naepdata/dataset.aspx.

3 Juel, C. (1988). "Learning to read and write: a longitudinal study of 54 children from first through fourth grades." *Journal of Educational Psychology*, 80(4), 437-447.

4 Shaywitz, B.A., et al. (1997). "The Yale Center for the Study of Learning and Attention: longitudinal and neurobiological studies." *Learning Disabilities: A Multidisciplinary Journal*, 8:21-30.

serves 240 students in grades 6 – 8 and is the highest-performing charter middle school in Philadelphia (SY 08-09 and SY 09-10). Young Scholars Douglass CS and DC Scholars Stanton were historically low-performing District schools awarded to Scholar Academies in the fall of 2010 by the School District of Philadelphia and the District of Columbia Public Schools, respectively. Young Scholars Douglass CS serves 650 students in grades K-8 and DC Scholars Stanton serves 400 students in grades PS – 5, in Ward 8. All of the roughly 1,300 combined students are minority and approximately 95% qualify for free/reduced lunch.

Scholar Academies' flagship school, Young Scholars CS shows impressive results tripling the rate of growth of the School District of Philadelphia between 6th and 8th grade where students are growing an average of 1.35 grade levels in both reading and math as determined by a nationally normed Math and Reading growth assessment. Scholar Academies' two turnaround schools have only been open since August 2010 and therefore do not have a full school year's worth of data to report. However, early indications show that the schools are on a positive track towards success. Young Scholars Douglass CS has seen impressive growth on the Pennsylvania 4-Sight benchmarks assessments, which are valid, reliable and aligned to Pennsylvania System of School Assessment (PSSA) and provide an estimate of student performance on the PSSA. The baseline test, given in August of this year, reflected 28% proficiency in English and only 4% proficiency in Math across the entire school. In the November administration of the test, proficiency scores rose to 36% in English and 19% in Math. The third grade, in particular, moved from 0% proficient to 30% in Math and 21% to 36% in English.

At DC Scholars Stanton, math proficiency as measured by the DC-BAS has increased from a baseline of 5% to 12% during the December administration, including 2% of students scoring in the advanced category for the first time. Fourth grade math has seen the most dramatic improvement, moving from 5% proficiency in August to 22% in December. Additionally, students at DC Scholars Stanton are showing Mastery between 50-80% on school-created reading and math interim assessments.

The Scholar Academies' Model used at all three schools – and the model to be used at DC Scholars PCS – embodies the pillars outlined by industry leaders as requirements to drive student achievement in high-performing, urban schools. Created at Young Scholars Charter School, the Model is infused with the principles of universal accountability, transparency and consistency.

Scholar Academies creates efficiencies across each of its schools by fusing a progressive and rigorous approach to school culture with a strong instructional design/delivery model and tenacious leadership to create an environment where student achievement can occur. The Scholar Academies Model brings to DC Scholars PCS a systematic, stringent and rigorous whole school model with a proven track record of closing the achievement gap for low-income, minority students. The Scholar Academies Model is designed to build a pipeline of college-bound students who are well-prepared to enter the workforce and become productive members of their communities.

Echoing the primary goal of Scholar Academies, DC Scholars Public Charter School will exist to close the achievement gap for previously underserved students in low-income minority communities. The core of the Scholar Academies model, on which DC Scholars PCS will be founded, is a deep belief that all children deserve access to and can succeed when placed in a highly effective, well-managed school environment. In a city where approximately one third of children live in poverty and only 9% of public high school freshmen will graduate from college within five years, DC Scholars PCS will build a pipeline of college-bound students who are well-prepared to enter the workforce and become productive members of society.[5] Ultimately educating approximately 500 students in grades PS-8, DC Scholars PCS will serve students across the District of Columbia with a particular focus on Wards 7 and 8. Based on an analysis of the student populations in these areas, we anticipate a student body that is at least 85% low-income (as designated by eligibility for free-and-reduced-price lunch), at least 90% African-American, and about 10-12% special education[6]

The achievement gap for low-income minority students begins early; according to Nobel Laureate of Economics James Heckman, "Most of the gaps [in cognitive ability] at age 18 that help to explain gaps in adult outcomes are present at age five."[7] Studies have shown that poverty

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[5] *Poverty rate data:* DC Kids Count, "Every Kid Counts in the District of Columbia: 17th Annual Fact Book," 2010. *College graduation data:* DC College Access Program, DC Education Compact, DC Public Schools, and the DC State Education Office, "Double the Numbers for Success: A Call to Action for the District of Columbia," 2006. *Note:* statistics from this study are based on a cohort of DCPS and public charter school students enrolled in 9th grade during the 2001-02 school year.

[6] Estimates are based on an analysis of school-by-school statistics for DCPS and public charter schools in Wards 7 and 8. DCPS demographic data for SY 2009-10 is available on individual school profiles, accessible through the DCPS online school directory. Data for charter schools was accessed online through PCSB's most recent charter performance report booklet: "2009 School Performance Reports: Individual Reports for each D.C. Public Charter School operating during the 2008-2009 school year," March 2010.

[7] Heckman, J.J. (2008). "Schools, skills, and synapses." National Bureau of Economic Research (Cambridge, MA).

negatively affects children's cognitive development and readiness to learn in a variety of ways.[8] Poverty has a strong negative impact on the level of cognitive stimulation that children receive at home, a key factor in child cognitive development: low-income children generally are exposed to fewer books and magazines, spend less time reading with parents, and experience fewer intellectually-stimulating excursions (such as museum visits) than their wealthier counterparts.[9] Moreover, the stresses of poverty frequently contribute to parenting styles typified by harsher discipline and lower levels of warmth and support, which in turn have also been found to negatively affect child cognitive development.[10] By the age of three, children from low-income families have been exposed to approximately 1/3 the number of words as their higher-income peers, and display lower rates of language growth that are predictive of their language skills at ages 9 and 10.[11] Research has also shown that most of the achievement gap in mathematics between low-income children and their wealthier peers at age 12 is already present at age six.[12]

The message is clear: by the time the children that DC Scholars PCS aims to serve arrive in the classroom, they are already struggling to catch up with their peers. We believe that a high-quality education beginning in the early childhood years is critical to setting and keeping low-income minority students on a consistent track of academic success. The value of a PS-8 model has been recognized by a number of other DC charter schools in recent years. Perhaps most notably, KIPP: DC recently expanded from its traditional 5-8 middle school model into elementary and early childhood grades. As Laura Bowen, founder of KIPP: DC's first early childhood campus (KIPP: LEAP Academy), eloquently explained: "I watched each class of 5th graders arrive at KIPP so far behind grade level. I then watched how hard the teachers and students worked to play catch up…When KIPP started talking about elementary schools, I imagined the incredible academic and character results that would result if we were able to close the achievement gap for a group of students from the very beginning of their school life."[13] By implementing a PS-8 model at DC Scholars PCS, we are also refusing to leave our students' middle-school careers – and thus their prospects for success in high school and college – to chance. As Heckman observes, "…if early investment in disadvantaged children is not followed up by later investment, its effect at later ages is lessened."[14] In other words, high-quality early childhood interventions can place students on the path to success, but continued quality academic experiences in subsequent years will leave them best prepared to achieve at high levels in high school, college, and beyond.

DC Scholars PCS is committed to locating specifically in Ward 7 or 8, which together are home to approximately 40% of DC's children.[15] Physically separated from the rest of the city by its position east of the Anacostia River, this area is 96% African American and faces particularly intensified socio-economic challenges compared to DC at large.[16] Wards 7 and 8 have the highest poverty rates in the city, with 25% of people in Ward 7 and 36% of people in Ward 8 living below the poverty line.[17] A staggering 43% of children in these communities are growing up in poverty.[18] Wards 7 and 8, together, account for approximately 40% of low-weight births in the city and almost 45% of births to single mothers.[19] According to the 2007-2009 American Community Survey, the median income for families living east of the river is $37,167, and approximately 18% of families subsist on an income of less than $10,000 per year.[20] At least a quarter of children in these communities are living on welfare, with 25% of children in Ward 7 and 36% of children in Ward 8 receiving Temporary Assistance for Needy Families (TANF). Similar numbers – 22% of children in Ward 7 and 27% in Ward 8 – receive the Supplemental Nutrition Assistance Program (SNAP, formerly Food Stamps).[21]

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[8] For surveys of the literature on the effects of poverty on child development, see Bradley, R.H. & Corwyn, R.F. (2002). Socioeconomic status and child development. *Annual Rev. Psychol.* 53(4): 371-99, and Brooks-Gunn, J. & Duncan, G.J. (1997). The effects of poverty on children. *The Future of Children* 7(2): 55-71.

[9] Guo, G. & Harris, K. M. (2000). The mechanisms mediating the effects of poverty on children's intellectual development. *Demography* 37(4): 431–47.

[10] Ibid.

[11] Hart, B. & Risley, T.R. (2003). "The early catastrophe: the 30 million word gap by age 3." *American Educator* 27(1): 4-9.

[12] Heckman, J.J. (2008). "Schools, skills, and synapses." National Bureau of Economic Research (Cambridge, MA).

[13] "Rainwater Foundation's $5.5 million grant supports elementary growth." KIPP Foundation Newsletter, Fall 2008; online edition available at http://www.kipp.org/kippnews/0811/01.htm.

[14] Heckman, J.J. (2008). "Role of income and family influence on child outcomes." *Annals of the New York Academy of Science* 1136: 307-323.

[15] DC Kids Count, "Every Kid Counts in the District of Columbia: 17th Annual Fact Book," 2010. *Note:* data from U.S. Census 2000.

[16] U.S. Census Bureau, 2007-2009 American Community Survey (ACS) 3-Year Estimates. ACS does not disaggregate data by ward, but divides the city into five Public Use Microdata Areas (PUMAs). The ACS data presented here refers to PUMA 00104, which essentially corresponds with the area encompassing Wards 7 and 8.

[17] NeighborhoodInfo DC, Wards 7 and 8 Neighborhood Profiles (www.neighborhoodinfodc.org). *Note:* data from U.S. Census 2000.

[18] U.S. Census Bureau, 2007-2009 American Community Survey (ACS) 3-Year Estimates.

[19] DC Kids Count, "Every Kid Counts in the District of Columbia: 17th Annual Fact Book," 2010. *Note:* data from 2007.

[20] U.S. Census Bureau, 2007-2009 American Community Survey (ACS) 3-Year Estimates.

[21] DC Kids Count, "Every Kid Counts in the District of Columbia: 17th Annual Fact Book," 2010. *Note:* TANF data is from July 2010, while SNAP data is from June 2009.

In Wards 7 and 8, only 14% of the population age 25 and over has attained a bachelor's degree or higher.[22] When a study tracked a cohort of public high school freshmen in Wards 7 and 8, it found that only one in three of the students actually completed high school. Only one in 20 went on to earn a college degree.[23] Yet according to a Brookings Institute report from 2000, over 50% of jobs in DC are held by employees with a BA or higher.[24] And of 50 metropolitan areas in the United States, the DC area has the highest rate of jobs requiring a bachelor's degree or higher.[25] Level of education attainment strongly correlates with income level later in life: in DC, the median earnings for a person age 25 and over with a bachelor's degree is $57,920, compared with $20,454 for those who do not complete high school.[26] By failing to provide our neediest students with the high-quality education that they deserve, we are denying them the tools to succeed not only during their classroom years, but for the rest of their lives.

Methods to Address Student Needs

Through its employment of the Scholar Academies Model, DC Scholars PCS will deliver the high-quality education every student deserves. At DC Scholars PCS, we will provide the academic rigor and strong school culture needed to drive dramatic student achievement results and close the achievement gap.

To meet the needs of our target student population, DC Scholars PCS will operate with a clear, systems-driven, results-oriented approach. The foundation of the model is the combination of a highly effective, well-managed school environment with two central achievement-driving strategies:

- **A strong emphasis on human capital systems**: Research has shown that students assigned to three effective teachers in a row have a huge academic advantage over students assigned to 3 ineffective teachers in a row.[27] Yet on average, our country's low-income minority children are disproportionately taught by teachers "with less experience, less education, and less skill than those who teach other children."[28] Scholar Academies recognizes that student achievement requires supremely talented and committed faculty and school leaders. We have developed carefully-crafted systems for attracting, developing, and retaining the highest quality teachers and staff.
- **Implementation of a Whole School Approach:** DC Scholars PCS believes that academic excellence can only be achieved within a highly structured environment that drives the implementation of a singular, common approach to every school element. This maintains consistent expectations for students, increases efficiencies for teachers and staff, and, most importantly, maximizes time on task so that the achievement gap can be closed during a student's tenure.

Atop this foundation, five pillars drive student success at Scholar Academies on a day-to-day basis:

1. **Extended day and extended year** so that students spend more time in school. We will maximize student learning with approximately 33% more time in class than students attending neighborhood public schools. This extended schedule allows for a daily timeline where students can spend twice as much time on core subjects (reading and math), while still maintaining appropriate class time for courses in science, social studies, physical education, computers, and art or music.

2. **Standards-aligned, school-created curriculum combined with a uniform approach to lesson planning/delivery** to consistently provide highly effective instruction using a rigorous, standards-based, objective curriculum in all subject areas.

3. **Commitment to strong school-wide climate** that is centered on a transparent and strict student incentive and accountability system implemented to drive positive student behavior and strong school culture. DC Scholars PCS is committed to creating a school culture

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[22] U.S. Census Bureau, 2007-2009 American Community Survey (ACS) 3-Year Estimates.

[23] DC College Access Program, DC Education Compact, DC Public Schools, and the DC State Education Office, "Double the Numbers for Success: A Call to Action for the District of Columbia," 2006.

[24] Ross, M. & DeRenzis, B. (2007). "Reducing Poverty in Washington, DC and Rebuilding the Middle Class from Within." The Brookings Greater Washington Research Program.

[25] Washington D.C. Workforce Investment Council, "The District's State of the Workforce Report," 2003.

[26] U.S. Census Bureau, 2007-2009 American Community Survey 3-Year Estimates.

[27] Sanders, W. L., & Rivers, J. C. (1996). "Cumulative and residual effects of teachers on future student academic achievement." University of Tennessee Value-Added Research and Assessment Center (Knoxville, TN).

[28] Peske, H. G., & Haycock, K. (2006). "Teaching Inequality: How poor and minority students are shortchanged on teacher quality." The Education Trust (Washington, DC).

where there are "no excuses," where there is a palpable sense of "urgency," and where there are universal "high expectations." School culture, the platform for student achievement, is built and maintained through structure, intense attention to detail, consequences, rewards, and a deep care for every student.

4. **Use of data** to measure overall school performance and to frequently measure student performance so that intervention strategies can be created when needed. DC Scholars PCS will extensively use data at both a micro- and macro-level to measure student performance and prescribe supportive interventions when needed.

5. **Engagement of families and community stakeholders** to ensure strong connection to school and support of high expectations both in and out of school. DC Scholars PCS fully believes in the collective commitment from students, families, parents and neighboring community to solidify a school culture of achievement.

School Location

Current Options in Wards 7 and 8

Although Wards 7 and 8 already offer some high-quality education options to students in our grade cohort, we believe that there is continued need and demand for excellent choices in these communities. In 2010, 45% of students citywide scored at least proficient on the DC-CAS in reading, with the same percentage scoring at least proficient in math. Although twenty-one public (DCPS and charter) elementary or PS/PK-8 schools with testable grades currently serve students in Ward 7, just four of those schools exceeded 45% proficiency in both math and reading on the 2010 DC-CAS (see Table 1.1). On the other hand, 11 failed to reach the state average in both subjects by 10 percentage points or more. Historical testing data from the Office of the State Superintendent of Education (OSSE) show that many of these institutions have underperformed for years.[29] It is also important to note that two of the schools performing above average on the DC-CAS (Burrville and Houston) feed directly into a middle school where performance in core academic subjects drops sharply (Ron Brown MS, with 36% of students proficient in math and 29% proficient in reading). If students at these schools are unable to seek other options upon graduation from fifth grade, they risk facing academic setbacks during their crucial middle school years.

The story is very similar in Ward 8, where just two out of twenty-two public (DCPS and charter) elementary and PS/PK-8 schools with testable grades exceeded 45% proficiency in both math and reading on the 2010 DC-CAS (see Table 1.2). Again, a much larger number – 14 schools – failed to reach the state average by 10 percentage points or more in both subjects. And again, poor-quality middle school options can severely dampen the positive effect of the few higher-quality options in Ward 8: one of the two Ward 8 schools performing above average on the DC-CAS (Leckie, a DCPS elementary school) feeds into the lower-performing Hart Middle School (18% proficiency in math, 22% in reading) for grades 7 and 8.

(Table 1.1) Elementary and PS/PK-8 Public Schools in Ward 7[30]

	Current Grades *(projected)*	Enrollment 2009-10 *(projected)*	Percent Proficient on DC-CAS 2010	
DC Public Schools			Math	Reading
Aiton ES	PS-5	308	26%	26%
Beers ES	PS-5	351	44%	46%
Burrville ES	PS-5	322	51%	48%
C.W. Harris ES	PS-5	214	20%	25%

[29] We use 2010 DC-CAS scores as a benchmark with the caveat that a few of the charter schools in Wards 7 are new within the last few years and so have not necessarily established a track record for performance.

[30] Data for DC Public Schools collected from individual school profiles available through the DCPS website; data for public charter schools collected from DC Public Charter School Board and Friends of Choice in Urban Schools (FOCUS). "Grades Served" refers to the current 2010-11 school year, while "Enrollment" refers to the audited 2009-10 enrollment figures, available on OSSE's "2009 Fall Enrollment Audit Report." Projections show how charter grades and enrollment will increase as schools grow to capacity.

Davis ES	PS-5	199	23%	24%
Drew ES	PS-5	184	15%	20%
Houston ES	PS-5	246	55%	52%
Kenilworth ES	PS-5	185	43%	31%
Kimball ES	PS-5	303	47%	41%
Nalle ES	PS-5	352	32%	24%
Plummer ES	PS-5	214	26%	33%
Randle Highlands ES	PS-5	403	46%	42%
River Terrace ES	PS-5	148	31%	34%
Smothers ES	PS-5	216	33%	30%
Thomas ES	PS-5	250	35%	36%
Winston EC	PS-8	298	20%	24%
Public Charter Schools				
Arts and Technology Academy PCS	PS-6	606	39%	44%
DC Prep: Benning Elementary	PS-1 *(PS-3)*	204 *(300)*	N/A	N/A
Friendship PCS: Blow-Pierce Junior Academy	PS-8	511	57%	50%
Howard Road PCS: Pennsylvania Ave	PS-3	166	N/A	N/A
Howard Road PCS: Jones Memorial Campus	3-6	78	28%	22%
KIPP DC: LEAP *(Benning Campus)*	PS-K	281	N/A	N/A
KIPP DC: Promise *(Benning Campus)*	1-2 *(1-4)*	111 *(377)*	N/A	N/A
KIPP DC: KEY *(Benning Campus)*	4-8	328	81%	69%
NIA Community PCS	PK-6 *(PK-8)*	202 *(300)*	23%	28%

Narrowing the focus to public charter schools specifically, we have identified four charter school campuses in Ward 7 that currently serve (or are growing to serve) students continuously from early childhood (PS or PK) through eighth grade: DC Prep's Benning campus, KIPP DC's Benning campus (LEAP, Promise, and KEY Academies), Friendship's Blow-Pierce campus, and Nia Community PCS.[31] Of these schools, Friendship: Blow-Pierce and KIPP: KEY Academy exceeded the DC averages in math and reading on the 2010 DC-CAS, with KIPP students in particular far outperforming their peers at other schools. While DC Prep's Benning campus does not yet have testable grades, the performance of its other campuses suggests that Benning will be high-performing as well.[32] Yet schools like these tend to become quickly oversubscribed, largely because their records of success attract hundreds of families to apply for a spot each year. Statistics for the 2010-11 school year show huge waiting lists for both DC Prep and KIPP. At DC Prep's Benning campus, just 205 out of 372 applicants (approximately 55%) were offered admission for the current school year. Most grades at KIPP's Benning campus had waitlists of 100 or more students: 326 students were waitlisted for a PS class of 81 students, 192 for a class of 99 PK students, 160 for a class of 100 Kindergarteners, and so on through 8th grade.[33]

Ward 8 has a total of six public charter school campuses serving (or growing to serve) students continuously from PS/PK through 8th grade: Center City: Congress Heights, Excel Academy, Howard Road Academy: Main Campus, Imagine Southeast, KIPP's Douglass campus (Discover and AIM Academies), and Septima Clark.[34] Among these schools, KIPP: AIM Academy stands out for

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[31] DC Prep: Benning Elementary currently serves students in grades PS-1, and will grow up one grade a year until reaching 3rd grade, when a middle school serving grades 4-8 will be added. KIPP's Benning campus currently serves students in grades PK-2 and 4-8, but is growing to serve all grades PS-8. Several stand-alone charter middle schools, which for the most part will not overlap with DC Scholars in terms of student recruitment, are also located in Ward 7. Of the four DC charter schools approved to open in 2011, none serving students within our proposed grade range indicated interest in locating East of the River on their applications. However, the DC Promise Neighborhood Initiative was one of 20 national recipients to receive a planning grant this year from the US Dept. of Education, for its proposal to launch a Promise Neighborhood in the Parkside/Kenilworth community of Ward 7.

[32] DC Prep's Edgewood Middle Campus (Ward 5) had proficiency rates of 78% in math and 75% in reading on the 2010 DC-CAS. Its Edgewood Elementary Campus (Ward 5) had proficiency rates of 54% in math and 57% in reading.

[33] At KIPP, the only grades with waitlists that did not exceed 100 students were 5th (waitlist of 65) and 8th (waitlist of 38). Enrollment and waitlist figures for all schools were acquired through phone or email conversations with CMO staff.

[34] It is also worth noting that while Friendship: Southeast only serves students through 5th grade, another Friendship school located in Ward 8 (Tech Prep) serves grades 6-8. Neither school, however, has over 50% of students proficient in math or reading. Several stand-alone charter middle schools, which again for the most part will not overlap with DC Scholars in terms of student recruitment, are also located in Ward 8.

its impressive performance on the DC-CAS.[15] But like the schools on KIPP's Benning campus, both AIM and Discover are already oversubscribed. At Discover, classes of 98 PK and 99 Kindergarten students this year had waitlists of 100 and 62 students, respectively. AIM also waitlisted students at all grade levels: 28 waitlisted for a class of 96 fifth graders, 93 waitlisted for a class of 85 sixth graders, 75 waitlisted for a class of 77 seventh graders, and 45 waitlisted for a class of 73 eighth graders. And demand, particularly at the PS and PK level, is not limited to KIPP: for example, the all-boys public charter school Septima Clark waitlisted approximately 40 children for an 82-student early childhood program (PS and PK) this year.

(Table 1.2) Elementary and PS/PK-8 Public Schools in Ward 8[16]

	Current Grades *(projected)*	**Enrollment 2009-10** *(projected)*	**Percent Proficient on DC-CAS 2010**	
DC Public Schools			Math	Reading
Ferebee-Hope ES	PS-6	359	32%	31%
Garfield ES	PS-5	277	16%	19%
Hendley ES	PS-6	329	24%	23%
Ketcham ES	PS-5	259	32%	38%
King ES	PS-6	385	41%	41%
Leckie ES	PS-6	318	53%	46%
MC Terrel/McGogney ES	PS-6	272	23%	28%
Malcolm X ES	PS-5	212	9%	23%
Moten ES @ Wilkinson	PS-5	403	23%	21%
Orr ES	PS-5	275	39%	33%
Patterson ES	PS-6	388	24%	38%
Savoy ES	PS-5	367	20%	22%
Simon ES	PS-6	309	18%	23%
Stanton ES[17]	PS-5	368	8%	13%
Turner ES @ Green	PS-5	365	44%	47%
Public Charter Schools				
Center City PCS: Congress Heights	PK-8	185	14%	31%
Early Childhood Academy PCS	PS-3	225	19%	35%
Excel Academy PCS	PS-2 *(PS-8)*	209 *(289)*	N/A	N/A
Friendship PCS: Southeast	PS-5	503	50%	43%
Howard Road PCS: Main Campus	PK-6 *(PK-12)*	562 *(600)*	32%	29%
Imagine Southeast PCS	PK-5 *(PK-8)*	321 *(1000)*	18%	21%
KIPP DC: Discover *(Douglass Campus)*	PK-K *(PS-PK)*	100 *(276)*	N/A	N/A
KIPP DC: AIM *(Douglass Campus)*	5-8	330	76%	54%
Septima Clark PCS	PS-4 *(PS-8)*	133 *(320)*	0%	6%

[15] Again, we use 2010 DC-CAS scores as a benchmark with the caveat that several of the charter schools in Ward 8 are new within the last few years and have not necessarily established a track record for performance.

[16] Data for DC Public Schools collected from individual school profiles available through the DCPS website; data for public charter schools collected from DC Public Charter School Board and Friends of Choice in Urban Schools (FOCUS). "Grades Served" refers to the current 2010-11 school year, while "Enrollment" refers to the audited 2009-10 enrollment figures. Projections show how charter grades and enrollment will increase as schools grow to capacity.

[17] Stanton's DC-CAS scores pre-date the Scholar Academies takeover.

A Focus on Neighborhoods within Wards 7 and 8 that Lack Strong Charter Options

We believe that a new school serving grades PS-8 will make a strong addition to the options currently available in Wards 7 and 8. Moreover, an analysis of where DC's highest-performing schools are located *within* Wards 7 and 8 has further convinced us of the opportunities for strategically locating DC Scholars PCS in a neighborhood (or cluster of neighborhoods) that have the *most limited* quality school options within their bounds. We recognize that physical distance is not stopping DC families from trying to get their children into the best possible schools. Yet we also firmly believe that children in every neighborhood should have the opportunity to attend a high-quality school that is *readily accessible*, without having to trek across the ward (or across the city) for better options. We believe that by providing a high-quality PS-8 school in a neighborhood previously without such an option, we will not only attract families who would otherwise exert themselves to send their children to a higher-quality (if less conveniently-located) school in another part of the city, but also families who may otherwise be unaware or unable to take advantage of options available beyond their neighborhood schools. An initial review of public schools across both wards shows several locations where fewer quality charter options prevail. The following list is neither exhaustive nor conclusive (especially since the ultimate location of DC Scholars PCS will depend at least in part on facilities availability), but we believe these groups of neighborhoods are promising and strategic locations for a brand new PS-8 charter school:

1. Ward 8: Bellevue, Washington Highlands, Congress Heights
2. Wards 7/8: Naylor Gardens, Fairfax Village, Hillcrest, Randle Highlands
3. Ward 7: Deanwood, Burrville, Grant Park, Lincoln Heights, Northeast Boundary

Scholar Academies will make an effort to strategically place DC Scholars PCS in a neighborhood that is home to few high-quality options for elementary and middle school students, in order to attract and meet the needs of the most underserved children in Wards 7 and 8.

School Enrollment Plan

DC Scholars PCS will open in the Fall of 2012 with grades PS through 3, with two (2) sections of students per grade. In year two (SY13-14) and in each subsequent year, DC Scholars PCS will grow one grade per year until it plateaus in SY17-18. If enrolled students leave during the school year, students in grades PS-6 will be taken from the waitlist to fill their spots. [redacted] JR 6-18-12

	PS	PK	K	1	2	3	4	5	6	7	8	TOTAL
2012-13	30	40	48-54	48-54	48-54	48-54						262-286
2013-14	30	40	48-54	48-54	48-54	48-54	48-54					310-340
2014-15	30	40	48-54	48-54	48-54	48-54	48-54	48-54				358-394
2015-16	30	40	48-54	48-54	48-54	48-54	48-54	48-54	48-54			406-448
2016-17	30	40	48-54	48-54	48-54	48-54	48-54	48-54	48-54	48-54		454-502
2017-18	30	40	48-54	48-54	48-54	48-54	48-54	48-54	48-54	48-54	48-54	502-556

School's Impact on the Surrounding Community

Scholar Academies' turnaround work this year at Stanton Elementary School in Ward 8 has only solidified our commitment to students east of the river. This work has brought us into the heart of Ward 8, where we have not only seen the challenges that these students and their families face but also the incredible potential in every child we educate. We are dedicated to growing the high-quality education options available to students East of the River, where we believe that we can not only provide choice to those who seek it, but also proactively support those families who are unaware of the options available to them. Scholar Academies is dedicated to building a college-going mentality that will not only pervade the DC Scholars PCS campus, but also extend throughout the community. By elevating the college-readiness of our student population, DC Scholars PCS will also begin to influence the perspective on education for the surrounding community. As outlined in the parent and community engagement section B of this application, DC Scholars PCS is committed to working with families to understand the importance of placement in a college preparatory high school for their students' futures.

Through a comprehensive community engagement strategy, in partnership with DC School Reform Now, DC Scholars PCS will also become a more holistic education center for the community. While the school's primary focus is improving the achievement rates of our students, the school has a number of physical resources that can be used to support the community. In partnership with the Parent Action Committee (PAC), discussed in section B, DC Scholars PCS will open its doors during non-school hours to be used by parents and community members. Community members will have access to literacy workshops, GED classes, computers, and other programs that the PAC and other community organizations believe will have a positive and educational impact on the neighborhood.

Mission and Philosophy

Mission

DC Scholars Public Charter School, serving grades PS through 8, prepares students for the path to college and provides students with the foundation of life skills to become productive members of their community.

Philosophy

The Scholar Academies' Model that will be used at DC Scholars PCS is rooted in the following educational philosophy and organizational core values:

- *Every individual who works at a Scholar Academy has the responsibility to believe, to teach, to lead, and to inspire so that our students can achieve at high levels. We believe that every child deserves a world-class education. We fuse a progressive and rigorous school culture with strong instructional design, delivery and leadership to create an environment where dramatic gains in student achievement can be made.*

- *We embrace the challenges in front of us as urban educators. We confront the reality that our students typically come to us far behind grade level and that they face enormous obstacles. Then, collectively, we take responsibility for our outcomes and we approach every day and each instructional minute with a contagious sense of urgency and enthusiasm – we believe that we are the solution.*

- *We approach our work with meticulous attention to detail and we sweat the small stuff. We think through everything to maximize every second in our facilities and to increase our chances at success. We are solution-oriented, and never settle for less than our best. This is what our students deserve and we couldn't imagine any other line of work that is more meaningful. We are educators and we change lives...we make history.*

- *Each Scholar Academy embraces a set of School Core Values developed by identifying the traits of effective educators and administrators that lead to impressive results in student achievement. These School Core Values reflect how we should operate individually and collectively to most efficiently and doggedly meet and exceed our goals as an educational institution. The six School Core Values (see section K for descriptions of each School Core Value) are:*

    1. *Outrageous Achievement, No Excuses*
    2. *People are Paramount*
    3. *Teamwork is an Exponent to Impact*
    4. *Students First*
    5. *Details Deliver*
    6. *Fun and Balance*

Central to the DC Scholars PCS's educational philosophy is an intense focus on college. DC Scholars PCS will operate with keen attention to reframing student expectations to include college as a plan for each of their futures. An essential part of this reframing process is consistent reinforcement in and around the school's physical space as well as the use of aspiration-building language by faculty (see the Educational Focus section for more details about how this will be accomplished).

c. Educational Focus

High Expectations, No Excuses and a Community of Achievement

DC Scholars PCS will operate with a high-expectations, no-excuses methodology where sweating the small stuff is central to the success of our students. Research has shown that a belief in the potential of all students and an attention to detail have been central to the success of high-performing schools, including the other schools within the Scholar Academies network.[39] A commitment to high expectations will be evident through our rigorous, standards-aligned college-prep curriculum, our use of assessments and data to track student growth and implement interventions, and our maintenance of a positive school culture where disorder is not tolerated.

With this culture of high expectations, DC Scholars PCS will become a community of achievement where students take ownership over their learning and consider distractions a disservice. Students will know where they are going and want to get there. The "community of achievement" is centered on a "Big Goal" for each class. "Big Goals" (for example, "by the end of the year, 80% of my students will score proficient or advanced on the math DC-CAS," or, "my students will show two grade levels growth in reading") create a sense of purpose and make tangible the trajectory of progress for a given school year. The "Big Goal" for a class should be bold while still clear and compelling. Big Goals fall outside of the comfort zone and are aimed at investing students in where they are going and how the school will support them to get there. Teachers and school leaders will also be held responsible for structured, well-managed and instructionally sound classrooms where students are able to meet their "Big Goals."

College Preparatory

DC Scholars PCS will be a college-preparatory comprehensive elementary school focused on reframing the expectation of all students to include college education as a part of their futures. As DC Scholars PCS will be located in an area of the city where less than 15% of the population has attained a bachelor's degree,[39] exposure to and emphasis on college is essential. Only by reframing student expectations will DC Scholars PCS succeed in turning around the current college graduation rates in Wards 7 and 8. DC Scholars PCS students will be exposed to a college-going culture from day one, as occurs at so many of the top-performing charter schools in DC and nationwide.[40] This culture will be supported by daily reinforcement in the organization and physical environment of the school, including:

- Each homeroom will be named for a college or university and each homeroom (grades 3-8) will take a field trip to the school that their class is named for once a year.
- Each grade level will be referred to by the year they will graduate from college.
- College pennants will line the hallways of the school to show the vast number of college and university options that exist.
- A bulletin board in the hallway will show where all of the teachers and administrators went to college.

Life Skills and Character Development

Not only will DC Scholars PCS strive for every student to achieve academically, but we will also place a heavy emphasis on character development. With a solid foundation of academics and character building, DC Scholars PCS students will be prepared to contribute to their community. The importance of character development at Scholar Academies is evidenced by our schools' core values, PATH (Prepared (PS-2) / Professional (3-8), Attentive, Thoughtful, Hardworking), and will be reinforced at DC Scholars through daily and weekly routines during the school year, including behavioral reward systems and community meetings.

While many schools sacrifice the attention to this domain in order to concentrate entirely on academics,[41] we believe that the development of our students' moral characters and life skills are essential to ensuring their future success. We know that we must provide our students with the ability to navigate the world on their own once they leave DC Scholars PCS and enter high school and college.

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[39] Barley, Z. and Apthorp, H. "Creating a Culture of High Expectations," McCrel Research Insights, vol. 55 (Spring 2007).

[39] U.S. Census Bureau, 2007-2009 American Community Survey (ACS) 3-Year Estimates.

[40] Whitman, D. "Sweating the Small Stuff," Thomas B. Fordham Institute, (June 2008).

[41] Huitt, W. (2004). Moral and character development. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University

d. Goals

DC Scholars PCS is a college-preparatory comprehensive elementary school that will ultimately serve students in Preschool through 8th grade. DC Scholars PCS will strive to meet the following goals, which are specifically linked to the mission of preparing students to attend and succeed in the city's and nation's best high schools and colleges.

1. After attending DC Scholars PCS for two years, 80% students will demonstrate math and literacy proficiency as measured by a score of proficient or advanced or proficient on the DC-CAS or PARCC.
2. All graduating students will be prepared to be successful in a college-prep high-school
    a. All graduating students will attend a college-prep high school.
    b. Graduating students complete a three (3) to four (4) page typed analytic essay based on a literary text
    c. Graduating students complete Algebra 1
    d. Graduating students will reach a 10th grade reading equivalency or higher as measured by GRADE
3. By the fourth year of the charter, DC Scholars PCS will close the achievement gap between the low-income students we will serve and the statewide peers as measured by DC-CAS or PARCC.
4. DC Scholars PCS will have a strong school community where teachers, students and families are committed to student achievement.
    a. Students will be present an average of 95% of school days
    b. Parents will be engaged with the school community
        i. 75% of parents will attend report card conferences
        ii. 90% parent satisfaction as shown through a survey
    c. 85% of teachers and staff will be satisfied or very satisfied as measured by the staff survey

2. Charter School Curriculum

a. Student Learning Standards

DC Scholars PCS will adopt and use the Common Core State Standards (CCSS) as the foundation for curriculum and instruction due to the fact that 1) they are nationally recognized as rigorous; 2) DC agreed to adopt them in 2010; and 3) Scholar Academies as a network has already adopted large sections of the Common Core into its schools' curricula. Until the DC standards are phased out completely in 2014, the school will work to sync the CCSS and the DC standards to ensure students are accessing the full range of information. To address the specific needs of students with limited English Proficiency, DC Scholars PCS will align the DC English Language Proficiency standards with the CCSS where needed.

The CCSS were developed based on extensive research[42] from educators and academics to push student achievement at all grade levels and to ensure success in high school and college.[43] The standards push critical reading, writing, and math analysis beyond basic rote skills, towards building competencies that future leaders and scholars must internalize. Since high school and college achievement are at the center of the Scholar Academies' mission, the CCSS are an ideal place from which to draw the curricular foundation. For subjects where Common Core has not released specific content standards (such as Science and Social Studies) and for grade levels that are not included in CCSS (Preschool and Prekindergarten) DC Scholars PCS will use the DC standards, Vermont early childhood (see Section K for a sample) and the CCSS literacy standards for science, social studies, and technologies as a foundation.

Recognizing the importance of using assessments that are directly aligned with the CCSS, DC Scholars PCS will prepare students for success on the DC-CAS or the Partnership for Assessment of Readiness for College and Careers (PARCC) common assessment system based on the timeline of PARCC's integration into the DC system. Once developed, the PARCC common assessment system will be based on the CCSS and will aim to measure college and career readiness.[44] Made up of 25 states, including DC as a governing state, PARCC will allow for cross-state comparisons of assessment results, enabling DC Scholars PCS to better measure performance both in and outside of DC.

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[42] Common Core State Standards Initiative. (2010). English language arts & literacy in history/social studies, science, and technical subjects: Appendix A. http://www.corestandards.org/assets/Appendix_A.pdf

[43] Achieve. (2010). A comparison of the Common Core State Standards (CCSS) for English language arts and literacy in history/social studies, science, and technical subjects (June 2, 2010) to the American Diploma Project (ADP) Benchmarks for English (2004). http://www.achieve.org/files/AchieveCCSSEnglishcomparisonwithADPBenchmarks061610.pdf

[44] PARCC (2010). Partnership for Assessment of Readiness for College and Careers (PARCC) Race to the Top Assessment Proposal Summary. http://www.achieve.org/files/PARCCSummary120210.pdf

Based on the research conducted by Grant Wiggins and Jay McTighe, as outlined in their book *Understanding by Design*, the approach to curriculum at DC Scholars PCS will match the teacher-created, backwards-mapped, standards aligned approach used at each Scholar Academy. Teachers will be employed in the summer of 2012 to develop the scope and sequence and unit plans for each grade and course of study. These teachers will analyze the state assessment (DC-CAS and later PARCC) to determine which standards should receive the greatest amount of instructional emphasis across the scope and sequence. To produce the most dramatic student achievement results possible, DC Scholars PCS will utilize the existing Scholar Academies framework for curriculum development. DC Scholars PCS teachers will collaborate in content teams to develop a course description, unit plans, and daily lessons for all core subjects using the process described below. The school's instructional leader in conjunction with a member of the Scholar Academies Academic team will review these planning documents to provide feedback, coaching and support. Once the scope and sequence is complete, the School Director and teacher-leaders will create summative assessments aligned to the year-end outcomes.

Individual teachers will then create their own daily lesson plans, based on these scope and sequences and unit plans, during the school year. All created curricular documents will be centered on a clear and measurable standard that plainly defines what students should know and/or be able to do and how they will be assessed. All curriculum will be created using a backwards planning process, where each course objective is linked to a Common Core State Standard (for Math and Reading) or DC standard (for Science and Social Studies) and then articulated in a productive, engaging, measurable lesson. School- and teacher-created curriculum facilitates greater understanding of objectives, content, and purpose by each individual instructor.

To ensure that teacher curricula and plans are of exceptionally high quality, each DC Scholars PCS teacher will have planning time during the day. In the elementary grades, DC Scholars PCS will use a co-teacher model to provide the lead teacher support during the school day to focus on lesson planning. In the middle grades, teachers will be given three prep periods during the school day to use for lesson planning.

While our approach calls for network-supported, school-created curriculum for all subjects, the following textbooks and supplementary materials are currently used as resources at Scholar Academies' elementary schools and will likely be used at DC Scholars PCS as well: Pearson's enVisions Math Program, Lucy Calkins' literacy methods, Fountas and Pinnell guided reading, Reading Mastery and FOSS Science kits. DC Scholars PCS will begin using these resources based on the success Scholar Academies has seen at its other schools. However, if these resources do not meet the needs of DC Scholars PCS students, the Scholar Academies team will find appropriate replacements. The reasons and justifications for choosing these resources will be discussed in section A2.

The central non-academic standards of DC Scholars PCS, focused on character building, will be reflected in the school's core values – Prepared (PS-2) / Professional (3-8), Attentive, Thoughtful, Hardworking (PATH) – and will draw specific standards from Vermont's Personal Development Standards. These standards address respect, flexibility, goal setting, and more.[42] A school culture curriculum will be developed that explicitly lays out how these values should be taught at each grade level and how they are vertically aligned to ensure student development and growth each year.

Overview of Curriculum Writing and Planning Process

Scholar Academies' teachers are responsible for high-quality long-term unit planning, as we know that this is crucial to keeping classes on pace, reaching long-term goals, and delivering content that is both engaging and relevant to students. In order to maintain and achieve the highest academic expectations and provide our students with rigorous, college-prep classes, teachers at Scholar Academies' schools are also responsible for answering and continuously reflecting upon the following three questions:

1. What do my students need to know?
2. How are my students going to learn the skills and content that they need to know?
3. How will the school know if students understand and master the skills and content that was taught?

To best answer these questions, teachers on the curriculum writing team are required to use the following methodology and tools:

What do my students need to know?

- At the beginning of the year, teachers intensely examine and understand the CCSS and DC standards (as well as released examples of questions from previous year's DC-CAS and, when available, PARCC exams) for their particular subject and grade level.

[42] http://education.vermont.gov/new/html/pubs/framework.html (dated 2000)

- Teachers break down these frameworks into clear and measurable DC Scholars learning standards. Teachers will review these standards throughout the year to ensure consistent alignment.
- Teachers internalize school-wide Big Goals (1.5 grade levels of growth; 80% mastery of taught standards) and ensure that their course content is designed to lead to attainment of these goals. Additionally, each teacher develops a **Big Goal** for his or her class.

How are my students going to learn the skills and content that they need to know?

- At the beginning of the year, teachers use their learning standards to create a **Scope and Sequence** that provides them with a roadmap of the year ahead. If necessary, this document will be revised throughout the year to reflect sequencing adjustments.
- Teachers translate the scope and sequence into a **Unit Sequence Calendar**. This document will likely be revised throughout the year to reflect pacing adjustments.
- Teachers use the Scope and Sequence, and Unit Sequence Calendar, to create a **Course Description**, which publicly outlines the significant teaching and learning that will be accomplished by the end of the academic year.
- Teachers create **Unit Plans** at least one week before each unit begins.
- Teachers translate their Unit Plans into **Daily Lesson Plans.**

How will the school know if students understand and master the skills and content that were taught?

- Strong internal assessments are a key element to building and sustaining strong curricula across a school. To begin, curriculum teams will use the CCSS and DC standards to create clear learning goals and build a summative assessment that all students will take at the end of the year. After the summative is developed and finalized, quarterly interim assessments are created to assess student progress along the way.

- The goal of interim assessments is to measure student learning and identify skills or concepts that need to be re-taught during the year. Because of this, interim assessments must be cumulative, as each one must spiral in key learning goals from previous units and quarters. From a practical standpoint, this means later quarterly assessments will be longer than earlier ones since there will be more material to assess.

- All questions in these assessments should be directly tied to and labeled with the appropriate learning goal/Common Core standard which they measure. Ideally, we strive to create interim and summative assessments that are more rigorous than their state counterparts in order to best prepare our students and because we recognize the state bar is often too low for the growth we expect in our schools. In order to reliably assess mastery, each standard needs a minimum of five (5) questions (ideally six or seven).

- Throughout the year, teachers look specifically at school-wide assessments and results to determine student readiness for content before every unit begins and to adjust units to account for least mastered standards and necessary re-teaching. Because the curriculum is vertically aligned, teachers will know what material has been previously covered in prior years and what content is completely new.

- Teachers will develop **Pre-Diagnostic Assessments** that students take at the beginning of each unit and **Summative Unit Assessments** (created before the unit begins) that will be taken at the end of the unit.

- Teachers will employ a variety of other formal and informal assessments to gauge mastery.

<u>Step by Step Approach to Writing a Standards-Driven Curriculum</u>

Step 1: Creating a Big Goal

The purpose of a "Big Goal" is to help create a sense of purpose and make tangible a trajectory of progress for a given school year. A "Big Goal" for a class is what it states; it should be clear and compelling, fall outside of the comfort zone, and be bold and exciting. This Big Goal could be: "by the end of the year, 80% of students will score proficient or advanced on the math DC-CAS" or, "students will show two grade levels growth in reading." This goal isn't just for a teacher, but also for students. A Big Goal invests students in where they can go and helps

teachers assist in getting them there. The Big Goal is helpful in producing a culture of achievement where students take ownership of their learning and consider distractions a disservice.

Step 2: Scope and Sequence Creation

To build a Scope and Sequence, teachers first read through the CCSS and DC standards to solidify their understanding of the skills that they must teach students over the course of the year. Next, teachers use a Scope and Sequence template to order these skills throughout the year, making sure that they are taught in a logical order that will make most sense for the students while also working to fit within the school's assessment calendar.

A sample of the Scope and Sequence Template is attached in Section K.

Step 3: Unit Sequence Calendar Creation

After creating a Scope and Sequence, teachers break it down further by developing individual units based on content, skills, and/or themes. Teachers are given flexibility as to how many units are included in their course over the year as long as they can justify the reasoning behind it. The unit calendar needs to reflect all relevant testing days as well as map out the planned instructional approach by specific calendar day. Teachers are expected to adjust their unit plans over the course of the year, as scheduling changes occur and re-mastery lessons are better understood.

A template of the Unit Sequence Calendar is attached in Section K.

Step 4: Creating a Course Description

Each teacher will be responsible for a Course Description that describes the highlights of the course, its learning standards and sequence of units for the year, as well as other teacher- and course-related information. It is required that teachers distribute Course Descriptions to families at the start of the school year. It is also required that they be maintained on the school-wide network. If any substantive changes occur to courses during the year, it is expected that teachers will update course descriptions on the network and distribute the new version to students and families.

Step 5: Writing Daily Lesson Plans

The purpose of having Daily Lesson Plans is twofold: 1) to clearly define the desired outcomes and what exactly the students need to learn, as clear expectations for student learning are in the best interest of the students, families, teachers, and school community; and 2) to provide a roadmap for how teachers will use each minute during a lesson so time-on-task is maximized and time is not wasted.

It is recommended that teachers create daily lesson plans a week at a time so that the standards being taught can easily be connected to the scope and sequence and unit sequence calendar. When doing so, teachers should check the scope and sequence and unit sequence calendar to make sure that required content and performance skills are covered in the daily lesson plans.

The Daily Lesson Plan Template lays out the expectations for lesson formats. The most critical component of daily lesson planning is creating a clear, specific, student-centered, and measurable objective that can be assessed.

b. Resources and Instructional Materials

The majority of the curriculum at DC Scholars PCS will be a blend of teacher and network-created material along with more standardized "off-the-shelf" curricula and resources that are designed to support teachers in their curriculum creation. We believe this mix will help teachers simultaneously remain innovative while feeling supported. Our teachers have the freedom to use the resources provided so long as lessons are rigorous, standards-aligned, and match the Scholar Academies model. Additionally, all classes contain a literacy focus and students are expected to engage in reading and writing during every class period.

English/Language Arts

(Preschool and Pre-Kindergarten)

Early Childhood ELA introduces students to a range of skills and concepts necessary to become a successful reader and writer while also focusing on social-emotional education. An emphasis will be placed on building beginning vocabulary and sight words, foundational phonemic awareness and sound differences, and developing a love of reading. Teachers will model reading fluency and assess basic comprehension skills by asking students questions after read alouds, which occur three times a day. Students will be prompted to make connections between texts and life to increase comprehension. Nursery rhymes will help students gain phonemic awareness and allow them opportunities to experiment with word sounds, initial blending, and segmenting. Teachers will model and prompt writing skills through the tracing of letters and dictation activities where students instruct the teacher what to write based on pictures and play activity.

To help teachers accomplish the previous foundational instruction, the following are examples of potential resources that we are considering for DC Scholars PCS:

- *The Creative Curriculum* provides a broad outset of the early childhood classroom and an outline of what kids should be doing throughout the day. It also articulates what effective centers and room environments should look like. Furthermore, the Creative Curriculum promotes children's social-emotional development alongside content instruction in literacy, mathematics, science, and social studies.
- *My Sidewalk* (Scott Forsman) is a curriculum aimed at phonemic awareness in early childhood that includes scope and sequences as well as assessment materials.
- *Letter People* is another literacy curricula under consideration which offers songs and stories to teach alphabet/phonics lessons.
- Lakeshore offers teachers literacy-specific manipulatives (i.e. letter tiles, magnet letters, sound cards, picture cards) that drive instruction in phonemic awareness and foundational vocabulary when. Teachers will also use letter bins with small objects that students can then match with the starting letter ("b" for bear). Play-Dough and popsicle sticks are also used for students to begin crafting the letters that they are learning.
- Durable children's books to use for read alouds which children can later flip through on their own and begin to learn the reading process.

(Grades K through 2)

Building on the foundational skills learned in PS/PK, the K-2 program will use the Reader's/Writer's Workshop to continue to develop students' literacy skills. This adapted Reader's/Writer's workshop model will retain a focus on phonemic awareness, phonics, fluency, vocabulary instruction and comprehension and will create opportunities for students to apply the foundational skills they acquired in the earlier years. Lucy Calkins' *Units of Writing* outlines foundational approaches to writing instruction in primary grades along with techniques for leading Writer's Workshop and planning effective curriculum. Fountas and Pinnell's *Guided Reading* facilitates targeted, small group instruction by meeting students at their instructional level so that they can read on their own while being challenged enough to develop into stronger readers. Due to the complexity of the process of backwards mapping for phonics, teachers in the lower grades will also utilize Donald Bear's *Words Their Way*. This program provides systematic, research-based direct instruction in phonics, phonemic awareness, spelling and vocabulary. It also allows for a developmentally driven, hands-on approach where students examine, explore, manipulate, and categorize words. Students develop a strong ability to hear and discriminate sounds, decode words and understand patterns of language. Through child-centered word sorts, students focus their attention on the critical components of words – sound, pattern, and meaning. In addition, students will begin practicing independent reading through leveled libraries where they can read self-selected texts to develop at their own individual pace. A phonics program (i.e. SRA Reading Mastery or something similar) will be used to support phonics development for students in grades K-2 and for older students who continue to struggle with basic skills.

To summarize, principal external resources may include:

- *The Art of Teaching Reading* by Lucy Calkins
- *Guided Reading* by Fountas and Pinnell
- *Words Their Way* by Donald Bear
- *Units of Study for Primary Writing (K-2)* by Lucy Calkins
- *Leveled Libraries* by Fountas and Pinnell (or others)
- *Phonics Related Program (SRA Reading Mastery* or similar)
- *Better Lesson and/or Urban Education Exchange (UEE)*

(Grades 3 & 4)

An adapted Reader's/Writer's workshop model will also be implemented for students in 3rd and 4th grades. Core components of balanced literacy instruction will be adopted including: shared reading, shared and interactive writing, independent writing, guided reading, and word study. As in K-2, students will engage in independent reading with leveled libraries where they can read texts at their individual level and develop at their own pace. Writing will be incorporated into as many reading lessons as possible, as students will be asked to reflect – in writing – on their comprehension. This allows teachers to simultaneously monitor comprehension skill as well as writing progress and growth.

Additionally, to support literacy instruction, all reading and writing teachers will be provided with the following:

- *The Art of Teaching Reading* by Lucy Calkins
- *Guided Reading* by Fountas and Pinnell
- *Units of Study for Teaching Writing (3-5)* by Lucy Calkins
- *Units of Study for Teaching Reading (3-5)* by Lucy Calkins
- *Leveled Libraries* by Fountas and Pinnell (or others)
- Scholastic Guided Reading Texts

(Grades 5 through 8)

The Reader's/Writer's Workshop outlined above provides younger learners with the foundations of balanced literacy and the opportunity to actually learn how to read and write. As such, in the middle grades, the DC Scholars reading and language arts curriculum will build on those lessons learned and be structured primarily around novel studies. In the novel study, teachers will be expected to use novels to teach reading comprehension, critical thinking, and analytic writing about literature. Novels will cover a range of authors and time periods, paying particular note to authors who share a sociologic or experiential connection to our students.

To supplement the novel study and build a strong academic vocabulary, middle school students will take biweekly vocabulary quizzes (that are cumulative throughout the year) based on a resource such as the Sadlier-Oxford Vocabulary Workshop series. The workbooks provide an opportunity for students to review and practice words in context throughout the week while the consistent assessment helps ensure that they use and retain the words. By focusing on vocabulary throughout the middle school years, students at DC Scholars PCS will be more prepared to take the PARCC or DC-CAS as well as more rigorous achievement tests like Advanced Placement exams and the SATs when they are in high school.

The writing curriculum will primarily focus on expository, narrative, and analytic writing. An emphasis on analytic writing will help bridge reading and composition lessons as well as force students to engage more meaningfully in texts because of their need to produce critical responses. The major external resource that the middle school may use is the BAIT – Mastery Charter School's Benchmark Aligned Instructional Toolkit. Access to this tool was granted through a partnership with Mastery Charter Schools in Philadelphia. BAIT provides exemplar examples of student work; high-quality, specific rubrics to help assess student work; and comprehensive vertical alignment to link skills and performance tasks between grades. BAIT is more rigorous and comprehensive than any writing curriculum component offered for sale – especially because of its attention to writing about literature – and Scholar Academies' work with Mastery enables us to share it freely.

Mathematics

(Preschool & Pre-Kindergarten)

Early Childhood Math centers on teaching students to begin discovering and recognizing shapes, measuring, matching, counting, and identifying patterns. A major goal is to build a foundational number sense so that students are prepared to continue growth in Kindergarten. To do this, teachers will encourage strategic "play" opportunities to expose students to basic number names and ideas. A key idea is that math is fun and that numbers are everywhere and have defined meanings and roles. Students will engage in building and constructing and are asked to describe what they notice about different materials.

The following resources are used to engage students in productive math "play" activities:

- Lakeshore manipulative sets including a sand/water table where students experiment with estimation, counting, and measuring.
- Construction centers – building blocks that allow students to construct and build. Child-friendly Lego sets are also used for this purpose.

To help teachers build effective course outlines and sequence center activities, DC Scholars PCS will provide some foundational curricular resources such as Move it Math or Everyday Math. Other options include Early Childhood Mathematics by Susan Sperry Smith, which encourages the teacher to create an active learning environment that fosters curiosity, confidence, and persistence in children as they learn math.

(Kindergarten through 2nd Grade)

Math at the K-2 level is focused on increasing number sense, adding and subtracting with fluency, teaching standard and non-standard measurement, and simple graphing.

The core of the K-2 curriculum will be the research based[48] enVision math – as it supplies strong foundational math skills along with a literacy component that DC Scholars PCS hopes to emphasize in subjects beyond ELA. Still, enVision represents only the foundation for the teacher driven curriculum and teachers are encouraged to push the rigor through mini-lessons on problem solving applying basic skills. All math instructors will also have access to Calendar Math materials and a class set of manipulatives. Calendar Math allows for daily review of key skills, spiral review to keep prior topics fresh in students' heads, and intentional skill deficiency focus. Manipulatives help students physically interact with abstract concepts to better develop a concrete understanding, especially in regard to number sense, basic addition and subtraction, and some measurement activities.

(Grades 3 & 4)

Third and fourth grade math are highly focused on solidifying number sense and foundational skills (basic operations, place value, and measurement) so that students are prepared for the demands and rigors of middle school math. Upper elementary teachers will use enVision math as the foundation for building their own teacher driven curriculum. Similar to the K-2 classrooms, all Math instructors will have access to Calendar Math and a class set of manipulatives.

The major difference as students enter 3rd grade is that the upper elementary courses rely on more complex manipulatives (for example a set of different coins) and higher order thinking associated with their implementation. Alongside the foundational skills, teachers in grades 3 and 4 look ahead at 5th and 6th grade standards to begin preparing students for word problems, fractions, and conceptual math that students often need multiple years to fully master. Upper elementary teachers blend in beginning parts of early middle school math presentations and expectations to help students gain comfort and experience solving more advanced work as well as to further push students who have mastered their grade level content. To help achieve this vertical layering, upper elementary teachers will have planning meetings with 5th and 6th grade math leads to ensure communication and intentional skill building from 3rd through 6th grade in order to best drive standard mastery.

(Grades 5 through 8)

The overarching goal of middle school math is to solidify computation abilities and then progress towards proportional reasoning, ratios, pre-algebra, and algebra. In order to cover this range of topics and build basic skills, DC Scholars PCS splits math into two separate classes: Procedures and Problem Solving. Math Procedures follows the traditional guided release model to teach new skills to students. Math Problem Solving uses skills learned in Procedures and works to build a meaningful connection to the real world application of math. The classwork in Problem Solving involves constructed responses and higher order thinking word problems. Teachers also use centers to split students into small groups and focus on specific skill deficits. Lesson plan structure and review as well as observations and feedback from instructional leadership are all central to ensuring that teachers use Problem Solving as an effective tool instead of as a class in which to teach new or different content. Lesson plans will ask teachers to draw a direct link between the skill or standard addressed in Math Procedures and the activity and lesson planned for Math Problem Solving. Teacher orientation and Math content leadership will also address examples (and non-examples) of this so that the dual classes are used effectively to boost student engagement and achievement.

[48] http://assets.pearsonschool.com/asset_mgr/current/20107/enVisionMATH_Efficacy_Report_Year2.pdf

Middle school math instructors at DC Scholars PCS are encouraged to incorporate interactive approaches to all of their lessons (such as cheers and chants to help students remember multiplication tables, manipulative based fraction work, and key math vocabulary building games). Teachers are encouraged to work with students to produce individual student math portfolios that demonstrate a student's best "problem solving" examples throughout the year. The portfolio is continued in each grade and helps the following year's teacher understand exactly where a student is when the new school year begins.

Although DC Scholars PCS encourages teachers to create their own unique curriculum that is created with our students in mind, we realize that additional external supports are often necessary. The following approaches/resources align with our approach to Math instruction:

Prentice Hall's Math textbooks provide an option as a solid, concrete backbone from which teachers can then build unique curricula. The textbook – along with the summer planning period – will help align math skills vertically between grades. The textbooks also provide exercises that challenge students across Bloom's Taxonomy, with more critical thinking options for students who are successful with basic skills. The textbook includes a test generator CD to help teachers create unit assessments and practice workbooks that can be used for student homework. DC Scholars PCS will use Prentice Hall or a comparable comprehensive text with the same range of offerings as described above.

Beyond the textbook, teachers will be encouraged to pursue curricular resources from instructional clearinghouse websites like Better Lesson, Study Island and The School Collective, as they have comprehensive math materials that teachers can then tailor to fit their specific classroom needs.

To help reach our school goal of Algebra completion by the end of 8th grade, teachers will have the option of using Algeblocks — a manipulative program that is geared toward algebra lessons and helps students understand the concept of variables and how they differ from one another. Algeblocks can help strengthen the conceptual Algebra foundation for students with less experience in advanced math. NLVM (National Library of Virtual Manipulatives) and Adaptive Curriculum both represent additional resources for teachers whose students need more interactive and engaging lessons to grasp middle school math concepts. For students who are significantly below grade-level, DC Scholars PCS will rely on enVision math approaches from lower grades to help practice basic skills.

Science

(Preschool through 4th Grade)

The main goal of science at the elementary level is for students to develop an understanding of the surrounding world. DC Scholars PCS students will become critical thinkers by interacting with and explaining the scientific process (i.e. testing hypotheses, performing simple experiments, discussing results). Throughout the elementary science curriculum, teachers will present experiments that track a subject (plant, fish, etc.) over time and students will have the opportunity to observe and reflect daily on the change and progress. Science instruction often comes during center-time in the earliest grades but is given its own lesson – following an inquiry based approach – in the upper elementary grades.

Elementary science will use resources such as Foss Kits, Creative Curriculum Study Starters and Engineering is Elementary[47] to develop problem-solving skills and build foundational science concepts laid out in the DC standards. Foss Kits include clear topics of study and materials to allow the teacher to draw a direct link between the lesson and the real world. The experimental resources in Foss Kits allow teachers to focus on instruction and planning instead of having to collect a set of varied science objects for a single lesson. Preschool, Pre-K and K will also use Creative Curriculum Study Starters, which allows for project based learning with everyday materials. Teachers will also be encouraged to use helpful elementary science websites like Science AtoZ, Discovery Kids, and National Geographic as they have non-fiction texts based on science. These resources will support the DC Scholars PCS approach to literacy across the curriculum, provide helpful graphics, and provide opportunities for enrichment work.

(Grades 5 through 8)

Science in the middle school grades will balance between an inquiry learning approach and the traditional guided release model, as teachers work to engage students in more interactive learning during labs and experiments while also ensuring that they build the requisite skills through

[47] http://www.mos.org/eie/index.php

direct instruction, guided practice and independent practice. Along with the curricula and assessments shared throughout the Scholar Academies network, middle school science teachers at DC Scholars PCS will have access to some of the following resources (chosen to best meet student needs) to drive effective instruction and curricular planning in their classrooms:

- Holt science textbooks (Life, Physical, and Earth Science)
- Kagan Cooperative Learning
- Foss Kits
- SEPUP (Science Education for Public Understanding Program)
- Web Resources

The Holt textbooks come with strong supportive materials, such as section/chapter reviews, workbook activities, inquiry labs that align with national and state standards, and standardized test samples for each unit taught. Though teachers will be expected to build their curriculum, the textbooks offer a foundation for planning, assessment, and activities. Kagan's Cooperative Learning allows for a structured group format where 100% of students are engaged and responsible for their part in the learning. Also, the structures in place in Kagan allow for inquiry based learning, since it is more of a student centered learning environment. Foss Kits and SEPUP both offer inquiry-based approaches for teachers when they are teaching a concept that lends itself to such an approach. Both align with state and national curricula and also include all necessary materials in the kits so teachers can easily present the entire lesson. Web resources such as Science AtoZ, edhelper, unitedstreaming, and Brain Pop provide teachers with curricular planning outlines as well as instructional videos that explain higher-level concepts in simple terminology.

Social Studies

(Preschool through 4th Grade)

The focus of elementary social studies education at DC Scholars PCS is to teach students about group, community, and neighborhood interaction. In the earliest grades, students will learn how to function in a group and about appropriate classroom and school rules as well as key characteristics of families and community living. Upper elementary students will learn about what being a citizen is and learn the rules that are used to govern these systems. The elementary social studies curricula will be teacher-created and will have a heavy emphasis on continuing to build literacy skills, especially as they relate to non-fiction texts. This literacy infusion will be done through read-alouds, basic geographic vocabulary, and writing tasks. In addition, social Studies will often overlap with ELA to provide students with additional time to develop their reading and writing foundational competencies. Harcourt Horizons textbooks are an example of the type of resource that teachers will be provided as a starting point to build strong curriculum.

(Grades 5 through 8)

Middle school social studies will follow a similar format as elementary – an emphasis on neighborhood, state, country, and world community --- with a heightened degree of focus on reading and writing about non-fiction. Teachers will follow the guided release model while overlapping literacy standards with those of social studies. Additionally, social studies will focus on key historical periods, events, and figures. Students will develop content-specific vocabulary to discuss specific eras, frameworks, and cause/effect relationships. Though most resources will be teacher and network-created, materials such as the following will also be used:

- Holt Textbooks (United States history)
- The Nystrom Atlas of United States History
- Web subscriptions to Brain Pop, and united streaming
- Subscriptions to local newspaper (*The Washington Post*) and Junior Scholastic

As is in science and math, the Holt textbooks (two different ones that span 400 years of US history) provide a framework from which teachers are encouraged to plan and adapt. Students have access to a classroom set of books to conduct research or use for reference, when necessary. The Atlas is also used to review and study geography at the local, national, and international level.

Teachers will have access to a collection of subscription and free web resources to help support classroom instruction with interactive media. Local newspapers (Washington Post) and student-friendly journalism (Junior Scholastic) will allow teachers to lead discussions and research on current events throughout the year and help students become more aware of the different communities in which they live.

Additional Resources

As a school our philosophy is to meet all of our students at their skill level and provide the necessary scaffolding and resources to ensure they achieve mastery over grade level objectives. Our special education teachers intensify that process through push in and pull out interventions. Starting with the general education teacher's lesson plans our Special Education teachers will use the following resources to provide students an opportunity to reach grade level objectives using materials at their present skill level.

Reading:

Cambium Learning Group Rewards - Provides decoding interventions, REWARDS stands for Reading, Excellence, Word Attack and Rate Development Strategies

Fountas & Pinnell Level Literacy Intervention – Intense support in literacy skills for elementary and is aligned F&P method that our general education teacher are incorporating in their classrooms

Fountas & Pinnell Guided Reading Libraries – Targets our middle year students to provide texts on their grade level where they can apply the grade levels skills taught in the general education classroom

High Interest Low Level Novels – Moving beyond the guided reading books, our middle level teacher are also using lower level novels to engage students in reading pull out groups

Tumble Book Library (online books)

Headsprout

Math:

Key Curriculum Press Key to... (Fractions, Decimals, Algebra, Geometry, and Measurement) - Starting at grade 3 spirals up in difficulty level to 8th grade for all standards

KeyMath 3 Diagnostic Assessments - Assess a student's understanding and application of math concepts from K – 8 grade

KeyMath 3 Resources – Aligned with the KeyMath 3 diagnostic system, it provide different leveled lessons to meet students on their level but remain aligned with standards

c. Methods of Instruction

Overall Instructional Philosophy

Instruction at DC Scholars PCS will be rooted in the Scholar Academies Instructional Standards ("Instructional Standards") at were designed to ensure consistency across each classroom. We recognize that our most valuable resource is our teachers. As such, it is critical to provide our faculty with a framework through which they can deliver highly effective and engaging lessons. With this in mind, the Instructional Standards are derived from fundamental best teaching practices and exemplary teacher traits that have led to impressive gains in student achievement. The Instructional Standards were designed to:

- Provide teachers and leaders with a universal language as the primary driver of each daily lesson
- Support teachers in effectively promoting the strongest school experience for students, both in terms of instruction and school culture
- Guarantee the most transparent and predictable environment for students, thereby creating the safest and most orderly environment for significant learning to occur

- Serve as a framework for evaluating the instructional delivery component of teacher quality and as a central component of professional development

There are 5 Scholar Academies Instructional Standards:

1. Develop and lead objective-driven lessons: **All lessons are centered on a clear objective that is appropriate, rigorous, and measurable. The majority of class time should be devoted to instruction, practice, and assessment of this objective.**
2. Deliver rigorous, high-quality instruction that adapts to the understanding and needs of students: **Classroom instruction needs to follow the lesson structure appropriate for the grade level (e.g. Guided Release Model) and teachers must be clear in their instructions, differentiate effectively for individual students, and use time effectively to maximize instructional impact.**
3. Effectively lead and manage classroom to maximize time and enhance the learning environment: **Teachers use school-wide and individual systems to eliminate wasted time and keep the classroom environment clean and orderly.**
4. Promote student investment in learning through positive interactions and classroom culture: **Students are on-task and learning throughout the lesson as the teacher's comments contribute to and build a positive culture that relies on school-wide incentive systems and goals.**
5. Continuously check for understanding to inform instruction, drive critical thinking and evaluate lesson success: **Teachers are constantly checking for student understanding to ensure lesson success, promote higher-order thinking, and proactively address common or individual misunderstandings.**

For further detail on the Scholar Academies Instructional Standards see Section K.

Distinctive Instructional Methods

Guided Release Model (I Do, We Do, You Do)

Exceptional lesson planning and delivery is a core element of a traditional guided release model (GRM). Instructional planning and delivery is designed with mastery in mind. At the conclusion of a given lesson, scholars are expected to demonstrate a thorough understanding of the daily objective. Many of the highest performing urban elementary and middle schools use the GRM: a method that places teachers as the key transmitters of knowledge, but that incorporates guided and independent practice.

Direct instruction is characterized by teaching in small, logically sequential steps with student practice after each step to ensure that students and teachers are on the same page. The emphasis is on ensuring that all students experience a high level of observable, successful practice in order to master the objective by the end of the lesson. The process entails carefully guided direct instruction from the teacher to introduce a new skill or content knowledge ("I do"), followed by the teacher working closely with students to practice the skill ("we do"), followed by students mastering that skill independently under the support of the teacher ("you do"). GRM emphasizes carefully planned lessons designed around highly specific knowledge and well-defined skills for each subject.

In elementary school (and particularly in grades PreS – 2), DC Scholars PCS blends GRM with a workshop approach. Teachers will begin literacy or math with direct instruction ("I do") in a specific skill through a mini-lesson. Teachers do this by first connecting students to the concept and then performing it so students understand what it looks like when done correctly. Then, as students move through workshops, they will have a chance to practice the skill with partners and the teacher during active engagement ("we do") as well as independently ("you do"). In middle school (grades 5-8), the GRM is the focus of all instructional delivery and the basic steps are performed with fidelity, except for science labs which often incorporate more inquiry-based learning. In order to drive academic achievement in a consistent manner, the emphasis is on the GRM, as well as the consistent application and use of our Instructional Standards and other unique elementary-specific instructional models.

Emphasis on Bloom's Taxonomy

Great teachers make effective use of Bloom's Taxonomy when designing objectives, assessments, and daily plans. The six levels of Bloom's Taxonomy organize cognitive information and understanding: from the simple recall or recognition of facts, at the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. By presenting information and material to students in a leveled manner, we ensure that students master key concepts in order to stimulate high level thinking. Teachers at DC Scholars PCS are strongly encouraged to develop objectives and lessons that require higher level thinking skills. Students should move from lower level thinking to higher order thinking in every lesson. Scholars gain a deeper and broader understanding of the material when they are asked to apply, analyze, synthesize and evaluate information. The combination of depth and breadth is critical in helping students master key concepts.

Consistent use of academic based routines and procedures

In order to maintain consistency and increase efficiency, and therefore increase time spent on task, all DC Scholars PCS instructors commit to executing a series of prescriptive routines and procedures with precision and to holding students accountable to correct follow-through. Examples of times for when there are routines and procedures include:

- Entering the classroom and choral greeting
- Exiting the classroom and choral closing
- Calling to Attention
- Distribution of classroom materials
- Hand signals for bathroom, tissue, question, comment, answer, etc.

Student Investment in Individual Performance

Developing an intrinsically motivated student body is critical to ensuring our students become lifelong learners. Informing students of their progress will happen every day at DC Scholars PCS. For PS-2, all scholars have a daily color chart on which teachers indicate behavior and must be signed by a parent every night. At the end of every two-week period, Scholars earning the two highest levels (blue or blue star) are eligible for rewards or a Fantastic Friday celebration. Teachers also use the color chart to help deliver more immediate daily rewards by creating a more concrete relationship between behavior and positive reinforcement. Students are allowed to move back up the color chart if their behavior improves over the course of the day (by making a "Blue Star Choice") so that they do not become overly frustrated if they are moved down earlier in the day.

For students in 3rd through 8th grade, DC Scholars PCS will use a student behavior system based on a token-economy of Scholar Dollars, where students receive additions or deductions based on their demonstration of the core values (Professional, Attentive, Thoughtful, and Hardworking). Each week, students receive a paycheck that reflects their total Scholar Dollars as well as in what categories they earned or lost dollars. In order to get credit for the dollars, students must take the paycheck home and have it signed by a parent. Frequent trips and activities are organized for students who have reached a minimum balance of Scholar Dollars. Students receive their PATH paycheck during a weekly "Paychecks and Progress" period where teachers discuss their academic and conduct standing. During this time, students will review their performance, reflect on causes for their progress and then set motivating goals and required steps to reach for the upcoming week or for the next major academic assessment.

Integration of Technology

All teachers and administrators at DC Scholars PCS will be provided laptops to enable access to and use of technology to boost instruction. All curricular elements are stored on a staff share drive so that teachers can easily pull materials from content teams, previous years or network shared information. Lesson plans are submitted either to a specific folder on the share drive or through email and then reposted into the appropriate share drive folders to allow administrators to quickly observe what individual teachers have planned on a given day. All other curricular planning – including unit Plans, scope and sequences, and quarterly assessments – are also available on the share drive so that teachers and administrators can access it without requiring a hard copy. Additionally, DC Scholars and Scholar Academies are investigating web-based curricular platforms that would allow for sharing resources both across the Scholar Academies network as well as with other high-achieving charter schools that serve similar populations of students. It is expected that a solution will be piloted in the fall of 2012 and in place network-wide by the fall of 2013.

To provide students with basic instruction in computers, both functional computer literacy skills and web-based research, computer lab and/or lap-top carts are available for teachers to "check-out" and use with their students.

Overall Elementary Instructional Methods and Approaches (PS-4th grade)

The following instructional strategies will be employed at the elementary level (PS-4) to address age-appropriate learning as a driver of student achievement for younger learners.

E1) Co-teaching Model

E2) Content-specific classrooms and teachers at all levels
E3) Reader/Writer's Workshop
E4) Centers and Small Group
E5) Math Meeting
E6) Project-Based Science and Social Studies

E1. Co-teaching Model

To effectively support the varied needs of the younger learners, DC Scholars PCS will employ a co-teaching approach in grades K through 2. The additional teacher in the classroom will support differentiated instruction and ensure that the lead teacher has enough time to develop well-planned, highly-structured, engaging lessons. In grades 3 & 4 DC Scholars PCS will use a modified co-teaching model where each grade will have a support teacher who will push-in to a homeroom for ½ of the day. This will typically occur during the reading and literacy block to support varied reading levels; however, this can be shifted based on the unique needs of the student population.

E2. Content specific classrooms and teachers

In order to ensure that our teachers are subject matter experts and can best support all student needs in their classrooms, DC Scholars PCS will have elementary teachers (with the exception of Preschool and PreK) specialize in either literacy or mathematics. Teachers at the elementary level will then sign on to teach math, science and social studies or reading and writing. In the traditional single-teacher elementary classroom, teachers are expected to act as content experts for a wide variety of core subjects. In a regular 7.5 hour day, they are responsible for planning, designing, and executing objective-based lessons in science, social studies, mathematics, and reading. Even the most experienced educator has difficulty mastering such a range of subjects, topics, and instructional approaches. DC Scholars PCS believes that teachers who have a deep understanding of the content standards, assessments, and best practices aligned to the material can more effectively impact student achievement. By giving teachers the mental freedom to concentrate their planning and instruction on one of the core numeracy or literacy content areas, our educators can spend more time planning, reflecting, and working with content team leaders on excellent math and literacy instruction.

E3. Readers/Writers Workshop

Building fluent readers and writers is complex and requires a deep understanding of reading comprehension, language, vocabulary, writing, composition and decoding. In order to address all components of literacy and language development, a balanced approach to literacy will be used in Preschool through 4th grade through an instructional strategy/approach called Reader's/Writer's Workshop. The framework accounts for students' acquisition of language and literacy skills in various ways and provides meaningful and appropriate instruction to support a range of learning styles in the classroom through centers, guided reading, mini-lessons on reading and writing skills, and in early grades, guided "play". The balanced literacy approach is not a curriculum, but rather an approach to providing great instruction in reading and writing. This framework allows teachers to call upon multiple teaching tools and methods to teach specific objectives and learning goals.

As mentioned previously, all the mini-lessons will still follow the GRM. But instead of one long lesson, there will be mini-lessons associated with the guided reading and guided writing components where teachers instruct on a specific skill and then students follow through with active engagement in the "We do" and "I do" parts of the workshop. The following elements of a balanced literacy program will be incorporated into the academic day:

E4. Centers and Small Group Instruction – Workshop Model

To ensure a strong foundation in language development, vocabulary acquisition, literacy, and mathematics, a highly structured learning environment will be executed where numeracy and literacy skills can be taught in small groups and practiced throughout all components of the day. Centers do not have to happen every day and are used most regularly in Preschool and PreK classrooms. Once again, centers and small group instruction work to incorporate all components of the traditional GRM through targeting specific skills in mini-lessons. Then, during the workshop and center time, students will have opportunities to practice and master these skills.

Exploratory, content-specific centers will complement small group instruction in PreSchool through 4th grade classrooms. Centers will be standards-based and provide students with pointed opportunities to review earlier skills, extend ideas, incorporate key vocabulary and make meaning from daily/weekly lessons. Teachers will embed language and literacy into every part of the school day to extend and deepen a student's learning over the course of a unit as well as across units. All centers will have key vocabulary terms and images posted to reinforce

previously taught terminology and encourage children to incorporate new words into their daily conversations. Review activities, manipulatives, puzzles, games, computer programs, and other center materials allow students with different learning modalities to explore and demonstrate understanding in a variety of ways.

Well-constructed independent centers not only provide extensive independent practice time, but they also allow teachers the opportunity to provide and follow the GRM in a smaller, leveled setting. While the majority of the class engages in meaningful center work, teachers pull 4-6 Scholars for a targeted literacy, guided reading, phonics, or mathematics lesson. The consistent use of small, homogeneous groupings allows for a greater level of differentiation for all students. To meet the diverse needs of learners, teachers tailor introduction of new materials to the unique styles and interests of each group, thereby merging traditional direct instruction with a small-group, workshop approach.

E5. Math Meeting

Every student in Preschool through 4th grade will participate in a 15-25 minute whole group math meeting. Math meeting is a fun, upbeat, practice of rote skills, mathematical procedures, and daily skills. Students will begin by reviewing components of the calendar including the days and months of the year; move onto rote counting, skip counting and other number sense skills; practice patterns; identify shapes and colors; review and analyze graphs; create and extend patterns; and review fast facts of addition, subtraction, multiplication and division. Teachers select skills for the math meeting that require consistent daily practice. Teachers use songs, chants, cheers, and call and response to give scholars lots of "at bats", or opportunities to practice foundational objectives. Each math meeting objective is tailored to the grade level and focuses on group- earning.

E6. Project Based Science and Social Studies: The 5E's Lesson Plan

In addition to utilizing a traditional guided release lesson plan, teachers will also have the option of utilizing a 5Es approach to lesson planning and instruction for science and social studies projects and inquiry-based learning. This constructivist approach gives students the chance to create their own meaning and make more connections between and across content areas. Children in the developmental stage of early childhood and elementary are concrete learners. They are exceptionally sensory and active and learn by touching, tasting, hearing, smelling and through movement. Younger students are interested in experiments, trial and error, representing what they are learning through construction and play and finding answers in books. The 5Es is a philosophy of instruction that encourages inquiry-based thinking. It allows students to generate their own questions, hypotheses and predictions before being given explicit instruction. Using this approach, teachers push into small student work teams or conference with individual learners and act as a learning facilitator and coach. The 5Es are:

- Engage: A warm-up to gain the interest of students.
- Explore: An opportunity for students to review, ask questions, play or predict
- Explain: A discussion either teacher-led or group-based, student with student
- Elaborate: An opportunity to apply what was learned in a new way.
- Evaluate: A check for understanding.

The above Instructional Methods and Approaches are applied throughout the PS-4th grade, however, as outlined below, there will be grade level adjustments to account for age-appropriate learning.

(Preschool & Pre-Kindergarten)

Preschool and Pre-Kindergarten drive instruction through thematic centers across different content areas. For example, the theme of "Celebrations" might include a story about a birthday party, basic math and colors that relate to the story, a social studies lesson that discusses the background of a major celebration (like Thanksgiving), and a science lesson on the pet animal that was one of the presents in the story. Assessments are primarily driven through teacher observational notes of student performance against a rubric established at the school level.

Examples of possible centers include:

1. Dramatic Play
2. Construction
3. Library

4. Writing
5. Discovery (science/sand and water)
6. ABC (literacy centers)
7. Math Games and manipulatives
8. Listening
9. Art

Social-emotional development is also a key focus of DC Scholars PCS's Early Childhood Program as many of these basic interactive skills have to be explicitly taught to students who have not yet begun to fully recognize the impact of their actions and behaviors on the world around them. Students begin learning how to resolve conflicts with each other in appropriate manners when given the opportunity to work collaboratively in centers.

(Kindergarten through 4th Grade)

Instructional approaches unique to grades K-4 at DC Scholars PCS include the following:

Academic Starter: Like the "Do Now" used in older grades, the "Starter" communicates a sense of academic urgency and kick-starts the lesson's learning into high gear for students and teachers. The starter is a quick, upbeat, energetic mental and physical transition from one activity to another. In the self-contained early childhood and elementary classroom, a physical transition from one place in the room to another generally signals the start of a new lesson or content area. Starters allow students to transition to a new place in the room, while simultaneously giving them fun practice with an academic skill through chants, songs, or poems.

Shortened Lesson Components: While all scholars will be engaged in math and literacy activities for more than 2 hours a day, the lessons will be given in shorter chunks to maintain student focus and engagement.

Required Homework: Scholars in K-2 will receive 20-25 minutes of math and 20-25 minutes of literacy homework every night while scholars in grades 3rd and 4th will have approximately 30 minutes for both math and literacy each night. The goal of the homework is to allow students time at home to reinforce concepts that they have successfully completed in class.

Overall Middle School Instructional Methods and Approaches (5th – 8th grade)

The following instructional methods are used across the middle school:

Double Blocks of Math and Reading: In order to emphasize the importance of math and reading, each period will receive a double block at DC Scholars PCS. Math courses are split between Math Procedures and Math Problem Solving (explained earlier in the application). English courses are divided between Reading and Writing. By allowing teachers to both have more time to teach these core content areas as well as the ability to focus in on specific parts of each one, we believe our students will be better prepared for rigorous high schools and colleges.

Structured Lesson Format: Each middle school class period is broken into the six components outlined below that comprise the complete GRM:

1. Do Now

This is a three to six minute pen to paper activity at the start of each lesson. The Do Now is often a quick review of a previously covered topic or skill. This procedure provides a way for students to get to work immediately without explicit instruction. The activity always states, models and checks for understanding on all procedures or expectations before students proceed. An exemplary teacher similarly treats every moment as an opportunity to teach and/or re-teach procedures and reinforce expectations. This activity is timed so that students feel a sense of urgency at the beginning of class. Teachers circulate and monitor the Do Now in order to ensure student compliance, narrating the positive behaviors and efforts they see during this time. A brief review of the Do Now is a typical way to begin the lesson and transition into core content for the day's lesson. It is critical that expectations are verbally reviewed for the Do Now at the start of each class period. It is recommended that teachers give directions for the Do Now verbally each day and read the question aloud to ensure that all students are clear on expectations for the given question.

2. Objective Review and "Hook"

Each class period is organized around a specific, student-centered measurable goal that is well-designed, frequently communicated, and always assessed. The objective allows students to know exactly what is expected of them. The start of the lesson includes a review of the daily objective followed by a "hook" or statement/action intended to engage learners in the key points of the lesson and warm the brain to new objectives. The hook captures student attention and lures them into the heart of the lesson.

3. Direct Instruction "I do"

Also referred to as the "heart of the lesson," the Direct Instruction component provides the teacher with an opportunity to structure the classroom and sequence subject matter to reflect a clear academic focus. Teachers establish the lesson objectives and present new information through the breakdown of information into manageable process steps. The Direct Instruction lesson includes three sub-elements:

- Input: teacher providing information needed for the student to fully learn the skill or meet the class objective
- Modeling: teacher showing students what is expected:
- Check for Understanding: teacher determines if a student "has it" and determining if re-teaching is necessary before moving on.

4. Guided Practice "We do"

Allows the entire class to practice new skills under the direct supervision of the teacher. Outstanding teachers informally assess the student responses to make sure that the new material has been adequately presented during direct instruction. Teachers provide corrective feedback to reinforce key concepts and ensure the accuracy of new skills and information. A teacher moves around the classroom to assess each student's level of mastery and provide individual remediation where needed. Guided practice continues until student answers are more than seventy percent accurate.

5. Independent Practice "You do"

Once a student has mastered a new skill or content area they are provided with an opportunity for reinforcement practice on their own. Before having students begin independent work, teachers give instructions in several different formats: recite aloud, read together, have instructions written on the board or on a hand out, call on students to repeat instructions, etc. Teachers thoroughly review behavior instructions before independent work begins. The practice lesson should provide for enough different contexts so that the skill/concept can be applied to any relevant situation, not simply the context within which it was originally delivered. During independent work, teachers circulate throughout the room to ensure that the students are on task, quiet, and producing high quality work. Students should be periodically reminded of expected progress. DC Scholars PCS teachers require that 100 percent of students are on task 100 percent of the time.

6. Conclusion/Check for Understanding

The lesson conclusion is an opportunity for the teacher to highlight key points from the lesson and reinforce the key skills and processes that were introduced. A portion of the closing includes revisiting the objective and outlining the most important concepts or "take away" ideas students should leave the classroom with. Additionally, the teacher connects the lesson to what will be learned tomorrow and by the end of the unit. Each teacher ends each lesson with an informal "Exit Slip" to determine each student's mastery of the daily objective. The data is available immediately and informs adjustments (if any) needed for the next day's lesson.

Daily Homework Assignments

It is essential that students continue their learning at home with written, standards-based homework. Teachers are expected to supplement each and every lesson with a homework assignment. Homework assignments should take approximately 30 minutes to complete. The assignments are clearly linked to the objectives covered by the classroom teacher and are designed to require students to efficiently apply and reinforce their knowledge. As independent practice, homework is an effective forum to review prior material, assess understanding, and challenge high-performing students. Effective homework is a high-quality assignment (rather than busy work) that is accompanied by clear written and/or oral directions capable of being understood by every student.

Formative and Summative Assessments

DC Scholars PCS has a school-wide assessment strategy to gather and use student achievement data to inform and improve instruction. Individual, small group or whole-class interventions are developed based on data from the assessment program. The following types of assessments are used in combination for a comprehensive evaluation strategy.

Exit Slips & Classroom-based Tests

At the classroom level, each teacher ends each lesson with an informal "Exit Slip" designed to determine each students' mastery of the daily objective. The data is available immediately, helps teachers know if each lesson was effective, and informs adjustments (if any) needed for the next day's lesson. Approximately monthly, teachers administer their own classroom-based tests/quizzes. These informal assessments monitor mastery and retention of lesson content.

Fountas and Pinnell Literacy Assessments

In grades PS-4th, students will be assessed three times throughout the year using Fountas and Pinnell's literacy assessments. Teachers will administer a baseline F and P assessment to help determine each student's starting point, a mid-year assessment to track progress and readjust instruction, and a final assessment to gauge year-long growth and help inform the next year's teacher for his/her summer planning.

GMADE/GRADE

DC Scholars PCS will use Pearson's norm-referenced Group Mathematics Assessment & Diagnostic Evaluation (GMADE) and its Reading counterpart (GRADE) to establish baseline achievement data, determine appropriate placement and measure growth. These assessments are given twice a year for all students except in 7th and 8th grade where they are given once a year. These assessments provide the school with an important objective view into students' achievement relative to a national pool of their peers.

Benchmark Assessments

Four to six times per year, DC Scholars PCS administers its standards-aligned benchmark assessments. These formal criterion-referenced assessments are designed to ensure student mastery of not just the state standards but also the school's scope and sequence (which have been set at a higher level to ensure student success in challenging high schools and colleges). At the end of each quarter, teachers meet in teams and individually with the School Director to discuss benchmark assessment data and develop individual, small-group, or whole-class interventions as needed. Consistent with the approach used at each of the other Scholar Academies schools, DC Scholars PCS with the support of the Scholar Academies team will develop internal benchmark assessments aligned to CCSS. Additionally, in the next 12 months Scholar Academies will explore a partnership with Achievement Network to fortify the school created assessments.

Adaptations/Strategies/Models for Special Needs/Students with Exceptional Needs

Special Education

DC Scholars PCS has a Director of Special Education who, along with the special education teachers and the academic team, will drive professional development, resource collection, and other training around modifying and adapting assessments, worksheets, and lessons to best accommodate students with special needs. Our first step to providing great services for our students will be collecting data about the number of special education students and then analyzing what their major needs are. Based on this analysis, we will decide on effective resources and approaches, including the possibility of any of the following:

- Providing curricular foundational resources (including Harcourt, enVision, and Holt) that offer modified lessons, worksheets, and even assessments to allow students with special needs to better engage with the material.
- Elementary specific special needs adaptations include targeted classroom tools (i.e. oversized pencils, adaptive scissors), and strategies to promote sensory integration, perceptual development, and gross motor skill functioning. For students who require more intensive support, DC Scholars PCS will create an additional classroom with a permanent special education teacher and an aide so that students are provided more targeted and individualized support. These classes will focus on basic social and academic skills that elementary students need to best prepare for the next grade or transition to Middle School. Students will reintegrate with their grade level for all specials, lunch and important all-school activities.
- For middle school students, more specific approaches for special needs students could include a remedial reading program that would function as a guided reading group for students to target more basic reading skills where they demonstrate deficiencies. These groups would happen during morning independent reading (DEAR) or even as part of an established pull out during reading classes. In math,

special needs students will be provided packets of remedial work to complete as part of their homework (multiplication facts, etc.) to practice basic skills that they need to master.

English Language Learners

(Please see section A2d (students with exceptional needs) for more information on how DC Scholars PCS plans to serve our ELL students.)

Once the scope of the ELL population is determined at DC Scholars PCS (in terms of number of students, English proficiency skills, diversity of other languages spoken), School Leadership will create and deliver an ELL plan specific to the student needs. This will include a combination of internal and external professional development, additional hiring decisions for ESL and multilingual staff (including the potential of an ESL coordinator), and additional curricula developed to improve ESL classrooms. The principal goal of the School Leadership ELL plan will be to provide teachers with key strategies and expectations to ensure they are best supporting ELL students in daily instruction.

Instructional approaches for ELL students will follow recent research by the Alliance for Excellent Education suggesting key strategies for language learners:

1. Vocabulary and Language Development – Focusing on key English vocabulary words that ELL students need in order to grasp major concepts.
2. Guided Interaction – Using guided practice time collaboratively so students have increased opportunities to talk, write, and listen to peers in English
3. Metacognition and Authentic Assessment – Teaching ELL students key reading thought processes and determining appropriate assessments that reflect actual understanding of content instead of language proficiency.
4. Meaning-Based Content and Universal Themes – Including concepts, themes, and ideas from a student's culture to help them more directly engage with the classroom lessons.
5. Modeling, Graphic Organizers, and Visuals – Consistently using visual aids and organizers to help ELL students better process and order their thoughts as they transition to increasing amounts of English instruction.

Core content vocabulary will be translated for ELL students so they can learn the concepts without struggling through a language barrier. Many of the resources we are considering using – including Harcourt and Holt – offer texts in additional languages to help modify assignments and assessments. For example, ELL students will have the opportunity to remain in their mainstream class and work with Math Storybooks to help build the necessary content vocabulary in English and practice literacy skills while remaining in math class.

d. Students with Exceptional Needs

DC Scholars PCS leadership (primarily the Director of Special Education) will work with the Scholar Academies network Special Needs leaders and outside organizations (such as the DC Special Education Co-operative) to create an environment where Special Needs students are held to high expectations but still appropriately supported so they can continue to learn and thrive.

Identification Process

Response to Intervention Approach (RTI)

Schools that employ a successful Response to Intervention program (RTI) have seen dramatic results in student achievement for all learners. RTI is a multi-tiered approach to intervention that ensures students receive high-quality instruction matched to their individual needs. RTI is growing in popularity for students who require richer and more intensive instruction without being separated from the mainstream classroom population or placed in special education settings. At DC Scholars PCS, our Special Education Coordinator/Teacher and teaching staff will launch RTI to meet the needs of diverse learners. The RTI team will analyze diagnostic data, quarterly assessments, and progress monitoring tools to identify students at risk for poor learning outcomes. The team will then track student progress, provide research based team interventions and adjust the intensity and nature of those scaffolds and interventions depending on the student's responsiveness and success.

Evaluation Process

RTI & Student Support Team (SST)

As part of its overall focus on RTI and close tracking of student progress, teachers at DC Scholars PCS will carefully monitor student performance and identify students who are not making significant academic gains. Through the examination of diagnostic data, quarterly data and other school records, students will be grouped into tiers of leveled support each fall. Strategies of various intensity levels will be applied to students within each RTI tier at the start of the school year. Students in Tiers 2 and 3 who do not meet quarterly goals, will be directed to our Student Support Team for additional intervention.

Teachers will complete formal referrals for those students who display significant academic and/or behavioral concerns. The SST will review the referral and observe the student in the classroom on several occasions. The SST will meet regularly to discuss referrals and determine a plan for supporting the student's identified areas of weakness. Once the support plan is developed, the SST will monitor the student's progress and reconvene to review and discuss progress made over a four week time period. In the event that progress is inadequate, the SST will proceed with making a referral for the student to be evaluated for special education and related services.

Special Education Decision-Making Process

Serving Students with IEPs

DC Scholars PCS will comply with all provisions of the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1974; and the Americans with Disabilities Act of 1990, Title II. DC Scholars PCS's philosophy is that by minimizing the impact of disabilities and maximizing opportunities for learning, all students can achieve high levels of academic success. This approach aligns with Scholar Academies' focus on college-preparatory education. While we cannot speak to the specific interventions and supports individual scholars will need as outlined by their individualized education plans (IEP), at DC Scholars PCS, we will educate students with disabilities in the least restrictive environment to the extent appropriate and allowed by each student's IEP.

Once it has been determined that a student qualifies for special education and/or related services, the IEP team (special education coordinator, parent/guardian, general education teachers) will meet to discuss the identified areas of weakness. The team will develop appropriate goals as determined by the student's present levels of performance and current grade level. After careful review of each student's IEP, educators at DC Scholars PCS will design professional development workshops and trainings on differentiation, incorporating different learning modalities, and progress monitoring to fully support the implementation of the IEP and the academic success of the student in the classroom.

Delivery Model

Scholars with IEPs at DC Scholars PCS will receive targeted push in and pull-out support similar to the model employed by Young Scholars. We will have two full-time, highly qualified special education teachers beginning in our first year of operation. These staff members will be responsible for overseeing evaluations and learning interventions and supports for all students, including those with identified disabilities across all grades. Like at other Scholar Academies schools, at DC Scholars PCS the Special Education teachers will meet and plan with general education teachers each week to ensure that lessons and instructional materials are differentiated based on individual student objectives. During these planning meetings, teachers will also discuss students' progress toward mastery of goals.

If students require a high level of direct support at all times, DC Scholars PCS will open an additional homeroom where these students will receive reading and math instruction in a small environment that allows them to be successful. During other parts of the school day (art, recess, lunch, gym) these students will be integrated with their regular education peers. A Special Education teacher will teach these classes to build the necessary academic and life skills that are outlined in students' IEPs

Our special education site team will provide the majority of academic and behavioral supports for student with IEPs. However, we will also have a full time school counselor to provide individual counseling and group therapy to students who display significant social emotional challenges. Considering the young age of our population, we also recognize that many of our students with IEPs will require specialized instruction and support in the areas of speech and occupational therapy. We will contract these specialized services through an outside provider. DC Scholars PCS's special education team will log visits from service providers and monitor student progress against their IEP goals.

Gifted & Talented

Identification & Evaluation Process

Gifted students at DC Scholars PCS will be determined based on a comprehensive evaluation which will include teacher recommendations, grades, standardized test scores, and, for elementary students, social worker or psychologist input. Students scoring in the top 5% of any nationally normed test (such as the GRADE or GMADE) will be automatically considered for the program. Students will be considered for entry into the program in the 2nd grade and again in the 5th grade (students transferring into DC Scholars PCS will also be evaluated for eligibility when they enter). After students are evaluated, the Director of Special Education and special education teacher will work together to draft school-level evaluative check-in points with gifted students and to designate a teacher or staff member to oversee the program. Teachers will be provided with forms to regularly update the Director of Special Education on the progress of gifted students.

Delivery Model

DC Scholars PCS is will support all instructors in the development of materials and curricular enrichment activities so that gifted students are pushed across content areas. Special education teachers would work with the content teachers to help ensure that the additional activities promote higher-order thinking and are not simply "extra" work. DC Scholars PCS recognizes that gifted students often need work that differs from classmates' in order to actively capture their attention.

Additionally, the school will run specific field trips and enrichment activities available afterschool for gifted students to further encourage their development and engagement. Also, school-wide professional development will offer support on developing activities to target gifted students in the classroom.

e. English Language Learners

Identification & Evaluation Process

DC Scholars Charter will administer a home language survey upon student enrollment. Students who speak a language other than English at home will then take a diagnostic assessment (WIDA ACCESS Placement Test) to determine their relative level of English proficiency. After the initial diagnostic, student progress towards achieving English proficiency will be monitored through a state-required assessment called ACCESS. Student performance on ACCESS will be included as one performance measure in ESL teacher evaluations. Once a student reaches a score of "5" on ACCESS, he or she will be transitioned out of the ELL program and fully integrated into the regular education population. ESL teachers will still maintain periodic check-ins with these students' teachers to ensure they are progressing in their English language development and do not require additional support.

Delivery Model

The goal of DC Scholars PCS ELL approach is to help students acquire oral, reading, and written English skills as quickly as possible so that students can more completely interact with the entire curriculum offerings. However, because entering ELL students will be taking subjects other than English, key content specific vocabulary will be translated into their native language so that students do not fall behind in content area subjects. A teacher or volunteer familiar with the language of the ELL population will support content area teachers in translating and modifying worksheets in the students' native languages.

Elementary ELL students will have the regular full 2 hour block of English each day, along with either push-in support or an hour of additional pull-out work (either in small groups or one-on-one situations) with an ESL trained teacher. This pull-out intervention will take place in a targeted ESL resource center that offers a range of ESL toolkits, books, and activities to build basic skills. The decision between push-in and pull-out will be based on conversations between the ESL teacher, the homeroom teacher, and the School Leadership Team. Depending on the number of ELL middle school students at DC Scholars PCS, the school will offer a designated ESL period instead of the students' reading and writing classes. Within this class, students will be split into leveled groups based on English ability and engage in conversations, reading assignments, and writing tasks to practice gaining comfort and facility in English.

Family Support and Communication

DC Scholars PCS will offer translation services at the main office for parents through bi- or multilingual staff members. During teacher conferences or other times of direct parent-school staff interaction, the school will provide translation services through bilingual staff members or, if necessary, external community volunteers.

f. Strategies for Providing Intense Academic Support

Identification & Evaluation Process

In elementary school (PS-4) the majority of direct instruction in mathematics and literacy will be done in small homogeneous groups within homerooms. With the supervision of the School Leadership Team, teachers and administrators will examine baseline data from GRADE, GMADE, and Fountas and Pinnell to determine the number, size, and student makeup of each small group. Each homeroom will contain between 3-4 leveled groups for math and literacy that will be adjusted throughout the year based on growth and objective mastery rates of the students. The groups will range in size from 4-8 students.

While the teacher is engaged in GRM with his/her learners for 20/30 minute sessions, the other students are completing content related independent center work. Starting at the Pre-Kindergarten level, an aide or co-teacher will push in to support learning in centers. Center activities will include leveled components and differentiated activities. To facilitate leveled reading, the library will be color coded or lettered to indicate specific Guided Reading or DRA levels. Writing prompts will be tailored to low, medium, and high groups, and games will be selected to meet the interests of learners at each level. Students who are leveled into a *lower-leveled* section are provided additional time and resources in which to meet remediation needs, as well as meet grade level academic content. This includes extra time for testing and in-classroom "push-in" support for the entire class (when necessary).

For middle school students (5-8), identification and placement of students requiring intensive support is initially determined by students' performance on the Group Reading Assessment Diagnostic Evaluation (GRADE). Students with scores significantly below grade level are then considered for intensive support after conversations with their teachers based on their performance early in the year, specifically in core subjects such as reading and math. After the first year of DC Scholars PCS, teachers will evaluate students and recommend individuals for an intensive support focus the following year. Following the section assignments based on GRADE scores, ELA teachers use the results to design their scope and sequence and modify their instructional approach to both challenge students and also to ensure the rigor is appropriate for the given level. Students who exhibit growth during the year may switch classes so instruction best supports their continued growth. In parallel, math levels are measured by the Group Math Assessment Diagnostic Evaluation (GMADE). Math instructors use the results of the GMADE to inform planning and target skill deficiencies in those areas where students require more intensive support. In the event that a student's math level is drastically above or below their reading level an appropriate accommodation will be made to ensure the student is challenged across all subject areas.

Support Strategies

The central support strategies for students requiring intense support are the same as for Special Education students discussed in the previous section of the application. To summarize, this includes leveled reading groups, extra remedial work to solidify basic foundational skills, and accommodations within lessons to help students follow along (guided notes, definitions of vocabulary included in the text, written reminder of necessary steps in a problem, etc). The following are additional support strategies that will be available:

(PS-4®) Reading and Math Focused Interventions

In order to master higher order skills, all scholars must be fluent, confident, astute independent readers and mathematicians. Numerous resources, time, and energy will be dedicated to ensuring that all learners have a strong literacy and numeracy foundation. In addition to the approximately 2.5 hours of literacy and math instruction provided in each classroom, our lowest learners will participate in reading intervention push in or pull-out sessions 3-4 times each week. Destination Reading and Math curricula will be used for this purpose. During this time, scholars in the lowest grades will work to master basic phonics and phonemic awareness skills and utilize self-paced literacy and mathematics tools.

(3rd-8th grade) Tutoring

Students who are below grade level will receive teacher-led tutoring services after school. Both reading and math tutoring will be offered for an hour and half one day a week after school. Tutoring is targeted at remediation of grade level content, as well as any additional remediation for students who are not on grade level.

(4th-5th grade) Homework Academy & Homework Club

Homework Academy is assigned to students who have shown consistent failure to complete daily homework assignments and when a teacher believes that extended time on homework assignments will strongly benefit a students' achievement. Students then work with faculty during this after school time to complete their work or the bulk of it and address any areas of trouble or concern.

Homework Club is intended to provide an additional support for students who are identified by teachers or parents as needing additional assistance on their homework. Students may elect to attend Homework Club on their own if they need assistance with their out-of class assignments. Homework Club is not intended for students who intentionally do not complete their homework.

3. Student Performance

a. Student Progress and Achievement

To assess and track progress towards standards and grade level mastery, DC Scholars PCS will use a range of measures:

	Norm- / Criterion-Referenced	Informal / Formal	Purpose	Frequency
After-Lesson Check for Understanding	Criterion-Referenced	Informal	Monitor Mastery of Content & Inform Instruction	Every Lesson
Classroom-based Tests & Quizzes	Criterion-Referenced	Informal	Monitor Mastery of Content & Inform Instruction	Approx. monthly
Quarterly Benchmark Assessments (school-designed)	Criterion-Referenced	Formal	Monitor Mastery of Content & Inform Instruction	4x per year
GMADE: Group Math Assessment & Diagnostic Evaluation (Pearson)	Norm-Referenced	Formal	Initial Placement, Growth Monitoring	2x per year
GRADE: Group Reading Assessment & Diagnostic Evaluation (Pearson)	Norm-Referenced	Formal	Initial Placement, Growth Monitoring	2x per year
DC-BAS	Norm-Referenced	Formal	Determines Pre-req skills and then is a summative assessment of mastery to date	4x per year
DC-CAS or PARCC	Norm-Referenced	Formal	Accountability & Demonstration of Model's Effectiveness	1x per year

English Language Arts

Grades	Baseline Standard of Achievement	Desired Outcomes (What is Mastery)	Aligned Assessments	Assessments linked to Instructional Choices
Lower Elementary (PS-2)	• Students build and acquire basic literacy,	• 1.5 grade levels of growth	• Fountas and Pinnell reading assessments to isolate literacy and	• Fountas and Pinnell progress is monitored throughout the year as goals are set for student progress after each

	writing and reading skills	• Students achieve 80% or higher on each tested standard/objective	phonics skills • GRADE – criterion referenced assessment to assess reading level and growth over year • Internal school-created reading and writing benchmarks (minimum of 5 questions per standard to ensure reliable/valid data) to assess mastery of learning goals and standards.	quarterly assessment. Student scores are used for strategic grouping as well as identifying students who need additional support. • GRADE scores provide initial diagnostic data on overall reading ability as well as specific areas of strength and weakness for the teacher to recognize individual student and class-wide needs. • Internal assessments are followed by staff professional development where student scores are analyzed by teachers and subsequent re-mastery plans are created to ensure deficient skills are prioritized for re-teaching. • Targeted content specific professional development in areas where scores reflect struggling students
Upper Elementary (3-4)	• Students solidify basic literacy, writing and reading skills	• Students achieve 80% or higher on each tested standard/objective • 1.5 grade levels of growth		
Middle School (5-8)	• Students master basic literacy, writing and reading skills. • Students develop college level writing, vocabulary and reading skills.	• Students achieve 80% or higher on each tested standard/objective • Minimum of one (1) grade levels of growth (on average) • 80% or higher on network wide vocabulary tests • Completion of portfolio writing project (7th and 8th grade)	• GRADE – criterion referenced assessment to assess reading level and growth over year • Internal school-created reading and writing benchmarks (minimum of 5 questions per standard to ensure reliable/valid data) to assess mastery of learning goals and standards. • Formative and summative vocabulary quizzes • Writing portfolio projects (performance based task for every quarter) to assess progress and growth toward analytic essay for 8th graders	• GRADE scores provide initial diagnostic data on overall reading ability as well as specific areas of strength and weakness for the teacher to recognize individual student and class-wide needs. • Internal assessments are followed by staff professional development where student scores are analyzed by teachers and subsequent re-mastery plans are created to ensure deficient skills are prioritized for re-teaching. • Vocabulary quizzes provide unit specific and cumulative data on student vocabulary learning which teachers use to emphasize key words in writing tasks • Portfolio projects track specific student writing skills that build in difficulty and rigor throughout the year. Teachers discuss writing focus areas before each task and then grade each assignment based on focus area. Feedback is given to both class and individual student based on mastery of focus area skills. • Targeted content specific professional development in areas where scores reflect struggling students

Math

Grades	Baseline Standard of Achievement	Desired Outcomes (What is Mastery)	Aligned Assessments	Assessments linked to Instructional Choices
Lower Elementary (PS-2)	• Students build and acquire basic math skills	• 1.5 grade levels of growth • Students achieve 80% or higher on each tested standard/objective	• GMADE - criterion referenced assessment to assess math level and growth over year (K-2) • Internal school-created math interim assessments (minimum of 5 questions per standard to ensure reliable/valid data) to assess mastery of learning goals and standards. • enVision math unit assessments • Teacher created unit assessments	• GRADE scores provide initial diagnostic data on overall reading ability as well as specific areas of strength and weakness for the teacher to recognize individual student and class-wide needs. • Internal assessments are followed by staff professional development where student scores are analyzed by teachers and subsequent re-mastery plans are created to ensure deficient skills are prioritized for re-teaching.
Upper Elementary (3-4)	• Students solidify basic math skills	• 1.5 grade levels of growth • Students achieve 80% or higher on each tested standard/objective	• GMADE - criterion referenced assessment to assess math level and growth over year • Internal school-created math interim assessments (minimum of 5 questions per standard to ensure reliable/valid data) to assess mastery of learning goals and standards. • Formative enVision math unit assessments • Teacher created unit assessments	
Middle School (5-8)	• Students master all basic math concepts and skills • Students complete Algebra 1 by the end of 8th grade	• 1.5 grade levels of growth • Students achieve 80% or higher on each tested standard/objective • 8th grade students complete Algebra 1	• GMADE - criterion referenced assessment to assess math level and growth over year • Internal school-created math interim assessments (minimum of 5 questions per standard to ensure reliable/valid data) to assess mastery of learning goals and standards. • Formative enVision math unit assessments (5th-6th grade) • Teacher created unit assessments	

Mission-Specific Goals

Goal	Baseline Standard of Achievement	Desired Outcomes (What is Mastery)	Aligned Assessments
Placement in college prep high-school	• Tracking of all 8th graders and alumni through high school and college process	• 80% of graduates attend college prep high school	• College prep high schools have 80% or more of graduates attending college
Complete Algebra 1	• All students complete Algebra 1 by end of 8th grade	• 90% of students complete Algebra 1	• Rigorous Teacher/School developed Algebra 1 test
Write 4 page analytic essay	• All students write typed analytic essay following standard college format	• 100% of students complete analytic essay	• Analytic essay rubric aligned to performance task
Graduate on 10th grade or higher reading level	• All 8th grade graduates can read on a 10th grade level	• 90% of students graduate on 10th grade reading level or higher	• GRADE criterion referenced diagnostic • Vocabulary assessments

State-Wide Assessments

DC-CAS Math (Elementary)

Grades	DCPS 2010 Proficiency	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target
Elementary	43.4%	54%	65%	80%	85%
Middle School/Secondary	43.7%	n/a	n/a	80%	85%

DC-CAS Reading (Elementary)

Grades	DCPS 2010 Proficiency	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target
Elementary	44.4%	55%	65%	80%	85%
Middle School/Secondary	43.3%	n/a	n/a	80%	85%

ACCESS for English Language Learners

DC Scholars PCS will follow DCPS instructional approach for English Language learners.

Grades	ACCESS Goal
Lower Elementary	• Minimum of 1 level of growth per year on ACCESS assessment • Students exit program with 3 years
Upper Elementary (3-4)	
Middle School (5-8)	

Assessment Tracking Systems:

Critical to making effective use of assessments are highly useful assessment tracking systems. As part of the Scholar Academies network, DC Scholars PCS will use the following:

- SunGard Education's Performance Tracker is a web-based learning management system that, beginning in the Spring of 2011, each of the schools across the Scholar Academies network will use to better track student achievement throughout the year, by grade and across schools. Performance Tracker provides school leaders and teachers a single – and highly usable – location to access all formal interim and summative assessment data.
- For items not captured in Performance Tracker (exit slips, early grade non "bubble" tests, DC Scholars PCS will use network-created Microsoft Excel mastery trackers that allow teachers and school staff to quickly assess student, class, and grade level objective and standard mastery. The trackers also help teachers identify which standards students are struggling to master, providing teachers a framework to design a re-mastery action plan targeting those specific standards.

b. Gateway Measures

Elementary School Grading Policy (PS-4)

Elementary school students are assessed scores (1–4) to reflect their mastery of subject specific learning goals and standards. The numerical scores are tied to traditional percentages to help parents understand the relative level of their children and track growth throughout the year. *Students receiving final scores of "1" in Math and/or Reading will be considered for retention in order to ensure they are properly prepared for the next grade.*

Does not meet the standard (below basic) 1	Approaches the standard (basic) 2	Meets the standard (proficient) 3	Exceeds the standard (advanced) 4
Mastering few or no grade level learning goals	Mastering some grade level learning goals	Mastering all grade level learning goals	Mastering all grade level learning goals and some above grade level goals
Corresponding Numeric Score			
59% and Below	60-79%		91% or above

A student must also have been in attendance year, which translates to no more than 18 absences – excused or unexcused – to be promoted to the next grad one or more core subjects he or she must attend summer school in order to have an opportunity to be promote student exceeding 18 days of absences will be required to attend summer school.

Additionally, any student not at grade level g to GRADE or Fountas & Pinnell, will be required to attend three weeks of half-day summer school with inter

Middle School Promotion and Grading Policy (5-8)

A student must receive a grade of C or better in 6 of their core content classes (Math Procedures, Math Problem Solving, Reading, Language Arts, Science and Social Studies) in order to be unconditionally promoted to the next grade. A student must also have been in attendance for at least 90% of the school year, which translates to no more than 18 absences, excused or unexcused. If a student fails one core subject and/or has a failing grade in two of the three electives – Art, Physical Education/Health or Computers – he or she must attend summer school in order to have an opportunity to be promoted to the next grade level. Additionally, any student receiving a D in more than two classes will be required to attend summer school. Any student exceeding 18 days of absences will be required to attend summer school.

Promotion is dependent upon not missing more than 2 excused days of summer school and passing a subject specific competency test that is a combination of the 4 quarterly exams from the subject which the student failed. If a student does not pass this test, he or she may be retained.

Additionally, any student testing Below Basic on the DC-CAS (or PARCC, when implemented) in Math or Reading or not at grade level according to year-end GRADE/GMADE exams will be required to attend summer school for remedial support.

If a student fails two or more core subject areas, he or she may be retained and required to repeat the grade level. It is our goal to equip each student with the skills necessary to succeed in the next grade. If a student fails to meet promotion criteria, DC Scholars PCS will work with students and parents to develop an intervention plan for the first quarter of the following year. This will allow the student to potentially be promoted to the next grade in the fall, should he or she meet the outlined criteria for promotion after the first quarter. If a student fails to meet these outlined criteria, the student will be retained for the year. The specifics of this plan are decided on a case-by-case basis. Any 8th grade student who fails one or more core subjects will not be permitted to walk at graduation.

Graduation Requirements

In order to graduate, 8th graders must meet all middle school grading requirements, apply to at least 1 college prep high school, and write a 4-page literary analysis essay. Students who do not complete the essay will be forced to write it in summer school or repeat the grade.

c. Leading Indicators

Promoting Attendance

Students attending a DC Scholars PCS are expected to attend school every day, as attendance is a direct predictor of student learning and academic success. Attendance is also directly aligned to the Scholar Academies approach of maximizing time in school. Students should arrive at school on time and any student arriving 15 minutes late will be marked as tardy. Parents are expected to ensure that their child is in school on time, every day. If a student is going to be absent for the day, families must contact the main office explaining the reason for the absence. If a student is absent without advanced notice, DC Scholars PCS will call home to inform the families of the absence later in the morning.

Grade and school level incentives (parties, events, etc) will be used in order to encourage student attendance. Additionally, teachers are expected to call home and build relationships with parents when they notice students have been frequently absent.

In order for an absence to be designated as excused, students must bring a signed doctor's note that explains their illness or a note from a parent explaining the reasons for a student's absence. Any absence lasting two days or more for illness requires a doctor's note to be excused. If a doctor's appointment is scheduled during the school day, a student is expected to come to school before and after the doctor's appointment. In cases of truancy, DC Scholars PCS may report the student and/or family to certain state agencies or file an official complaint with the court.

Absence Interventions	
Number of Absences (Excused or Unexcused)	**Action**
4	At 4 student absences, the school will contact the family in writing. Homeroom teachers/School Leadership will begin calling home each day a student is absent going forward.
8	At 8 student absences, the school will require a meeting with the family to investigate the absences and determine appropriate next steps.
12	At 12 absences a student will be sent a warning notice explaining the serious nature of missing school and the potential for retention. Another meeting with the family will be required at this time.
18	The school reserves the right to retain any student who exceeds 18 absences.

Retaining Students

DC Scholars PCS will work with students and their families to help all students remain in school once enrolled. Strategies to reduce withdrawals and expulsions include:

- Frequent parent/teacher conferences and check-ins where areas for concern or further development are explicitly addressed and then followed up on continuously throughout the school year
- School Leadership focused directly on school climate and culture (Director of Culture and Dean of Students) both of whom focus on building a positive school culture and work with individual students who are struggling behaviorally. Additionally, these leaders support teachers to explore new and creative ways of engaging and redirecting students who are struggling in their classroom.
- An on-site school counselor to serve students with emotional/psychological problems. The counselor will also work with parents to connect students with external resources and supports if needed.
- A Director of Special Education to help students with learning difficulties who are in danger of falling behind academically.

4. Support for Learning

a. Parent Involvement

Building Family-School Partnerships

DC Scholars PCS will operate on the critical execution of collective commitment from students, families, parents and the neighboring community to solidify a community-wide culture of achievement. DC Scholars PCS will put a strong emphasis on a proactive approach to engage community and families including the establishment of a role, Parent Liaison, dedicated to focusing on these efforts.

Building on the existing relationship between DC School Reform Now and DC Scholars Stanton Elementary, DC Scholars PCS will work in partnership with DC School Reform Now to identify and organize a committed group of DC Scholars PCS parents and families to be the voice of the parent community. DC School Reform Now brings to the DC Scholars PCS team a true sense of the DC community landscape and lends its expertise to align with the DC Scholars parent engagement strategy.

DC Scholars PCS will also develop a Parent Action Committee (PAC). The PAC will liaise with the school leadership to maximize parent engagement for critical school-based events as well as to strengthen the resources the school offers to families. A representative of the PAC, as well as one additional parent, will be appointed to the Board of Trustees to ensure the governing bodies are aligned and aware of each other's focus and strategy.

Parent Training

Orientation

At the time that a student is offered a seat at DC Scholars PCS, parents will be highly encouraged to participate in Parent University where they will learn the details of the DC Scholars PCS approach. At the orientation, parents will be presented with the DC Scholars PCS survival guide. This guide outlines the critical areas in which parents will need to be responsible for ensuring their students' success and preparation for school on a daily basis.

As part of the orientation, parents are asked to review and commit to the following:

- Reinforcement of school-wide Core Values
- Non-violence policy
- Support of and adherence to school rules and expectations
- Adherence to the uniform and dress code
- Policy on attendance, early dismissal and late arrival
- Homework policy
- Discipline policy

- Rewards and consequence approach
- Afterschool activities procedures

The survival guide is intended to orient parents and families to the ways of DC Scholars PCS and encourage collective commitment to meet the expectations outlined for our scholars.

Ongoing

DC Scholars PCS will partner with other organizations to provide programming that supports, reinforces and engages families in the practices of the school's culture. The school will run workshops that emphasize things such as positive conflict resolution and how to help with homework and provide families with the tools that they need to be successful in reinforcing these practices at home. Beginning in 5th grade, parents will begin to learn more about the high school placement process through workshops hosted by the School Leadership as well as Directors of Admission and recruitment from area college-prep high schools.

DC Scholars PCS will not directly offer programming to parents and families. However, DC Scholars PCS will work closely with the PAC (mentioned above) to use the school's resources as a platform to work directly with parents. PAC will be provided with a budget from which they can draw funds to organize both educational programs and social gatherings. These may include:

- Using the school's computer lab/lap top carts to provide families access to computers or the internet during non-school hours
- Guest speakers and lectures on topics such as the importance of parent involvement and investment in their child's education
- Pot-luck dinners/lunches to bring together the families and the staff

Parental Involvement

All members of the DC Scholars PCS community — that is, students, families, staff, and community volunteers — have a stake in the academic success of the students. As such, one of the most significant documents used at DC Scholars PCS will be the Community Accountability Contract. Signing this contract represents serious commitment by each individual to the success of our students. For students, the contract provides an overview of what it means to be a Scholar. For families, the community accountability contract details explicitly the roles of each stakeholder in a student's success, parent/guardian, student, school. Similarly, DC Scholars faculty, administrative staff and other community members (volunteers, Trustees, etc) sign the contract to commit themselves to working tirelessly to provide students with a world class education. *See Section K for a sample Community Accountability Contract.*

A key component of engaging parents is ensuring that they are aware of and kept in the loop about what is happening in the classroom. DC Scholars PCS will have a number of involvement opportunities designed to encourage this information sharing:

- ***Open Door Policy***—parents and guardians can schedule a day to shadow their student throughout the school and see their student in the full-time classroom setting.
- ***Open House***—during the first two months of school, DC Scholars PCS will host an Open House where parents can visit their student's classroom and walk through a mini-version of the school day.
- ***School Director's Breakfast***—once a quarter the School Director will host a breakfast where parents and guardians can come and hear an update on the school as well as address any concerns or issues in a public forum.

As a specific adaptation for the youngest learners in the building, parents will have the opportunity to join their student in class for the first few days of school. This modification will help support the transition from home to school for the youngest learners.

Parent Communication

DC Scholars PCS is committed to regularly communicating with families through a variety of channels, including:

- ***Friday Folders***—Each Friday, students are sent home with their Friday Folder which includes valuable information about upcoming school-wide events, school calendars, and information on school policies and procedures. Friday folders are reviewed and distributed each Friday afternoon in PM Homeroom. All parents should check each form as many require signatures and to be returned to school.
- ***Regular Calls Home***—DC Scholars PCS Teachers are required to call the homes of students regularly to discuss the progress of a student. These calls will be made both to report on positive progress that the student has made and to relay any challenges the student is having in school.
- ***Behavior Related Communication***—DC Scholars PCS will ensure that parents are regularly aware of the choices their student is making at school. These communications come in the form of sending home a student's color chart everyday (grades PS-2) and a student's Paycheck once a week (grades 3-8) to reflect how a student is doing behaviorally. Parents are required to sign the student's behavior record for the day or week to signify that they have seen and reviewed it. If a parent is required to come into school to discuss a student's persistent poor behavior, these records are used to help support the conversation.
- ***Letters Home***—Critical information that requires extra attention will be mailed home separately from Friday Folders. These letters include those that outline the school's AYP status, teacher qualifications or Title I status.

b. Community Participation

Community Relationships

A pillar of the Scholar Academies model is the engagement of families and the community in support of the school and its mission. A focus on strong relationships in the neighboring community is critical to developing community support for the DC Scholars PCS approach to student achievement. DC Scholars PCS will take a proactive approach to building community support and will partner formally with DC School Reform Now to strategize and enhance the school's initial and ongoing outreach.

One component of DC Scholars PCS's approach to community engagement will be regular meetings to update the community on the school's progress throughout the planning year as well as into the school year. This will include monthly gatherings where a member of the DC Scholars PCS founding team will provide clear, succinct updates on the progress of the school's opening from a student recruitment, teacher recruitment, facility renovation and development standpoint, as well as any other key topics. This will also be an excellent forum to engage community partners who can lend expertise or elbow grease to the school's opening. Once the school opens, the DC Scholars PCS Community Liaison will host monthly walkthroughs during the school day to expose the community to the inner-workings of the school and provide a platform to address questions or concerns.

In addition, DC Scholars PCS will operate a Young Friends program. Composed of young, energetic, socially-aware DC Residents and workers, the Young Friends of DC Scholars group works to shape the future of education in our city through informed and active participation in our school community. Through volunteer activities with students a Young Friend sees the positive impact his or her presence and enthusiasm can have on a child. Through social events designed specifically for Young Friends, members meet other young professionals who share an interest in educational issues and promote awareness for DC Scholars by sharing the school's mission with friends, colleagues, and other members of the community. The group will meet monthly to discuss ideas and plan volunteer or fundraising activities.

Community Partnerships

Through our partnership with DC School Reform Now, our relationships in Ward 8 and Founding Group member Jacque Patterson, we will work to strengthen the overall community and family outreach program at DC Scholars PCS. The school leadership during the planning year will quickly assess the community resources to engage partners towards meeting our mission.

One example of these partnerships will include day care centers where families may send their children in advance of matriculation to DC Scholars PCS to enhance the articulation of the programs and ease the transition.

Attached to this application are letters of support from a representative of the ANC in Ward 8 as well as the Woodland Terrace Community Council as well as the Chairman of the Board of DC Prep.

Some examples of organizations that we have a relationship with or have engaged:

Organization	Contact	Mission
ANC Ward 7		The Advisory Neighborhood Commissions consider a wide range of policies and programs affecting their neighborhoods, including traffic, parking, recreation, street improvements, liquor licenses, zoning, economic development, police protection, sanitation and trash collection, and the District's annual budget. In each of these areas, the intent of the ANC legislation is to ensure input from an advisory board that is made up of the residents of the neighborhoods that are directly affected by government action. The ANCs are the body of government with the closest official ties to the people in a neighborhood.
ANC Ward 8D (see letter of support)	4601 Martin Luther King Jr. Ave SW Washington, DC 20032 (p) 202-561-0774	The Advisory Neighborhood Commissions consider a wide range of policies and programs affecting their neighborhoods, including traffic, parking, recreation, street improvements, liquor licenses, zoning, economic development, police protection, sanitation and trash collection, and the District's annual budget. In each of these areas, the intent of the ANC legislation is to ensure input from an advisory board that is made up of the residents of the neighborhoods that are directly affected by government action. The ANCs are the body of government with the closest official ties to the people in a neighborhood.
City Year	1875 Connecticut Ave, NW, Ste 1130 Washington, DC 20009 (p) 202-776-7780	City Year unites young people of all backgrounds for a year of full-time service, giving them skills and opportunities to change the world.
DC Choices	Choices, Inc. 4701 N. Keystone Ave. Suite 150 Indianapolis, IN 46205 (p) 888-543-9727	Our mission is to strengthen individuals and families while advancing community systems of care.
DC Prep PCS (see letter of support)	Terry Eakin, Board Chair 707 Edgewood Street, NE Washington, DC 20017 (p) 202-635-4590	DC Prep has a straightforward mission: to bridge the educational divide in Washington. By providing students with an outstanding education that emphasizes rigorous academics and character development, we aim to prepare our graduates for success in top-tier high schools, college, and adult life.
East of the River Clergy, Police, Community Partnership	Main Office 4105 First Street, S.E. Washington, D.C. 20032 (p) 202-373-5767	As led by God, the East of the River community will experience healing, restoration and transformation from brokenness to healthy, self-sustaining, and holistic neighborhoods through the collaborative work of the Clergy, Law Enforcement, Individuals and Community.
EL Haynes PCS	Jennie Niles, Founder & Executive Director 3600 Georgia Avenue Northwest Washington D.C., DC 20010 (p) 202-667-4446	Every E.L. Haynes student of every race, socioeconomic status, and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E. L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be successful individuals, active community members, and responsible citizens.
People Animals Love (see letter of support)	PAL: Rene Wallis 4900 Massachusetts Avenue, NW, Suite 330 Washington, DC 20016	The organization's mission is to sponsor programs for adults and children that show how the special bond between animals and humans can make a unique contribution in solving challenging

	(p) 202-966-2171	societal needs.
Positive Natures	Positive Nature Inc. 219 50th Street, SE Washington, DC 20019 (p) 202-671-6280, ext. 153	It is our mission to provide structured, strengths-based therapeutic services to at-risk and emotionally disturbed youth through comprehensive, family-focused and cost effective programs. Above all else, we always stress the power of positivity.
Turning the Page	Jason King 1010 Vermont Ave NW # 915 Washington D.C., DC 20005-4957 (p) 202-682-4151	Turning the Page links DC public schools, families and our community so that, together, we can ensure DC students receive valuable educational resources and a high-quality public education.

DC Scholars PCS will also quickly work to build a solid relationship with the mental health resources available in the community. These professionals have an in-depth and rare perspective on the community at-large and will be a critical component to supporting the mental health and social/emotional needs of our students.

c. School Organization and Culture

At DC Scholars PCS, we believe that academic excellence can only be achieved within a highly structured environment. Any time spent dealing with student misbehavior is lost instructional time. Therefore, DC Scholars teachers and students are required to follow the routines and procedures of our school with strict precision. Any deviation from school-wide policies and procedures undermines school culture and threatens the orderly and efficient operation of our building. Consistency is the most important part of school culture and discipline at DC Scholars PCS.

We are a positive alternative to a system that has continually let its children down. Many of DC Scholars' students come from unstructured, low performing schools. Consequently, the majority of our students arrive at our building below grade level and significantly behind academically. Therefore, it is the responsibility of the DC Scholars PCS team to maximize every second of the school day to provide DC Scholars students with the knowledge and skills required to grant them access to limitless opportunity. The DC Scholars functional learning environment will be the platform for student achievement. This platform is built and maintained through structure, intense attention to detail, consequences, rewards, and a deep commitment and care for each and every student and our collective community.

A DC Scholars PCS teacher must be strict but also caring and supportive. This balance is extremely important. Teachers must be firm but cannot just expect students to meet our standards. It is a requirement that DC Scholars teachers support students to meet the school's expectations and provide them with the tools necessary to be successful in a classroom environment. Effective managers are resolute and reasonable; they never give up or leave a situation unresolved but are also reasonable in that they involve themselves in helping the student to comply. Each student must be effectively managed through clear direction and high expectations. Adhering to the systems for dealing with student misbehavior holds students uniformly accountable and ensures fair and equitable treatment of students. Students should feel respected and valued even when being disciplined. Students should feel that they are being corrected not because the teacher said so but because that teacher is so dedicated to educating them that they will not tolerate anything less than the best.

At DC Scholars PCS the School Culture approach is centered around four (4) student Core Values that define the acronym PATH (Prepared (PS-2) /Professional (3-8), Attentive, Thoughtful, and Hardworking). The following are how we define PATH:

Prepared/Professional:

- Each morning students enter the school building and make direct eye contact and shake the hand of a member of the School Leadership Team.
- Students at Young Scholars practice using appropriate manners by following "PETSY" (Please, Excuse Me, Thank You, Sorry, You're Welcome). Students can move on the color chart or earn scholar dollars for exhibiting these manners throughout the day.

Attentive:
The following behavioral objectives are expected of students in class, community circle or any event in or out of school (STAR):

- Sit and stand up straight
- Track the speaker
- Always on task and engaged
- Ready to learn

Thoughtful:

- One of the primary student behavior objectives is to expect that each student will 'Make good choices'
- As a component of the DC Scholars ladder of consequences (discussed further in the discipline section of this application) when a student makes the wrong choice, s/he is asked to write a formal reflection of their behavior and define how they might make a better choice the next time
- Students are regularly encouraged to self-monitor and report on behaviors that occur outside the boundaries of the core values; this behavior is encouraged as a platform to embody the core values
- Teachers and administrators are expected to model Professional Respect for each and for students

Hardworking:
A fundamental belief is that students have to be willing to fully engage and commit to the opportunity presented to them at DC Scholars PCS. We recognize that all of the supports and activities are only as good as the students' willingness to take advantage of them. At DC Scholars we work hard to help students recognize the advantage that they have in being a part of this community. Students are expected to do their best in the classroom and to do their part in the learning process. The following traits are key attributes students must demonstrate in order to be successful. These traits are regularly reinforced and modeled:

- Perseverance
- Putting forth best efforts
- Goal Orientation
- Asking for help

Aligned to these core values, the DC Scholars Approach to Culture focuses on creating and sustaining a positive, safe culture of achievement. We do this by building school culture through 1) Consistent Use of Academic-Based Routines and Procedures, 2) Community Building, 3) Token-economy Discipline System and 4) Character Building.

1) Consistent Use of Academic-Based Routines
In order to maintain consistency and increase efficiency and, therefore, time spent on task and learning, all DC Scholars instructors commit to executing a series of prescriptive routines and procedures with precision and to holding students accountable to correct follow-through. Examples of items for where there will be routines and procedures are as follows:

- Entering the classroom and choral greeting
- Exiting the classroom and choral closing
- Calling to attention during class
- Requesting pens/pencils
- Hand signals for bathroom, tissue, question, comment, answer

2) Community Building
DC Scholars will operate as a community made up of students, faculty, staff and families who are all tied together by the common bond of ensuring that every child achieves success. DC Scholars has developed many structures to provide our students with the best possible school culture that will allow them to achieve their dreams and reach their full potential. We will build school culture primarily through structures that develop students' academic and social skills and unite us all as a school community.

Community Circle

Community Circle will occur twice a day and rotates through each grade, resulting in each grade attending Community Circle at least once a week. Community Circle is intended to be a space where student accomplishments are recognized and the student core values are reinforced through a variety of activities. Community Circle is a large part of how school culture and community of achievement are built. Community Circle lasts 15 minutes and features each of the following components:

Community Circle **Daily Schedule of Events**
Welcome and Word of the Week: A word is selected and talked about at Community Circle in the beginning of the week. The definition of the word is given and it usually applies to student life. The word is repeated by the students twice at the end of the talk.
PATH Recognition: We recognize students who have earned very high PATH reports for the week, this means a student has earned a 130 or above. We also give out numerous monthly rewards at community circle.
Blue Star Award (K-2): Students who are exemplary in making good choices in class will receive the Blue Star Award and be recognized at Community Circle.
Academic Celebration: Community Circle is the ideal time to recognize the achievement of individual students and classes.
Sharing and Updates: This is the only time when the entire grade meets so it is a perfect time for students or classes to share poems, papers, speeches, class projects and current events. We also use this time to touch on any upcoming trip, major event or test that students are working towards.
Character Building Exercises: Certain characteristic traits are touched on that are important to student development. Examples include: - Honesty – why it is important to tell the truth even when it is difficult - Service – why is important to help other people - Manners – "Please Excuse me Thank you Sorry You're Welcome (PETSY)" when should manners be used and why are they important.
Shout Outs: Community Circles always end with Shout Outs. Students and Staff raise their hands and give a "shout out" to a student or staff member for a random act of kindness or some other good deed.

Community Circle is also an opportunity to bring in guest speakers from the community to provide students an opportunity to learn new ideas and hear new perspectives. It is also a space where students showcase their talents and accomplishments to each other. Community Circle is led by the Director of Culture who encourages and provides opportunities for students to lead discussions, share their work or share experiences.

3) Token-economy Discipline system

Students come to DC Scholars to prepare themselves for high school, college and future employment. They will be equipped with the skills necessary to function as a successful adult professional. Accordingly, students will be encouraged to make good choices and then will be rewarded or given consequences based on the choices they make.

Grades PS-2

The token-economy system will manifest as a daily/weekly student behavior report based on a color-coded system. The reporting system will require daily parent/guardian review and signature. Students with a pre-determined number of "Blue Star" or "Blue" (the top of the color chart) marks in a given week will make a trip to the Star Scholar Box to select a prize. Scholars who receive a pre-determined number of "Blue Star" or "Blue" marks in a given two-week period will be invited to a Fantastic Friday Celebration including a fun, community-building activity such as making ice-cream, face painting, or an author-themed party. Students who have made poor choices can correct their behavior and move back up the color chart when they begin to make better choices.

Every day a student starts over again on Blue Star and has a chance to correct their behavior from the day before.

Needs to be copied

The color-chart system is also an opportunity to engage families in supporting student behavior. Families with scholars receiving seven red marks over two weeks are required to participate in a parent-teacher-school leader conference to execute a behavior intervention plan. Continued challenges with extreme behaviors in the classroom will result in a greater level of consequences to be determined by individual student and need.

Grades 3-8

Students are "paid" Scholar Dollars for meeting their weekly requirements as a student at DC Scholars PCS. Students can also lose Scholar Dollars from their weekly PATH paycheck for not fulfilling their essential duties as a DC Scholar including, among other items,: misbehavior in class or in a common school area, unexcused absence, lateness, disrespect or disregard of a redirection. Students can also earn additional Scholar Dollars for going above and beyond expectations and students will be rewarded greatly for their accomplishments.

Each week students start with a weekly paycheck earnings potential of $50.00. A student can earn more or less than that amount depending upon their actions for the week. Students' paycheck balances are tied directly to their eligibility to attend school wide trips and events. Additionally, students earning more than their $50.00 base salary can use their additional Scholar Dollars to purchase rewards or to participate in our twice-annual Big Spender Auction Nights.

Weekly paychecks are deposited into students' Scholar Dollar Savings Accounts and students should always be working to maintain at least the minimum account balance, an average of their $50.00 weekly earnings.

Students with the highest Scholar Savings Account balances each month will receive special rewards. At the beginning of every month, the top six performing students of each grade are acknowledged at Community Circle for their outstanding performance. Students have the option of choosing from the following rewards: lunch with a staff member or dress down day (when they do not have to wear their school uniform).

As is the case with the lower grades, paychecks are a positive way to monitor student behavior and intervene when there are on-going issues. Families of scholars with a paycheck balance below $30 per week for 6-weeks are required to participate in a parent-teacher-school leader conference to execute a behavior intervention plan.

The Loan Program

There are students who have a rough start to the year or who have an extended rough patch of behavior during a difficult time in or out of school may be at risk for never recovering their paycheck balance. Therefore, at the end of each quarter students are permitted to submit "loan applications" which outline the Scholar Dollars they are seeking, the reason they seek this supplement and the behaviors they agree to exhibit if granted a loan.

d. Extracurricular Activities

A core component of a strong school culture is the infusion of a robust enrichment program that is designed to support character building without compromising student achievement. After school and summer enrichment programs are critical factors in:

1) Preparing students and matriculating them to college-prep high schools
2) Developing a sense of community within and surrounding the school

DC Scholars PCS believes in the importance of helping students develop their unique interests beyond the walls of the classroom. A sample of programs that are in consideration for DC Scholars PCS: Boys & Girls Basketball, Track & Field, Ballroom Dancing, Creative Writing, Choir, Yoga, Year Book, Swimming, Drama and Lacrosse. Dance Squad, Chess Club, Fashion Design, African Drumming, Claymobile and Young Leaders. Diversity of after school programming is unique in inner city schools. The selection encourages students to broaden their horizons, offers them a platform to gain exposure to creative outlets and to learn transferable skills of decorum, etiquette, being polite with each other, respect, and dignity.

In addition to these programs, Scholar Academies will extend the relationship it has established with People Animals Love (PAL) at DC Scholars Stanton to DC Scholars PCS. PAL, a DC-based non-profit uses this special bond between animals and humans to make a unique contribution in solving challenging societal needs. This manifests at DC Scholars Stanton through a comprehensive after school programming brings together animal science and care taking with literacy skill development and importantly, fun.

After school activities and athletics will follow dismissal Monday through Thursday. Students who are assigned Tutoring, Homework Academy or Detention are not eligible to participate in any enrichment programs that interfere. Students whose paycheck is below a certain threshold for three (3) consecutive weeks may not be eligible for enrichment programs after school.

e. Safety, Order, and Student Discipline

Safety Procedures

The overarching Scholar Academies belief is that students feel safe in the building when there is a consistent application of all of the items listed in the development of school culture, as described above. However, at DC Scholars we will also use a combination of the following Security protocols:

- Building alarm system
- Visitor buzz-in and Sign-in policy (badges)
- Gated reception area
- Increased police sweeps of the parking lot
- Uniforms (help ensure only students are in the building)
- Non-violence policy
- Transportation policy (for students taking public transit)

The primary focus is creating a safe, positive learning environment through effective communication to students of what is expected of them both from behavioral and academic perspectives. DC Scholars PCS is committed to securing the school buildings in the least restrictive ways possible so as not to interfere with the school day and to minimize the impact on school climate.

Behavior and Discipline Philosophy

The first step in addressing the behavioral context at DC Scholars PCS will be to review legacy data available for incoming students and interview parents to find out about their perspective on their student's ability to be successful in a very structured learning environment. This will help the staff gain a real understanding of the incoming student population and ensure that DC Scholars PCS is proactive in addressing any potential issues.

DC Scholars PCS will apply the discipline practices used at DC Scholars Stanton Elementary because they have been proven to work. By that we mean strong enforcement of our discipline protocol right off the bat. We believe that the application of our Whole School Model, including a "sweat the small stuff" mentality, will allow for a quick resolution to behavioral issues at the Tier 1 and 3 levels.

Non-Violence Policy and Contract

DC Scholars PCS will be a safe place where students learn and the school community thrives. Accordingly, violence will not be tolerated at DC Scholars Charters School and acts of violence will be considered the most serious offense at the school. At the beginning of the year, a non-violence contract will be reviewed with students and sent home to families to be signed. Acts of violence at DC Scholars PCS, including but not limited to fighting, will result in disciplinary action that may result in expulsion.

Ladder of Consequences

Young Scholars teachers are the primary classroom managers and should proactively deal with student misbehavior by anticipating and dealing with bad behavior before it escalates. Teachers are empowered to send students to the Dean of Students but should do so only after every intervention has been tried first. Typically, a student should be sent out of class if s/he is interfering with the teacher's ability to instruct the class or is purposefully disruptive or disrespectful. This should be reserved as a last resort though, as a referral to the Director of Culture often communicates an inability to control a class on one's own. Teachers should enact the Ladder of Consequences, outlined below, in advance of calling on an administrator to step in. Whenever a student is sent out of the classroom, the person who sent the student to another authority

should find time to sit down with the student later to fully explain the infraction and resolve the situation. A written referral must also document the reasoning for sending the student to the Dean of Students.

The following ladder of consequences will be applied to the earliest learners (PS-2):

1. Whole Class Reminder of Expectations
2. Verbal Warning and Individual Redirection
3. Color-change
4. Quiet Reflection
5. Removal From Class & Phone Call Home

The following ladder of consequences will be applied for students in grades 3 - 8:

1. Whole Class Reminder of Expectations
2. Verbal Warning and Individual Redirection
3. Scholar Dollar Deduction
4. Quiet Written Reflection (In-Class) Signed by Parent
5. Student Sent to School Director, Phone Call Home, Formal Office Referral

To be effective as well as fairly and consistently applied, the discipline policy needs to be fully understood by parents, student, and staff. We will introduce families to the Discipline Code during the parent orientation and will review how it will be enforced. Further, we will show parents and students why a positive, safe culture is central to learning. Similarly, we will spend time during staff orientation reviewing and practicing (through role plays, etc.) the policy and enforcement protocols so that the rules are applied consistency by each staff member.

Consequences

In the event of a serious infraction or disregard for school rules and policies, a teacher or staff member may assign a consequence in appropriate response to the action.

Lunch Detentions

For the younger learners, lunch detention is served as a loss of recess and loss of the ability to socialize with their classmates during lunch. Lunch detention is assigned if a student ends the day on red for two days in a row.

For students in grades 3-8 students earning $10 or more in deductions from their paycheck will serve a silent lunch detention on the day after they earned the deductions. Students will also be issued a lunch detention for every day of the week if their paycheck average is below $20.00 for the previous week.

After School Detentions (Grades 3-8)

Any student earning less than $30.00 a week will have to stay for after school detention on Monday and Wednesday the following week from 4:15-5:30PM. Families will be contacted the day before their child has to serve the after school detention.

Any teacher who issued an automatic detention for a severe infraction such as use of profanity (at DC Scholars "shut-up" is considered profane) must also call home to explain why the student received the automatic detention.

Suspensions

Repeated violations of school rules and policies as demonstrated by referrals to the Dean of Students or low paycheck averages will result in more severe disciplinary actions, such as in and out of school suspensions, mandatory family meetings with school administrators, loss of certain school privileges and possible expulsion.

Students serving in class suspension will wear a white t-shirt over their uniform shirt and will not be allowed to eat lunch with their classmates. Students will attend all classes and can participate in class discussions but must remain silent otherwise. A student's teachers will sign an in class suspension report documenting the student's behavior during the class period.

In the case of an out of school suspension, a student's family may be called to remove the student from school that day if the offense is serious enough to warrant this action. If a student is suspended for the following day the student will not return to class and will complete all class work in the Dean of Student's office.

Upon returning to school after an out of school suspension, a parent or guardian must accompany the student to school for a reinstatement meeting at a time arranged between the Dean of Student and the student's parent or guardian.

Any student who receives an in class suspension or out of school suspension must publicly apologize to the community at Community Circle upon their return to school.

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

Professional Development Model

The DC Scholars PCS professional development program is an important strategic component to its mission of ensuring the high academic achievement of its students. The school's comprehensive professional development program is designed to improve individual competencies, build a culture of excellence, and advance its mission.

Strong teachers are the primary driver impacting student achievement. As a show of gratitude and appreciation for the incredible work they do with our students, we honor them as professionals. At DC Scholars PCSs we will utilize an array of professional development strategies to cultivate a community of learning, development, and collaboration. High quality professional development (PD) opportunities are vital in pushing teachers to improve instruction, planning, and management. In addition to regular feedback as part of basic sound management, the professional development program consists of the components outlined below.

Teacher and Staff Orientation

Each summer, new and returning staff members meet for two weeks. During the summer orientation program, teachers and staff learn and commit to the working culture of the school, the professional standards of work and behavior, and the school-wide academic goals. In addition to the standard topics (e.g., mission, school model, systems and routines, etc.), teachers spend considerable time reviewing state standards, analyzing the scope and sequence, and developing lesson plans (and emergency lessons to have in reserve). Further, DC Scholars PCS leadership will spend time building team culture through exercises designed to develop trust, mutual respect, and strong relationships.

The summer orientation program also introduces the faculty to the feedback and performance evaluation processes (described below).

Formal Evaluations

Twice a year, the School Director formally evaluates instructors on four performance strands (below). The purpose of the evaluation is to provide performance feedback, identify training needs, facilitate formal communication between the School Director and teacher, and validate selection techniques.

DC Scholars PCS uses a scalar rating system where the principal scores the teacher (or other employee) against specific performance indicators for each strand. The evaluation includes a self and peer component as well. Each faculty member receives a comprehensive evaluation, including one full class period's observation and a one hour one-on-one meeting with the principal, where the performance review is discussed in detail.

Performance Indicators:

- Quality of Instructional Planning
- Quality of Instructional Delivery as Measured by Instructional Standards
- Student Achievement as Measured by Performance on Assessments
- Commitment to Core Values

Additionally, each quarter, teachers will utilize videotape to "observe" their own instruction and delivery. They will check out a school video camera and record themselves in action. They will complete a videotape observation template and reflection sheet. They will submit this reflection guide to the School Director. The School Director will review the footage, reflection guide and schedule a 20-minute collaborative conversation with each teacher to discuss the video sample. This practice of reviewing and analyzing "teacher game tape" has been highly effective for leadership and educators. It gives everyone a chance to calibrate their expectations and analyze teacher and student actions in a systematic manner.

Ongoing Coaching and Real-time Feedback

In addition to quarterly formal observations of each teacher and videotape review, the School Director will visit and observe instruction in each classroom every day. He or she will provide "quick-hit" feedback, coaching in moment when possible, or schedule a time to model a particular skill or strategy. She will utilize the informational notes and anecdotal observations to take the pulse of culture and instruction at the school. Data gathered from these observations is used to inform workshop topics for bi-weekly professional development.

Professional Development Days

Throughout the year, DC Scholars PCS conducts full-day PD Days. Typically held after major events like Student Orientation or school wide assessments, these PD days focus on building instructional competencies and team capacity. DC Scholars PCS sometimes uses these days to schedule full-day "Data Days" during which the staff works in grade level and content teams to analyze assessment and behavior data to determine the best strategies for student learning and growth. Professional development days also feature workshops from subject-matter experts and internal sharing of best practices.

Friday Meetings

Each Friday, the students are dismissed at 1:30 and the entire faculty meets from 2:00 until 4:00 for PD. The goal of each Friday PD session is to review and adjust instructional or operational practice. Friday meetings typically follow the format of the sample agenda below:

Date:	**Friday Staff Meeting Format** **2:00-4:00PM**
2:00 – 2:15	Highs/Lows Walk through results Culture update
2:15 – 2:25	School wide meeting (SST Team Updates and Misc. Topics)
2:35 – 3:15	Content meetings and lesson feedback
3:15 – 3:35	Grade team meetings or content team meetings continued
3:35 – 3:55	Learning specialist/content teacher collaboration meeting
3:55 – 4:00	Shout-outs Closing

Excellent Practice Visits

At DC Scholars PCS, we believe deeply in learning from other like-minded organizations and schools in order to incorporate best practices. Throughout the year, selected teachers and administrators will travel together to high performing schools to learn about their successful systems. Additionally, teachers who would like to learn first-hand about effective practices can, with approval, visit another school.

DC Scholars PCS staff will collect qualitative data during their school visits. Staff will observe a number of activities and practices including: staff and student arrival, school leader behavior, overall impressions of the facility, how smoothly the day begins, transitions between classes, how discipline is conducted, lunch processes, dismissal, and afterschool activities. After the visits, participants will de-brief, consolidate the data and comments, and share it with the rest of the staff at Friday Meetings.

Finally, DC Scholars PCS will encourage teachers and staff from other high-performing schools to visit and provide feedback. DC Scholars PCS considers peer feedback invaluable in its continuous effort to improve and strive towards its mission.

Teams from other schools within the Scholar Academies network have visited the following schools: North Star, Democracy Prep, Excel Academy Charter School, Mastery Charter Schools, St. Joseph's Preparatory School, William Penn Charter School and KIPP schools in Philadelphia and Newark. DC Scholars PCS will plan to make similar visits.

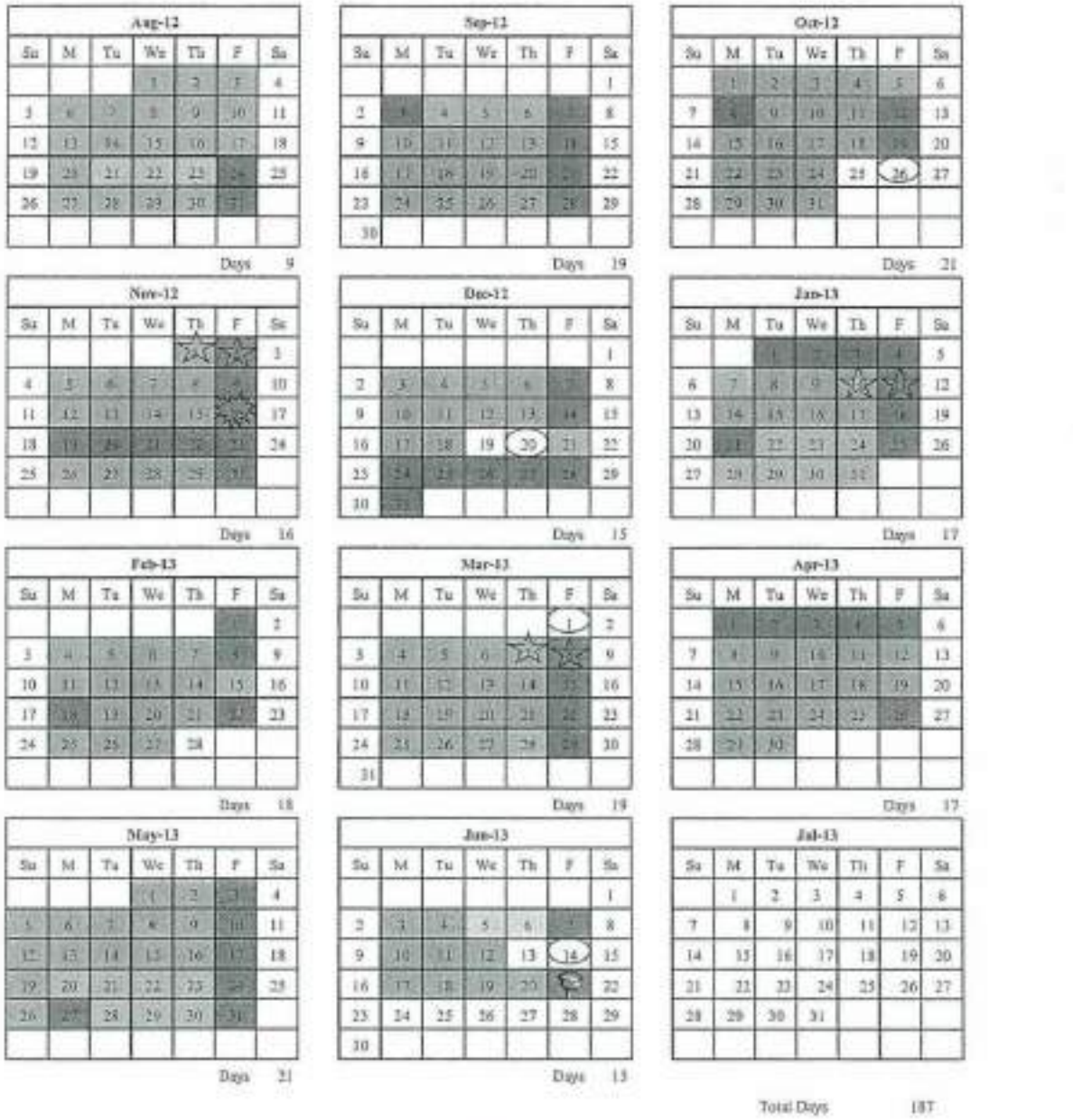
Peer Observations

DC Scholars PCS will build a culture where teachers observe each other teaching and provide constructive, judgment-free feedback. The DC Scholars School Director will use a teacher observation tool and will encourage staff to use the same tool for peer observations. DC Scholars PCS believes that there is significant benefit to both the observed teacher (in the form of sincere, honest feedback from a peer) and the observing teacher (by looking at the craft of teaching through an analytical lens).

g. Structure of the School Day and Year

As outlined above in this Section, a pillar of the Scholar Academies model is more time in school. As such, DC Scholars PCS will have both an extended year and an extended day which will yield approximately 33% more time in school for students than if they had attended a traditional public school. The target for each year is 187 student days and the target for each regular school day is eight hours and fifteen minutes (7:45am – 4pm). A draft calendar is as follows:

Draft Academic Calendar 2012-2013



Included in every day for grades PS – 4 are the following:

- **Arrival:** Students arrive at the school building at 7:45 and are greeted by the School Director. The School Director shakes each student's hand as he or she enters in the building.
- **Breakfast and Morning Boost:** Students eat breakfast in the building and participate in Morning Boost including Breakfast for the Brain. Students are then dismissed to their homerooms to begin their instruction with their teachers.
- **Morning Daily Instruction:** Students follow the daily schedules for instruction (see sample below).
- **Community Circle/Drop Everything and Read Independent Reading/Read Aloud:** Students participate in Community Circle at least once per week. When they are not participating in Community Circle, students engage in independent reading time.
- **Lunch and Recess:** Students have both lunch and recess.
- **Afternoon Daily Instruction:** Students follow the daily schedules for instruction (see sample below).
- **Dismissal:** Students are dismissed to the after school program or to go home at 4:00.

Sample schedules for PS/PK and K-4 are as follows:

Grades PS/PK	Start	End	Course/Activity
Before School	7:45	8:05	Breakfast and Morning Boost Breakfast for the Brain Community Messaging
Morning Block	8:05	11:15	8:05 - 8:45, Literacy 8:45 – 9:25, Numeracy 9:25 – 9:55, Special Block 9:55 – 10:05, AM Bathroom/Snack 10:05 – 10:45, Literacy 10:45 – 11:15, Sci or SS (by unit)
Lunch & Recess	11:15	12:05	11:15 – 11:40, Lunch 11:40 – 12:05, Recess
Nap & PM Bathroom*	12:05	1:20	12:05 – 1:10, Nap 1:10 – 1:20, PM Bathroom/Snack
Afternoon Block	1:20	3:35	1:20 – 1:50, Character Ed 1:50 – 2:30, Numeracy 2:30 – 2:55, PM Recess 2:55 – 3:235, Literacy
PM Meeting	3:35	3:50	3:35 – 3:45, PM Meeting 3:45 – 3:50 Closing of Day
Dismissal #1	3:50	4:00	
After School Programming	4:00	5:15	
Dismissal #2	5:15	5:30	

*The schedule for PS will be adjusted slightly to allow for a 90-minute nap and PM bathroom period

Grades K-4	Start	End	"A" Section of Grade	"B" Section of Grade
Before School	7:45	8:00	Breakfast and Morning Boost Breakfast for the Brain Community Messaging	Breakfast and Morning Boost Breakfast for the Brain Community Messaging
Transition to Homeroom	8:00	8:05	Transition to Homeroom	Transition to Homeroom
Morning Block	8:05	11:05	8:05 - 8:10, Read Aloud & Word of Day (Literacy) 8:10 - 8:25, Reader's Workshop Mini-Lesson 8:25 - 8:45, Independent Reading 8:45 - 9:45, Guided Reading & Word Study (Phonics) 9:45 - 9:55, Bathroom & Snack 9:55 - 10:05, Interactive Writing 10:05 - 10:20, Read Aloud & Text Talk 10:20 - 11:05, Writer's Workshop	8:05 - 8:10, Read Aloud & Word of Day (Numeracy) 8:10 - 8:30, Math Meeting 8:30 - 9:45, Math Small Groups 9:45 - 9:55, Bathroom & Snack 9:55 - 10:15, Math Problem Solving 10:15 - 11:05, Social Studies
Special Block	11:05	11:50	Art	Physical Education/Health
Community Circle/DEAR/Read Aloud	11:50	12:10	Community Circle	DEAR/Read Aloud
Lunch & Recess	12:10	11:00	12:10 - 12:35, Lunch 12:35 - 1:00, Recess	12:10 - 12:35, Lunch 12:35 - 1:00, Recess
Afternoon Block	11:00	13:50	1:00 - 1:05, Read Aloud & Word of Day (Numeracy) 1:05 - 1:25, Math Meeting 1:25 - 2:40, Math Small Groups 2:40 - 3:00, Math Problem Solving 3:00 - 3:50, Science	1:00 - 1:05, Read Aloud & Word of Day (Literacy) 1:05 - 1:20, Reader's Workshop Mini-Lesson 1:20 - 1:40, Independent Reading 1:40 - 2:40, Guided Reading & Word Study (Phonics) 2:40 - 2:50, Interactive Writing 2:50 - 3:05, Read Aloud & Text Talk 3:05 - 3:50, Writer's Workshop
Dismissal #1	3:50	4:00		
After School Programming	4:00	5:15		
Dismissal #2	5:15	5:30		

Included in every day for grades 5 – 8 are the following:

- **Arrival:** Students arrive at the school building at 7:45 and are greeted by the School Director. The School Director shakes each student's hand as he or she enters in the building.
- **Breakfast and Morning Boost:** Students eat breakfast in the building and participate in Morning Boost including Breakfast for the Brain. Students are then dismissed to their homerooms to begin their instruction with their teachers.
- **Seven Instructional Periods:** All students in middle school transition to/from each class which lasts XXX minutes.
- **Community Circle/Drop Everything and Read Independent Reading:** Students participate in Community Circle at least once per week. When they are not participating in Community Circle, students engage in independent reading time.
- **Lunch**
- **AM & PM Homeroom:** Students set and conclude the day in the same homeroom setting with a pair of homeroom teachers.
- **Dismissal:** Students are dismissed to the after school program or to go home at 4:00.
- **Paychecks & Progress (Fridays only):** Students, with their homeroom teachers as a guide, review performance against individual academic and behavioral expectations for the week just ending and set goals for the upcoming week.

Sample Schedule for Grades 5-8

Grades 5-8	Start	End	"A" Section of Grade	"B" Section of Grade
Start of School	7:45	8:00	Breakfast, Breakfast for the Brain	Breakfast, Breakfast for the Brain
Transition to Homeroom	8:00	8:05		
AM Homeroom	8:05	8:10	AM Homeroom	AM Homeroom
Community Circle / DEAR	8:10	8:30	Community Circle	DEAR
Academic Period 1	8:30	9:24	Reading	Math-Procedures
Transition	9:24	9:27		
Academic Period 2	9:27	10:21	Science	Social Studies
Transition	10:21	10:24		
Academic Period 3	10:24	11:18	Math-Procedures	"Special"
Transition	11:18	11:21		
Academic Period 4	11:21	12:15	"Special"	Reading
Lunch	12:15	12:40		
Academic Period 5	12:40	1:34	Social Studies	Science
Transition	1:34	1:37		
Academic Period 6	1:37	2:31	Math – Problem Solving	Writing
Community Circle/DEAR	2:31	2:51		
Academic Period 7	2:51	3:45	Writing	Math – Problem Solving
PM Homeroom	3:45	3:50		
Dismissal #1	3:50	4:00		
After School Activities	4:00	5:15		
Dismissal #2	5:15	5:30		

Section B.1: Planning and Establishment

a. Profile of Founding Group

The DC Scholars PCS Founding Group brings a strong mix of education, community, business and non-profit leadership to its plan to open a high-performing charter school in the southeast region of Washington, DC. The DC Scholars PCS Founding Group is comprised of the following members:

• Caroline John	Principal, *DC Scholars Stanton Elementary School*
• Lars Beck	Founder and Executive Director, *Scholar Academies*
• Winston J. Churchill	Managing General Partner, *SCP Partners*; Chair, *Scholar Academies*
• Roger Zuckerman	Partner, *Zuckerman Spaeder, LLP*
• Jacque Patterson	Managing Director, *Federal City Council*; President, *Ward 8 Democrats*
• Mieka Wick	Executive Director, *CityBridge Foundation*
• Beth Rabbitt	Former Associate Partner, *NewSchools Venture Fund*; Trustee, *Scholar Academies*
• James Lovett	Corporate Senior Vice President, General Counsel and Secretary, *Covance, Inc.*; and Trustee, *Scholar Academies*

Resumes are attached in Section G and brief bios of the individual Founding Group members are as follows:

Caroline John, *Principal, DC Scholars Stanton Elementary Schools, Ward 8*
Caroline John is the current Principal of DC Scholars Stanton Elementary School (400 students, grades PS – 5) (DCSS), a Scholar Academies' DCPS Partnership school in Ward 8. She has been leading education efforts to close the achievement gap in Washington, DC and Atlanta for thirteen years. Prior to joining Scholar Academies and DCSS, Ms. John was the Founding Principal of Excel Academy Public Charter School (200 students, grades PS – 2), a charter school in Washington, DC's Ward 8. In preparation for opening Excel Academy PCS, she attended Building Excellent Schools leadership training in the fall of 2007. During the school's first year, she also worked under the mentorship of Yutaka Tamura, former Executive Director of Excel Academy (Boston) and now Chief Operating Officer for Teacher University.

Additionally, Ms. John was a Founding Literacy Teacher and Fifth Grade Level Chair at KIPP DC: AIM Academy. During her time there, she received the Kimsey Award for Excellence in Teaching. Ms. John was an active member of the Washington, DC Teach for America corps and was nominated for the program's *Sue Lehman Award for Excellence in Teaching* award while teaching 6th and 7th grade at P.R. Harris Educational Center in Southeast, Washington. While in Atlanta, prior to moving to Washington, DC, Ms. John was a founding team member of the Atlanta Breakthrough Collaborative and spent four years in a variety of capacities with the start-up non-profit organization. Ms. John holds a Bachelor of Arts in English from Georgetown University and a Master of Arts in Teaching from American University.

Ms. John brings extensive academic and charter school management experience to the DC Scholars PCS Founding Group. She has a proven track record of success in founding and leading public charter schools in DC. She also has nearly ten years of teaching, teaching leadership and school leadership experience in gap-closing classrooms and schools in the city's Southeast Region, the target area for DC Scholars PCS. As the Founding Principal of a charter school serving students beginning in preschool, she contributes knowledge and understanding of early childhood education.

Lars Beck, *Executive Director, Scholar Academies*
Mr. Beck is the founding Executive Director of Scholar Academies, a non-profit 501-(c)-3 school management organization that exists to close the achievement gap in urban public education and currently operates two charter schools in Philadelphia and one District contract school in Washington, DC. Under his leadership, Scholar Academies provides its schools with services in the areas of academic support/management, school leadership supervision, financial management, facilities management, human capital strategy and talent recruitment, compliance and reporting, fundraising support and overall school operations.

Prior to his role with Scholar Academies, Mr. Beck led the Young Scholars Charter School (Young Scholars CS) since 2003. Initially, he worked with the Young Scholars CS Board on expansion efforts and, in February of 2005, he was asked to serve as the school's Chief Executive

Officer. Mr. Beck took over the CEO position at Young Scholars CS during a time when the school was wading through crisis. Mr. Beck directed the efforts that turned Young Scholars CS around from a moderately successful academic program to the highest performing charter middle school in Philadelphia for the past two years. These programmatic changes became the foundation of the Scholar Academies whole school approach now in full operation at all three Scholar Academies' schools and planned for use at DC Scholars PCS.

Mr. Beck is a non-traditional leader in the education sector who came to the field from the business world and has more than 15 years of experience in management and marketing of both non-profit and for-profit companies, including founding the Boulder, Colorado chapter of Stand Up For Kids, a national non-profit. Mr. Beck has a B.A. from Duke University.

Mr. Beck brings to the DC Scholars PCS Founding Group demonstrated experience operating and leading high-performing charter schools in Philadelphia and in Washington, DC. This includes successfully handling Young Scholars' $17m facility relocation between SY08-09 and 09-10 and turning around and leading the highest performing middle school in Philadelphia.

Winston J. Churchill, Managing General Partner, SCP Partners

Winston J. Churchill, a prominent Philadelphia venture capitalist, is the founder and managing partner of SCP Partners. Headquartered in Wayne, PA, SCP manages over $1 billion in venture capital, largely public and union pension funds. Mr. Churchill has been managing general partner of SCP Partners since he founded it in 1996, and has over twenty-five years of experience in private equity investing. Mr. Churchill is a Director of Amkor Technology, Inc. (AMKR), Innovative Solutions & Support Inc. (ISSC), Cyalume Technologies Holdings (VTRQ), and he serves as Chairman of Biap Inc. He is also a director of several other private companies. From 1989 to 1993, he served as Chairman of the Finance Committee of the Pennsylvania Public School Employees' Retirement System. He was awarded a B.S. in Physics, summa cum laude, from Fordham University followed by a M.A. in Economics from Oxford University where he studied as a Rhodes Scholar, and a J.D. degree from Yale Law School.

Mr. Churchill's passion for education has been demonstrated through his involvement in a range of educational organizations. He is co-founder and following more than 20 years as Chairman, currently serves as Vice-Chairman of the Board of Trustees of the Gesu School which serves over 400 students in grades K-8 underprivileged children in North Philadelphia through a faith-based program. Lauded by Presidents Clinton and Bush, Gesu has had remarkable success in educating and placing its graduates in independent secondary schools in the Philadelphia area. He also established the Churchill Institute on Leadership and Development (CHILD) which works with individual parish schools to help them establish better governance and advancement programs through the development of strong boards of directors, and to run intensive programs for school leaders and staff on how to improve curriculum and placement and how to increase enrollment.

Mr. Churchill founded Young Scholars CS in 1999 and served as its Chairman for its first 11 years. He is the Founding Board Chair of Scholar Academies which provides management services to charter and other schools. In addition to its "flagship" Young Scholars Charter School, Scholar Academies currently provides such services to a formerly failing public elementary school that was chartered under the School District of Philadelphia's Renaissance Schools initiative; and it was awarded a contract to manage a poor performing public elementary school in the District of Columbia.

He is also a Trustee of Fordham University, Immaculata University, and American Friends of New College, Oxford, England. He is a former Trustee of Georgetown University during which time he served for many years on the Executive Committee; during his terms, he served on many other committees and subcommittees of the board, with a particular interest in matters related to Georgetown Medical Center

Mr. Churchill brings to the DC Scholars PCS Founding Group experience in founding successful schools which prepare low-income students to excel in the best high schools and colleges. He also brings extensive business, management and Board experience.

Roger Zuckerman, *Partner, Zuckerman Spaeder LLP*

Roger E. Zuckerman's practice is broad in scope and encompasses a range of litigation, both civil and criminal; major complex fraud and securities matters; international business transactions and customs disputes and investigations; attorney and accounting regulatory matters; health care; lender liability claims; defamation; commercial disputes; matters involving government procurement disputes and investigations; and forfeitures and related items. Mr. Zuckerman has served on the board of directors of a large corporation and has represented officers and directors in a variety of major disputes. He has also defended several significant homicide cases.

Mr. Zuckerman previously served as an Assistant U.S. Attorney for the District of Columbia, where he was Deputy and Acting Chief of the Appellate Section as the lead prosecutor in numerous jury trials. He was a principal prosecutor in two of the longest conspiracy prosecutions

brought in the District of Columbia to that point and was a recipient of the District of Columbia Assistant U.S. Attorneys Associate Outstanding Alumni Award.

Mr. Zuckerman brings to the DC Scholars PCS Founding Group significant legal experience and an intimate knowledge of the Washington, DC political and corporate landscape. In addition, Mr. Zuckerman has firsthand knowledge of the Ward 8 community as a former resident of Naylor Gardens and a former student of Stanton Elementary School.

Jacque Patterson, *Managing Director, Federal City Council; President, Ward 8 Democrats*

Jacque Patterson currently serves as a Managing Director at the Federal City Council and the elected president of the Ward 8 Democrats. A resident of Ward 8, Mr. Patterson spent eight years in public service to his community as an Advisory Neighborhood Commissioner in Ward 8. During this time, Mr. Patterson's successes included the realization of a new Town Hall Arts and Recreation Campus (THEARC) and the installation of stop signs at high accident intersections. Through his ANC service, Mr. Patterson also became a voice for his neighbors by testifying before a variety of DC Government agencies.

Mr. Patterson has extensive experience working in the government of the District of Columbia. Selected as a Capital City Fellow by former Mayor Anthony A. Williams, Mr. Patterson has worked in the offices of the Deputy CFO of Tax & Revenue and the Department of Health. As Community Affairs Coordinator in the Executive Office of the Mayor, he worked to bring the concerns of DC residents to the mayor's attention. During this time, Mr. Patterson was chosen to participate in the Certified Public Managers program (co-sponsored by George Washington University), which trains government officials in the best practices of municipal governance. He also participated in the Sr. Executives in State and Local Government program at the John F. Kennedy School of Government at Harvard University. Prior to his work in government, Mr. Patterson served on active duty in the U.S. Air Force for almost 14 years.

Mr. Patterson's board service reflects a deep commitment to the education of DC students. An active member of the Board of Directors for KIPP DC and Higher Achievement, he is also a former founding Trustee of the Septima Clark Public Charter School for Boys. In his efforts to improve the quality of life for DC residents, Mr. Patterson has also served on several other boards and councils, including the Bicycle Advisory Council, the Historic Preservation Review Board, and the Board of Directors of the DC Housing Finance Agency for Affordable Housing. Mr. Patterson holds an undergraduate degree in Education from Southern Illinois University and a Masters of Public Administration from Central Michigan University. Currently, he is pursuing a doctorate at Northeastern University in Law & Policy.

Mr. Patterson brings to the DC Scholars PCS Founding Group a deep knowledge and understanding of the communities in Southeast DC, the region in which DC Scholars hopes to locate. Through both local and city-wide work, Mr. Patterson has proven himself as a leader in public service and a voice for the needs of DC residents. He brings a valuable knowledge of public policy, urban affairs, government operations, and finance, as well as extensive Board experience.

Mieka Wick, *Executive Director, CityBridge Foundation*

Ms. Wick brings over thirteen years of philanthropic, policy, research and private sector experience to her role as Executive Director of CityBridge Foundation. She joined the Foundation in 2007 to build a practice of developing public-private partnerships in K-12 Education Reform in Washington, DC. That work, which remains a core focus of the Foundation, focuses on efforts to educate and engage other local philanthropists in DC's education landscape. By giving philanthropists and business leaders direct interactions with the public school system, the charter schools and other local reform efforts, CityBridge aims to build a team of local stewards in support of long-term, sustainable education reform in the District.

Ms. Wick's prior experience includes three years at New Profit Inc., a Boston-based venture philanthropy fund, where she served as Investor Relations Manager, and two years as a consultant to Massachusetts' Commissioner of Education David Driscoll on teacher quality legislation for the State of Massachusetts. She began her career in education working with Professor Howard Gardner at Harvard's Graduate School of Education. After completing her MBA, she spent two years at Reebok International working on the merger of the Reebok brand with The Adidas Group. Ms. Wick holds a BA from Brown University and an MBA from Babson University. She is a Founding Board Member of DC School Reform Now and is a Member-at-Large of the Executive Board of the National Cathedral School for Girls Alumnae Association.

Ms. Wick brings to the DC Scholars PCS Founding Board extensive experience in fundraising, relationship building and leadership within the DC education community.

Beth Rabbitt, Former Associate Partner, *NewSchools Venture Fund;* Trustee, *Scholar Academies*

Beth ("Carolyn Elizabeth") Rabbitt is a doctoral student at the Harvard Graduate School of Education, where she is pursuing her Doctorate in Education Leadership. Prior to starting at Harvard, she was an Associate Partner at NewSchools Venture Fund, a national, nonprofit venture philanthropy firm that seeks to transform K-12 public education by identifying, investing philanthropic capital in, and supporting promising educational entrepreneurs. At NewSchools, she led strategy development and diligence on multi-million dollar grants and investments in a range of nonprofit and for-profit educational organizations (including school systems, technologies, real estate firms, and other support programs) and worked closely with entrepreneurs and Boards to develop plans for and launch of new education businesses and nonprofits. Beth also directed the design, development, and management of a web-based data analysis and benchmarking tool used by school management organizations, philanthropists, and education researchers.

Beth is a trustee of Scholar Academies and an appointed board member for Wheelworks Multisport, a Boston-based triathlon team. She graduated cum laude from Dartmouth with an AB in Psychological and Brain Sciences.

Ms. Rabbitt brings to the DC Scholars PCS Founding Board an expertise in data analysis and in the funding and founding of educational institutions.

James Lovett, *Corporate Senior Vice President, General Counsel & Secretary, Covance Inc.*

Mr. Lovett is Corporate Senior Vice President, General Counsel & Secretary of Covance Inc. (NYSE: CVD). At Covance, Mr. Lovett is responsible for legal affairs worldwide, as well as corporate government affairs and security. He serves on Covance's Executive Committee and is Corporate Secretary. In addition to his legal responsibilities, Mr. Lovett has business P&L responsibility for Nutritional Chemistry & Food Safety Services since 2008 and Covance Market Access Services since late 2010. Mr. Lovett also serves at Covance's designation on the Board of Directors of BioClinica Inc. (Nasdaq: BIOC).

Prior to joining Covance in 2001, Mr. Lovett was Associate General Counsel and Assistant Secretary of FMC Corporation, a Fortune 500 manufacturer of machinery and chemicals for industry and agriculture. Before FMC, Mr. Lovett was a partner at McDermott, Will & Emery, in Chicago, Illinois. Mr. Lovett's background includes a J.D. *cum laude* from Harvard Law School and a B.A. in history from Northwestern University.

Mr. Lovett currently serves on the Board of Trustees of Scholar Academies and chairs its Development and Public Outreach Committee. Mr. Lovett also chairs the Legal and Government Affairs Committee of the Association of Clinical Research Organizations in Washington, DC. In the recent past, Mr. Lovett served as the Chairman of the Young Scholars CS Board of Trustees and the Board of Trustees of the Pennsylvania Society for Biomedical Research, as well as on the Board of Directors of the National Association for Biomedical Research.

Mr. Lovett brings to the DC Scholars PCS Founding Group a significant understanding of board governance in for-profit and non-profit organizations and experience in ensuring the fiscal responsibility of such organizations.

The members of the DC Scholars PCS Founding Group are intimately familiar with managing high-performing schools that serve low-income, minority communities. In forming the founding group, long-standing members of the previously existing Scholar Academies' Board of Trustees were selected. These Trustees have extensive experience with running high-performing schools and have the foundational knowledge and commitment to successfully extend our reach to additional students. The Founding Group then sought to include additional local perspectives in order to ensure that our model best meets the needs of DC students and their community. These additional local perspectives include Ms. Wick and Mr. Patterson. Ms. John was able to serve as the bridge between the existing model and the new plans for DC with her deep understanding of the local educational needs as well as her strong institutional knowledge of Scholar Academies. To involve teacher perspectives in the founding process, she solicited feedback and insight about the proposed DC Scholars PCS academic framework from teacher leaders at each of the Scholar Academies' campuses. See Letters of Support from current Scholar Academies teachers in Section L that detail their positive experience at Scholar Academies and their support for the model.

Members of the Founding Group have also reached out and will continue to build relationships with local community groups (see sectionA) and will continue to seek community input as the planning process progresses. Specifically, Mr. Patterson has engaged the ANC 8D and the Woodland Terrace Community Council in developing the plan for DC Scholars PCS.

Through the operation of its three schools, particularly the Young Scholars Charter School ("Young Scholars CS"), its flagship school, the Founding Group has experience with meeting the needs of parents and has refined its approach to engaging parents at a high level. At Scholar Academies flagship school, Young Scholars CS, 96% of parents are satisfied with the school's commitment to them and their child. As the planning process progresses, we will engage parents at DC Scholars Stanton to receive further input about steps we should take in planning for the new school and will look forward to the formation of the school's Parent Action Committee (PAC), as described in later in this section.

Additional Founding Group Members:

Scholar Academies is currently in the process of hiring a DC Founding Director of Scholar Academies to manage the business operations of Scholar Academies in DC. This Founding Director, along with the current members of the Founding Board, will be tasked with the work of recruiting additional members to the Founding Group. Additional members with expertise in the following areas will be recruited: facilities, community involvement and special education.

Partnerships:

The DC Scholars PCS Founding Board has partnered with the following organizations to ensure the school's successful founding and establishment within the community:

- **DC School Reform NOW** provides the resource of its extensive knowledge of the local education scene and is supporting us to develop our community engagement plan.
- **CityBridge Foundation** has funded the expansion of Scholar Academies' presence in DC and is helping us establish and strengthen our connections within the DC community.
- **Scholar Academies** provides us with its academic program model and operational support as well as the benefit of having operated a school in DC.

Entity Submitting Application:

DC Scholars PCS
The Watergate Building
600 New Hampshire Avenue, NW
Washington, DC

b. Planning Process

Overview

Scholar Academies exists to close the achievement gap that plagues public education. The organization has a proven track record for driving student achievement for low-income, minority students and for reframing these students' expectations to include college. Scholar Academies currently operates two schools in Philadelphia and one in Washington, DC.

In the spring of 2010, Scholar Academies successfully completed a DCPS Partnership application and was matched with Stanton Elementary School in Ward 8. Scholar Academies opened DC Scholars Stanton Elementary (DCSS) in the fall of 2010.

Scholar Academies' experience at Stanton over the past 6 months was the catalyst for putting together a group to found DC Scholars PCS. With time on the ground in Ward 8, the DC Scholars PCS team has learned in more complete and accurate detail the extent of the need of students in this community. The students at DC Scholars Stanton are well below grade level even by the time they enter the 2nd grade. Students are struggling with emotional support issues and severe frustration around the inability to complete the work that is presented to them. Therefore, we believe that we must work to close the achievement gap before it even starts: through the founding of a school in which students will be entrenched in the Scholar Academies model from the start of their education. DC Scholars PCS will establish high expectations for every

student from day one and we will utilize data to ensure that each student's needs are being met. Instead of playing catch-up, we will be driving our students ahead on the path to college.

Founding Group Formation

To build the foundation for the founding of DC Scholars PCS, the leadership at Scholar Academies compiled a Founding Group which consists of members with extensive prior experience within its management organization coupled with local individuals who have a deep understanding of what it takes to operate high-performing urban schools and represent the interest of the local DC community. In compiling this group, we looked for people who had strength in making connections as well as an understanding of the application of our whole school model. All of these individuals are highly committed to expanding student access to the quality education that the Scholar Academies model provides. Each individual brings his or her own area of skill and expertise including, but not limited to: academics, legal, data analysis, business and management, board governance, fundraising and community relations.

Parent, Teacher and Community Member Involvement

Scholar Academies' flagship campus, Young Scholars Charter School (Young Scholars CS), has been educating the underserved population of Philadelphia's students since it was founded in 1999. Over the past 10 years, Young Scholars CS has worked closely with our families to make tweaks and adjustments to the way that Young Scholars engages families. It was a learning process and took some time, but now Young Scholars CS has 85% parent engagement, as defined by attendance at parent-teacher conferences.

The school has hosted regular parent and community feedback sessions with parents to gain buy-in on the program as well as to address comments and questions from families on the school's approach. When Mr. Beck took over the school in 2003, these sessions had more than 80% attendance and led to a significant commitment from the school's parent and family population to the new school model.

Additionally, the Parent Action Committee (PAC) at Young Scholars (discussed in further detail later in this application) was engaged in the writing and development of parent communication and student and family handbooks. The outcome of this process led to more user-friendly materials that directly meet the needs of our parents and led to more fidelity and higher usage of materials provided by the school.

DC Scholars PCS will execute the same model designed at and successfully running at Young Scholars CS and will use it to actively engage families and communities in the school community. Parents and family members at DC Scholars PCS will have the opportunity to provide input, insight and feedback to the school leadership through the PAC. The PAC will be comprised of a group of dedicated parents who are committed to driving initiatives forward that both benefit the outcomes of student achievement as well as strengthen the connection between home and school. The PAC will be open membership and will have a set of officers who will set direction and work with the committee as a whole to meet their objectives.

Excellent teachers are central to the ability of DC Scholars PCS to achieve its mission and goals. So, too, is the ability for teachers to exercise their skills and abilities. The school-created curriculum, along with teacher committees for curriculum and culture, will allow teachers to continue to provide their input into what and how our students are taught. In the planning process, teacher leaders from each of our existing campuses were consulted about the planned curriculum and academic design for DC Scholars PCS.

The school will partner with the community at large to ensure that the DC Scholars PCS is fulfilling its duties as a community citizen. Additionally, community resources and wrap-around services such as after school programming, counseling and mental health services and other community driven initiatives that can benefit our students and families will be pursued for partnership. The community will have an open forum to provide ideas, address concerns and work closely with the school to become a central component of the community's educational focus.

During the Founding Group's time preparing to submit this application, we have met with a number of the high-performing charter operators in Washington, DC including E.L. Haynes, KIPP DC and DC Prep. Based on our conversations and our knowledge and exposure to the approach at these schools, we know that we are aligned with what has proven to work in DC and are pursuing this application in order to benefit the children of Washington, DC's most underserved communities.

School Management Organization

The DC Scholars PCS Founding Group will engage Scholar Academies to manage and support the school. Scholar Academies is a non-profit, school management organization that exists to close the achievement gap. It currently operates two Young Scholars Charter Schools in Philadelphia and one DC Scholars school in Washington, DC.

DC Scholars PCS, through its affiliation with Scholar Academies, brings a proven track record of successfully implementing its school-wide model at its flagship school, Young Scholars Charter School, the highest performing charter middle school in Philadelphia (SY2008-2009 and 2009-2010). Additionally, in the fall of 2010, Scholar Academies rolled out its whole school model in the successful opening of two District turnaround schools, Young Scholars Frederick Douglass Charter School in Philadelphia and DC Scholars Stanton Elementary in Ward 8, Washington, DC. Scholar Academies' experience in Ward 8 -provides the Founding Group a solid grounding in the community on which to build.

In addition to this prior involvement in DC, Scholar Academies has provided DC Scholars PCS with a well-established and successful whole school model on which to design the new school. Numerous well-respected education groups including SchoolWorks and the CityBridge Foundation as well as multiple school Districts, DC Public Schools and the School District of Philadelphia have vetted, approved and/or supported the charter management organization and its model.

c. Corporate Structure and Nonprofit Status of the School

Scholar Academies is working with its legal representation at Morgan, Lewis & Bockius to successfully incorporate DC Scholars PCS as its own entity in Washington, DC. Morgan, Lewis will continue to work with DC Scholars PCS to ensure the successful completion of tax-exempt status. The incorporation is likely to be complete by February 15, 2011. Once the charter is approved and the organization incorporated, legal representation will shift to Zuckerman Spaeder, which has agreed to provide pro-bono legal support.

Additionally, the DC Scholars PCS Founding Group and Scholar Academies will work with Morgan Lewis & Bockius to complete articles of incorporation and develop bylaws by June 30, 2011. Sample bylaws are attached in Section J

Section B.2 – Governance and Management

a. Board of Trustees

Selection Process and Terms of Office

The DC Scholars PCS Board of Trustees will consist of business, non-profit, education and community leaders (including at least two parents of enrolled students) who are dedicated to giving our scholars the high-quality education they need to succeed in high school and college and become lifelong learners and tomorrow's leaders. The Board will be selected for their proven dedication to the Scholar Academies' mission of closing the achievement gap for low-income, minority students.

We will be looking for Board members who have the following qualities:

1. A deep belief that all Washington, DC students, when placed in a high-quality, well-structured learning environment, can succeed.
2. Commitment to the DC Scholars PCS mission.
3. The time, ability and willingness to work on behalf of the school to meet its goals and ensure the schools success.
4. A set of personal and professional skills or qualities that benefits the Board of Trustee composition in order to ensure a comprehensive range of skills.
5. The ability, expertise or wherewithal to dig into the details of the schools management from both an operational, fiscal and academic perspective.

Trustee candidates will be presented to the Board by the Chair of the Nominating Committee for approval or rejection. To ensure Board effectiveness and continuity, board members will be able to serve up to a maximum of two consecutive three year terms with a one-year break before considering re-nomination for a third term.

A selection of the DC Scholars PCS Founding Group members will determine amongst themselves who of the original group will serve as the initial Board of Trustees. Additionally, the Founding Group and the Managing Director will work with Charter Board Partners, a nonprofit organization dedicated to promoting and supporting strong governance in Washington, D.C.'s public charter schools in ways that drive improved

student achievement. This partnership will allow DC Scholars PCS to identify and recruit additional qualified community members to join its first Board. See Section L for letter of support from Charter Board Partners. When the newly elected Board meets for the first time, the full authority granted to the founders in the charter will be transferred to the Board.

Parent Involvement on Board of Trustees

The DC Scholars PCS Board of Trustees will select a minimum of two parent representatives to the Board. One representative will be the Chair of the Parent Action Committee (PAC). PAC elections will be held in June of each year. Officers will consist of one Chair, one Vice-Chair, one Secretary and one Treasurer. Each officer will serve a one-year term. The Chair will also serve a concurrent one-year term on the Board of Trustees and will be replaced the following year by the newly elected PAC Chair. This will allow for parent input into the selection of one of their Board representatives.

A minimum of a second parent representative, who is not required to also serve on the PAC, will be elected to the Board of Trustees following the school's opening through the regular Board nomination process. This representative will serve a regular Board term.

The two parent representatives will be responsible for ensuring the parent voice is represented at the Board level, bringing parental and community concerns/ideas to the Board, reporting on PAC dealings and assisting in the communication of Board decisions to parents.

All parents will be invited to attend DC Scholars PCS Board meetings.

Board Composition, Roles and Responsibilities

The Board of Trustees will consist of thirteen (and not to exceed fifteen) members, at least 51%of whom will be residents of DC. The primary responsibility of the DC Scholars PCS Board of Trustees is to govern the organization in a manner responsive to the needs of its students, employees and the community, and to ensure that DC Scholars PCS has the financial resources required to fulfill its mission. The DC Scholars PCS Board of Trustees will ensure that the school's vision is carried out and that the school's practices align with that mission. The Board will have oversight of crucial school matters including, but not limited to, strategic planning, goal setting, curriculum strategy, school standards, facility strategy, annual budget, human resources initiatives, and school culture.

The Board is therefore directly responsible for:

- Setting strategic vision and determining overall policies and specific long term goals and objectives.
- Collaborating with the School Director to develop a strategic plan to drive the school's mission.
- Ensuring that the school has the financial resources to achieve those agreed-upon goals.
- Utilizing Board members' sphere of influence and expertise to generate the required financial resources and representing the school to the community at large.
- Overseeing the proper handling of funds and designating depositories for school funds.
- Ensuring the legal and ethical integrity of the school and maintaining accountability.
- Identifying and recruiting prospective Board members who share a commitment to achieving the school's mission and who are willing to accept the serious responsibilities of Board membership.
- Evaluating school's progress based on accountability measures.
- Ensuring concerns of parents are addressed.
- Hiring, evaluating and possibly terminating the management company.
- Hiring and evaluating the School Director.

The Board will have final approval power over:

- Annual school calendar

- Curriculum and materials
- Appointing and dismissal of school leaders
- Compensation and benefit policies and practices
- Annual budget
- Purchase/sale of land or lease agreement
- Location of school facility
- Creation or increase in indebtedness
- Contracts
- Hiring and dismissal plans
- Graduation and promotion standards

Executive Decisions

The Board of Trustees will be responsible for appointing a School Director who will maintain responsibility for the day-to-day operations of the school, student performance, parent satisfaction and school culture.

In addition to ensuring compliance with the charter school law, the board will also exercise its governance role through the following standing committees:

Executive Committee:

The Executive Committee will have the authority to act on behalf of the entire Board of Trustees when board oversight is required between board meetings. The Executive Committee will have oversight over issues of student discipline, academic and parent complaints. The Executive Committee will have the responsibility to review school policy and programs and conduct the School Director's annual review.

Finance & Audit Committee:

The Finance and Audit Committee will review financial documents and policies and, in conjunction with the Scholar Academies Business Administrator, supervise the school's annual audit.

Development Committee:

The Development Committee will be responsible for ensuring that the school's fundraising goals are being met. The Development Committee will work closely with the Scholar Academies development team to plan fundraising events and initiatives.

Curriculum and School Performance Committee:

The Curriculum and School Performance Committee will work with the school's leadership to review and approve curriculum for each school year. Additionally, the Committee will review annual goals and monitor progress throughout each school year.

Nominating and Board Effectiveness Committee:

The Nominating and Board Effectiveness Committee will be responsible for recruiting and recommending new members to the Board and it will be responsible for ensuring that Board effectiveness is optimized.

In addition to the above-detailed standing Committees, the Board of Trustees may create ad hoc committees to work on certain projects such as facilities planning or expansion planning.

Decision-Making

Section B.1: Planning and Establishment

a. Profile of Founding Group

The DC Scholars PCS Founding Group brings a strong mix of education, community, business and non-profit leadership to its plan to open a high-performing charter school in the southeast region of Washington, DC. The DC Scholars PCS Founding Group is comprised of the following members:

• Caroline John	Principal, *DC Scholars Stanton Elementary School*
• Lars Beck	Founder and Executive Director, *Scholar Academies*
• Winston J. Churchill	Managing General Partner, *SCP Partners*; Chair, *Scholar Academies*
• Roger Zuckerman	Partner, *Zuckerman Spaeder, LLP*
• Jacque Patterson	Managing Director, *Federal City Council*; President, *Ward 8 Democrats*
• Mieka Wick	Executive Director, *CityBridge Foundation*
• Beth Rabbitt	Former Associate Partner, *NewSchools Venture Fund*; Trustee, *Scholar Academies*
• James Lovett	Corporate Senior Vice President, General Counsel and Secretary, *Covance, Inc.*; and Trustee, *Scholar Academies*

Resumes are attached in Section G and brief bios of the individual Founding Group members are as follows:

Caroline John, ***Principal, DC Scholars Stanton Elementary Schools, Ward 8***

Caroline John is the current Principal of DC Scholars Stanton Elementary School (400 students, grades PS – 5) (DCSS), a Scholar Academies' DCPS Partnership school in Ward 8. She has been leading education efforts to close the achievement gap in Washington, DC and Atlanta for thirteen years. Prior to joining Scholar Academies and DCSS, Ms. John was the Founding Principal of Excel Academy Public Charter School (200 students, grades PS – 2), a charter school in Washington, DC's Ward 8. In preparation for opening Excel Academy PCS, she attended Building Excellent Schools leadership training in the fall of 2007. During the school's first year, she also worked under the mentorship of Yutaka Tamura, former Executive Director of Excel Academy (Boston) and now Chief Operating Officer for Teacher University.

Additionally, Ms. John was a Founding Literacy Teacher and Fifth Grade Level Chair at KIPP DC: AIM Academy. During her time there, she received the Kimsey Award for Excellence in Teaching. Ms. John was an active member of the Washington, DC Teach for America corps and was nominated for the program's *Sue Lehman Award for Excellence in Teaching* award while teaching 6th and 7th grade at P.R. Harris Educational Center in Southeast, Washington. While in Atlanta, prior to moving to Washington, DC, Ms. John was a founding team member of the Atlanta Breakthrough Collaborative and spent four years in a variety of capacities with the start-up non-profit organization. Ms. John holds a Bachelor of Arts in English from Georgetown University and a Master of Arts in Teaching from American University.

Ms. John brings extensive academic and charter school management experience to the DC Scholars PCS Founding Group. She has a proven track record of success in founding and leading public charter schools in DC. She also has nearly ten years of teaching, teaching leadership and school leadership experience in gap-closing classrooms and schools in the city's Southeast Region, the target area for DC Scholars PCS. As the Founding Principal of a charter school serving students beginning in preschool, she contributes knowledge and understanding of early childhood education.

Lars Beck, ***Executive Director, Scholar Academies***

Mr. Beck is the founding Executive Director of Scholar Academies, a non-profit 501-(c)-3 school management organization that exists to close the achievement gap in urban public education and currently operates two charter schools in Philadelphia and one District contract school in Washington, DC. Under his leadership, Scholar Academies provides its schools with services in the areas of academic support/management, school leadership supervision, financial management, facilities management, human capital strategy and talent recruitment, compliance and reporting, fundraising support and overall school operations.

Prior to his role with Scholar Academies, Mr. Beck led the Young Scholars Charter School (Young Scholars CS) since 2003. Initially, he worked with the Young Scholars CS Board on expansion efforts and, in February of 2005, he was asked to serve as the school's Chief Executive

Officer. Mr. Beck took over the CEO position at Young Scholars CS during a time when the school was wading through crisis. Mr. Beck directed the efforts that turned Young Scholars CS around from a moderately successful academic program to the highest performing charter middle school in Philadelphia for the past two years. These programmatic changes became the foundation of the Scholar Academies whole school approach now in full operation at all three Scholar Academies' schools and planned for use at DC Scholars PCS.

Mr. Beck is a non-traditional leader in the education sector who came to the field from the business world and has more than 15 years of experience in management and marketing of both non-profit and for-profit companies, including founding the Boulder, Colorado chapter of Stand Up For Kids, a national non-profit. Mr. Beck has a B.A. from Duke University.

Mr. Beck brings to the DC Scholars PCS Founding Group demonstrated experience operating and leading high-performing charter schools in Philadelphia and in Washington, DC. This includes successfully handling Young Scholars' $17m facility relocation between SY08-09 and 09-10 and turning around and leading the highest performing middle school in Philadelphia.

Winston J. Churchill, Managing General Partner, SCP Partners

Winston J. Churchill, a prominent Philadelphia venture capitalist, is the founder and managing partner of SCP Partners. Headquartered in Wayne, PA, SCP manages over $1 billion in venture capital, largely public and union pension funds. Mr. Churchill has been managing general partner of SCP Partners since he founded it in 1996, and has over twenty-five years of experience in private equity investing. Mr. Churchill is a Director of Amkor Technology, Inc. (AMKR), Innovative Solutions & Support Inc. (ISSC), Cyalume Technologies Holdings (VTRQ), and he serves as Chairman of Biap Inc. He is also a director of several other private companies. From 1989 to 1993, he served as Chairman of the Finance Committee of the Pennsylvania Public School Employees' Retirement System. He was awarded a B.S. in Physics, summa cum laude, from Fordham University followed by a M.A. in Economics from Oxford University where he studied as a Rhodes Scholar, and a J.D. degree from Yale Law School.

Mr. Churchill's passion for education has been demonstrated through his involvement in a range of educational organizations. He is co-founder and following more than 20 years as Chairman, currently serves as Vice-Chairman of the Board of Trustees of the Gesu School which serves over 400 students in grades K-8 underprivileged children in North Philadelphia through a faith-based program. Lauded by Presidents Clinton and Bush, Gesu has had remarkable success in educating and placing its graduates in independent secondary schools in the Philadelphia area. He also established the Churchill Institute on Leadership and Development (CHILD) which works with individual parish schools to help them establish better governance and advancement programs through the development of strong boards of directors, and to run intensive programs for school leaders and staff on how to improve curriculum and placement and how to increase enrollment.

Mr. Churchill founded Young Scholars CS in 1999 and served as its Chairman for its first 11 years. He is the Founding Board Chair of Scholar Academies which provides management services to charter and other schools. In addition to its "flagship" Young Scholars Charter School, Scholar Academies currently provides such services to a formerly failing public elementary school that was charterized under the School District of Philadelphia's Renaissance Schools initiative; and it was awarded a contract to manage a poor performing public elementary school in the District of Columbia.

He is also a Trustee of Fordham University, Immaculata University, and American Friends of New College, Oxford, England. He is a former Trustee of Georgetown University during which time he served for many years on the Executive Committee; during his terms, he served on many other committees and subcommittees of the board, with a particular interest in matters related to Georgetown Medical Center

Mr. Churchill brings to the DC Scholars PCS Founding Group experience in founding successful schools which prepare low-income students to excel in the best high schools and colleges. He also brings extensive business, management and Board experience.

Roger Zuckerman, *Partner, Zuckerman Spaeder LLP*

Roger E. Zuckerman's practice is broad in scope and encompasses a range of litigation, both civil and criminal; major complex fraud and securities matters; international business transactions and customs disputes and investigations; attorney and accounting regulatory matters; health care; lender liability claims; defamation; commercial disputes; matters involving government procurement disputes and investigations; and forfeitures and related items. Mr. Zuckerman has served on the board of directors of a large corporation and has represented officers and directors in a variety of major disputes. He has also defended several significant homicide cases.

Mr. Zuckerman previously served as an Assistant U.S. Attorney for the District of Columbia, where he was Deputy and Acting Chief of the Appellate Section as the lead prosecutor in numerous jury trials. He was a principal prosecutor in two of the longest conspiracy prosecutions

brought in the District of Columbia to that point and was a recipient of the District of Columbia Assistant U.S. Attorneys Associate Outstanding Alumni Award.

Mr. Zuckerman brings to the DC Scholars PCS Founding Group significant legal experience and an intimate knowledge of the Washington, DC political and corporate landscape. In addition, Mr. Zuckerman has firsthand knowledge of the Ward 8 community as a former resident of Naylor Gardens and a former student of Stanton Elementary School.

Jacque Patterson, ***Managing Director, Federal City Council; President, Ward 8 Democrats***

Jacque Patterson currently serves as a Managing Director at the Federal City Council and the elected president of the Ward 8 Democrats. A resident of Ward 8, Mr. Patterson spent eight years in public service to his community as an Advisory Neighborhood Commissioner in Ward 8. During this time, Mr. Patterson's successes included the realization of a new Town Hall Arts and Recreation Campus (THEARC) and the installation of stop signs at high accident intersections. Through his ANC service, Mr. Patterson also became a voice for his neighbors by testifying before a variety of DC Government agencies.

Mr. Patterson has extensive experience working in the government of the District of Columbia. Selected as a Capital City Fellow by former Mayor Anthony A. Williams, Mr. Patterson has worked in the offices of the Deputy CFO of Tax & Revenue and the Department of Health. As Community Affairs Coordinator in the Executive Office of the Mayor, he worked to bring the concerns of DC residents to the mayor's attention. During this time, Mr. Patterson was chosen to participate in the Certified Public Managers program (co-sponsored by George Washington University), which trains government officials in the best practices of municipal governance. He also participated in the Sr. Executives in State and Local Government program at the John F. Kennedy School of Government at Harvard University. Prior to his work in government, Mr. Patterson served on active duty in the U.S. Air Force for almost 14 years.

Mr. Patterson's board service reflects a deep commitment to the education of DC students. An active member of the Board of Directors for KIPP DC and Higher Achievement, he is also a former founding Trustee of the Septima Clark Public Charter School for Boys. In his efforts to improve the quality of life for DC residents, Mr. Patterson has also served on several other boards and councils, including the Bicycle Advisory Council, the Historic Preservation Review Board, and the Board of Directors of the DC Housing Finance Agency for Affordable Housing. Mr. Patterson holds an undergraduate degree in Education from Southern Illinois University and a Masters of Public Administration from Central Michigan University. Currently, he is pursuing a doctorate at Northeastern University in Law & Policy.

Mr. Patterson brings to the DC Scholars PCS Founding Group a deep knowledge and understanding of the communities in Southeast DC, the region in which DC Scholars hopes to locate. Through both local and city-wide work, Mr. Patterson has proven himself as a leader in public service and a voice for the needs of DC residents. He brings a valuable knowledge of public policy, urban affairs, government operations, and finance, as well as extensive Board experience.

Mieka Wick, ***Executive Director, CityBridge Foundation***

Ms. Wick brings over thirteen years of philanthropic, policy, research and private sector experience to her role as Executive Director of CityBridge Foundation. She joined the Foundation in 2007 to build a practice of developing public-private partnerships in K-12 Education Reform in Washington, DC. That work, which remains a core focus of the Foundation, focuses on efforts to educate and engage other local philanthropists in DC's education landscape. By giving philanthropists and business leaders direct interactions with the public school system, the charter schools and other local reform efforts, CityBridge aims to build a team of local stewards in support of long-term, sustainable education reform in the District.

Ms. Wick's prior experience includes three years at New Profit Inc., a Boston-based venture philanthropy fund, where she served as Investor Relations Manager, and two years as a consultant to Massachusetts' Commissioner of Education David Driscoll on teacher quality legislation for the State of Massachusetts. She began her career in education working with Professor Howard Gardner at Harvard's Graduate School of Education. After completing her MBA, she spent two years at Reebok International working on the merger of the Reebok brand with The Adidas Group. Ms. Wick holds a BA from Brown University and an MBA from Babson University. She is a Founding Board Member of DC School Reform Now and is a Member-at-Large of the Executive Board of the National Cathedral School for Girls Alumnae Association.

Ms. Wick brings to the DC Scholars PCS Founding Board extensive experience in fundraising, relationship building and leadership within the DC education community.

Beth Rabbitt, Former Associate Partner, *NewSchools Venture Fund;* Trustee, *Scholar Academies*

Beth ("Carolyn Elizabeth") Rabbitt is a doctoral student at the Harvard Graduate School of Education, where she is pursuing her Doctorate in Education Leadership. Prior to starting at Harvard, she was an Associate Partner at NewSchools Venture Fund, a national, nonprofit venture philanthropy firm that seeks to transform K-12 public education by identifying, investing philanthropic capital in, and supporting promising educational entrepreneurs. At NewSchools, she led strategy development and diligence on multi-million dollar grants and investments in a range of nonprofit and for-profit educational organizations (including school systems, technologies, real estate firms, and other support programs) and worked closely with entrepreneurs and Boards to develop plans for and launch of new education businesses and nonprofits. Beth also directed the design, development, and management of a web-based data analysis and benchmarking tool used by school management organizations, philanthropists, and education researchers.

Beth is a trustee of Scholar Academies and an appointed board member for Wheelworks Multisport, a Boston-based triathlon team. She graduated cum laude from Dartmouth with an AB in Psychological and Brain Sciences.

Ms. Rabbitt brings to the DC Scholars PCS Founding Board an expertise in data analysis and in the funding and founding of educational institutions.

James Lovett, *Corporate Senior Vice President, General Counsel & Secretary, Covance Inc.*

Mr. Lovett is Corporate Senior Vice President, General Counsel & Secretary of Covance Inc. (NYSE: CVD). At Covance, Mr. Lovett is responsible for legal affairs worldwide, as well as corporate government affairs and security. He serves on Covance's Executive Committee and is Corporate Secretary. In addition to his legal responsibilities, Mr. Lovett has business P&L responsibility for Nutritional Chemistry & Food Safety Services since 2008 and Covance Market Access Services since late 2010. Mr. Lovett also serves at Covance's designation on the Board of Directors of BioClinica Inc. (Nasdaq: BIOC).

Prior to joining Covance in 2001, Mr. Lovett was Associate General Counsel and Assistant Secretary of FMC Corporation, a Fortune 500 manufacturer of machinery and chemicals for industry and agriculture. Before FMC, Mr. Lovett was a partner at McDermott, Will & Emery, in Chicago, Illinois. Mr. Lovett's background includes a J.D. *cum laude* from Harvard Law School and a B.A. in history from Northwestern University.

Mr. Lovett currently serves on the Board of Trustees of Scholar Academies and chairs its Development and Public Outreach Committee. Mr. Lovett also chairs the Legal and Government Affairs Committee of the Association of Clinical Research Organizations in Washington, DC. In the recent past, Mr. Lovett served as the Chairman of the Young Scholars CS Board of Trustees and the Board of Trustees of the Pennsylvania Society for Biomedical Research, as well as on the Board of Directors of the National Association for Biomedical Research.

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The members of the DC Scholars PCS Founding Group are intimately familiar with managing high-performing schools that serve low-income, minority communities. In forming the founding group, long-standing members of the previously existing Scholar Academies' Board of Trustees were selected. These Trustees have extensive experience with running high-performing schools and have the foundational knowledge and commitment to successfully extend our reach to additional students. The Founding Group then sought to include additional local perspectives in order to ensure that our model best meets the needs of DC students and their community. These additional local perspectives include Ms. Wick and Mr. Patterson. Ms. John was able to serve as the bridge between the existing model and the new plans for DC with her deep understanding of the local educational needs as well as her strong institutional knowledge of Scholar Academies. To involve teacher perspectives in the founding process, she solicited feedback and insight about the proposed DC Scholars PCS academic framework from teacher leaders at each of the Scholar Academies' campuses. See Letters of Support from current Scholar Academies teachers in Section L that detail their positive experience at Scholar Academies and their support for the model.

Members of the Founding Group have also reached out and will continue to build relationships with local community groups (see sectionA) and will continue to seek community input as the planning process progresses. Specifically, Mr. Patterson has engaged the ANC 8D and the Woodland Terrace Community Council in developing the plan for DC Scholars PCS.

Through the operation of its three schools, particularly the Young Scholars Charter School ("Young Scholars CS"), its flagship school, the Founding Group has experience with meeting the needs of parents and has refined its approach to engaging parents at a high level. At Scholar Academies flagship school, Young Scholars CS, 96% of parents are satisfied with the school's commitment to them and their child. As the planning process progresses, we will engage parents at DC Scholars Stanton to receive further input about steps we should take in planning for the new school and will look forward to the formation of the school's Parent Action Committee (PAC), as described in later in this section.

Additional Founding Group Members:

Scholar Academies is currently in the process of hiring a DC Founding Director of Scholar Academies to manage the business operations of Scholar Academies in DC. This Founding Director, along with the current members of the Founding Board, will be tasked with the work of recruiting additional members to the Founding Group. Additional members with expertise in the following areas will be recruited: facilities, community involvement and special education.

Partnerships:

The DC Scholars PCS Founding Board has partnered with the following organizations to ensure the school's successful founding and establishment within the community:

- **DC School Reform NOW** provides the resource of its extensive knowledge of the local education scene and is supporting us to develop our community engagement plan.
- **CityBridge Foundation** has funded the expansion of Scholar Academies' presence in DC and is helping us establish and strengthen our connections within the DC community.
- **Scholar Academies** provides us with its academic program model and operational support as well as the benefit of having operated a school in DC.

Entity Submitting Application:

DC Scholars PCS
The Watergate Building
600 New Hampshire Avenue, NW
Washington, DC

b. Planning Process

Overview

Scholar Academies exists to close the achievement gap that plagues public education. The organization has a proven track record for driving student achievement for low-income, minority students and for reframing these students' expectations to include college. Scholar Academies currently operates two schools in Philadelphia and one in Washington, DC.

In the spring of 2010, Scholar Academies successfully completed a DCPS Partnership application and was matched with Stanton Elementary School in Ward 8. Scholar Academies opened DC Scholars Stanton Elementary (DCSS) in the fall of 2010.

Scholar Academies' experience at Stanton over the past 6 months was the catalyst for putting together a group to found DC Scholars PCS. With time on the ground in Ward 8, the DC Scholars PCS team has learned in more complete and accurate detail the extent of the need of students in this community. The students at DC Scholars Stanton are well below grade level even by the time they enter the 2nd grade. Students are struggling with emotional support issues and severe frustration around the inability to complete the work that is presented to them. Therefore, we believe that we must work to close the achievement gap before it even starts: through the founding of a school in which students will be entrenched in the Scholar Academies model from the start of their education. DC Scholars PCS will establish high expectations for every

student from day one and we will utilize data to ensure that each student's needs are being met. Instead of playing catch-up, we will be driving our students ahead on the path to college.

Founding Group Formation

To build the foundation for the founding of DC Scholars PCS, the leadership at Scholar Academies compiled a Founding Group which consists of members with extensive prior experience within its management organization coupled with local individuals who have a deep understanding of what it takes to operate high-performing urban schools and represent the interest of the local DC community. In compiling this group, we looked for people who had strength in making connections as well as an understanding of the application of our whole school model. All of these individuals are highly committed to expanding student access to the quality education that the Scholar Academies model provides. Each individual brings his or her own area of skill and expertise including, but not limited to: academics, legal, data analysis, business and management, board governance, fundraising and community relations.

Parent, Teacher and Community Member Involvement

Scholar Academies' flagship campus, Young Scholars Charter School (Young Scholars CS), has been educating the underserved population of Philadelphia's students since it was founded in 1999. Over the past 10 years, Young Scholars CS has worked closely with our families to make tweaks and adjustments to the way that Young Scholars engages families. It was a learning process and took some time, but now Young Scholars CS has 85% parent engagement, as defined by attendance at parent-teacher conferences.

The school has hosted regular parent and community feedback sessions with parents to gain buy-in on the program as well as to address comments and questions from families on the school's approach. When Mr. Beck took over the school in 2003, these sessions had more than 80% attendance and led to a significant commitment from the school's parent and family population to the new school model.

Additionally, the Parent Action Committee (PAC) at Young Scholars (discussed in further detail later in this application) was engaged in the writing and development of parent communication and student and family handbooks. The outcome of this process led to more user-friendly materials that directly meet the needs of our parents and led to more fidelity and higher usage of materials provided by the school.

DC Scholars PCS will execute the same model designed at and successfully running at Young Scholars CS and will use it to actively engage families and communities in the school community. Parents and family members at DC Scholars PCS will have the opportunity to provide input, insight and feedback to the school leadership through the PAC. The PAC will be comprised of a group of dedicated parents who are committed to driving initiatives forward that both benefit the outcomes of student achievement as well as strengthen the connection between home and school. The PAC will be open membership and will have a set of officers who will set direction and work with the committee as a whole to meet their objectives.

Excellent teachers are central to the ability of DC Scholars PCS to achieve its mission and goals. So, too, is the ability for teachers to exercise their skills and abilities. The school-created curriculum, along with teacher committees for curriculum and culture, will allow teachers to continue to provide their input into what and how our students are taught. In the planning process, teacher leaders from each of our existing campuses were consulted about the planned curriculum and academic design for DC Scholars PCS.

The school will partner with the community at large to ensure that the DC Scholars PCS is fulfilling its duties as a community citizen. Additionally, community resources and wrap-around services such as after school programming, counseling and mental health services and other community driven initiatives that can benefit our students and families will be pursued for partnership. The community will have an open forum to provide ideas, address concerns and work closely with the school to become a central component of the community's educational focus.

During the Founding Group's time preparing to submit this application, we have met with a number of the high-performing charter operators in Washington, DC including E.L. Haynes, KIPP DC and DC Prep. Based on our conversations and our knowledge and exposure to the approach at these schools, we know that we are aligned with what has proven to work in DC and are pursuing this application in order to benefit the children of Washington, DC's most underserved communities.

School Management Organization

The DC Scholars PCS Founding Group will engage Scholar Academies to manage and support the school. Scholar Academies is a non-profit, school management organization that exists to close the achievement gap. It currently operates two Young Scholars Charter Schools in Philadelphia and one DC Scholars school in Washington, DC.

DC Scholars PCS, through its affiliation with Scholar Academies, brings a proven track record of successfully implementing its school-wide model at its flagship school, Young Scholars Charter School, the highest performing charter middle school in Philadelphia (SY2008-2009 and 2009-2010). Additionally, in the fall of 2010, Scholar Academies rolled out its whole school model in the successful opening of two District turnaround schools, Young Scholars Frederick Douglass Charter School in Philadelphia and DC Scholars Stanton Elementary in Ward 8, Washington, DC. Scholar Academies' experience in Ward 8 -provides the Founding Group a solid grounding in the community on which to build.

In addition to this prior involvement in DC, Scholar Academies has provided DC Scholars PCS with a well-established and successful whole school model on which to design the new school. Numerous well-respected education groups including SchoolWorks and the CityBridge Foundation as well as multiple school Districts, DC Public Schools and the School District of Philadelphia have vetted, approved and/or supported the charter management organization and its model.

c. Corporate Structure and Nonprofit Status of the School

Scholar Academies is working with its legal representation at Morgan, Lewis & Bockius to successfully incorporate DC Scholars PCS as its own entity in Washington, DC. Morgan, Lewis will continue to work with DC Scholars PCS to ensure the successful completion of tax-exempt status. The incorporation is likely to be complete by February 15, 2011. Once the charter is approved and the organization incorporated, legal representation will shift to Zuckerman Spaeder, which has agreed to provide pro-bono legal support.

Additionally, the DC Scholars PCS Founding Group and Scholar Academies will work with Morgan Lewis & Bockius to complete articles of incorporation and develop bylaws by June 30, 2011. Sample bylaws are attached in Section J

Section B.2 – Governance and Management

a. Board of Trustees

Selection Process and Terms of Office

The DC Scholars PCS Board of Trustees will consist of business, non-profit, education and community leaders (including at least two parents of enrolled students) who are dedicated to giving our scholars the high-quality education they need to succeed in high school and college and become lifelong learners and tomorrow's leaders. The Board will be selected for their proven dedication to the Scholar Academies' mission of closing the achievement gap for low-income, minority students.

We will be looking for Board members who have the following qualities:

1. A deep belief that all Washington, DC students, when placed in a high-quality, well-structured learning environment, can succeed.
2. Commitment to the DC Scholars PCS mission.
3. The time, ability and willingness to work on behalf of the school to meet its goals and ensure the schools success.
4. A set of personal and professional skills or qualities that benefits the Board of Trustee composition in order to ensure a comprehensive range of skills.
5. The ability, expertise or wherewithal to dig into the details of the schools management from both an operational, fiscal and academic perspective.

Trustee candidates will be presented to the Board by the Chair of the Nominating Committee for approval or rejection. To ensure Board effectiveness and continuity, board members will be able to serve up to a maximum of two consecutive three year terms with a one-year break before considering re-nomination for a third term.

A selection of the DC Scholars PCS Founding Group members will determine amongst themselves who of the original group will serve as the initial Board of Trustees. Additionally, the Founding Group and the Managing Director will work with Charter Board Partners, a nonprofit organization dedicated to promoting and supporting strong governance in Washington, D.C.'s public charter schools in ways that drive improved

student achievement. This partnership will allow DC Scholars PCS to identify and recruit additional qualified community members to join its first Board. See Section L for letter of support from Charter Board Partners. When the newly elected Board meets for the first time, the full authority granted to the founders in the charter will be transferred to the Board.

Parent Involvement on Board of Trustees

The DC Scholars PCS Board of Trustees will select a minimum of two parent representatives to the Board. One representative will be the Chair of the Parent Action Committee (PAC). PAC elections will be held in June of each year. Officers will consist of one Chair, one Vice-Chair, one Secretary and one Treasurer. Each officer will serve a one-year term. The Chair will also serve a concurrent one-year term on the Board of Trustees and will be replaced the following year by the newly elected PAC Chair. This will allow for parent input into the selection of one of their Board representatives.

A minimum of a second parent representative, who is not required to also serve on the PAC, will be elected to the Board of Trustees following the school's opening through the regular Board nomination process. This representative will serve a regular Board term.

The two parent representatives will be responsible for ensuring the parent voice is represented at the Board level, bringing parental and community concerns/ideas to the Board, reporting on PAC dealings and assisting in the communication of Board decisions to parents.

All parents will be invited to attend DC Scholars PCS Board meetings.

Board Composition, Roles and Responsibilities

The Board of Trustees will consist of thirteen (and not to exceed fifteen) members, at least 51%of whom will be residents of DC. The primary responsibility of the DC Scholars PCS Board of Trustees is to govern the organization in a manner responsive to the needs of its students, employees and the community, and to ensure that DC Scholars PCS has the financial resources required to fulfill its mission. The DC Scholars PCS Board of Trustees will ensure that the school's vision is carried out and that the school's practices align with that mission. The Board will have oversight of crucial school matters including, but not limited to, strategic planning, goal setting, curriculum strategy, school standards, facility strategy, annual budget, human resources initiatives, and school culture.

The Board is therefore directly responsible for:

- Setting strategic vision and determining overall policies and specific long term goals and objectives.
- Collaborating with the School Director to develop a strategic plan to drive the school's mission.
- Ensuring that the school has the financial resources to achieve those agreed-upon goals.
- Utilizing Board members' sphere of influence and expertise to generate the required financial resources and representing the school to the community at large.
- Overseeing the proper handling of funds and designating depositories for school funds.
- Ensuring the legal and ethical integrity of the school and maintaining accountability.
- Identifying and recruiting prospective Board members who share a commitment to achieving the school's mission and who are willing to accept the serious responsibilities of Board membership.
- Evaluating school's progress based on accountability measures.
- Ensuring concerns of parents are addressed.
- Hiring, evaluating and possibly terminating the management company.
- Hiring and evaluating the School Director.

The Board will have final approval power over:

- Annual school calendar

- Curriculum and materials
- Appointing and dismissal of school leaders
- Compensation and benefit policies and practices
- Annual budget
- Purchase/sale of land or lease agreement
- Location of school facility
- Creation or increase in indebtedness
- Contracts
- Hiring and dismissal plans
- Graduation and promotion standards

Executive Decisions

The Board of Trustees will be responsible for appointing a School Director who will maintain responsibility for the day-to-day operations of the school, student performance, parent satisfaction and school culture.

In addition to ensuring compliance with the charter school law, the board will also exercise its governance role through the following standing committees:

Executive Committee:

The Executive Committee will have the authority to act on behalf of the entire Board of Trustees when board oversight is required between board meetings. The Executive Committee will have oversight over issues of student discipline, academic and parent complaints. The Executive Committee will have the responsibility to review school policy and programs and conduct the School Director's annual review.

Finance & Audit Committee:

The Finance and Audit Committee will review financial documents and policies and, in conjunction with the Scholar Academies Business Administrator, supervise the school's annual audit.

Development Committee:

The Development Committee will be responsible for ensuring that the school's fundraising goals are being met. The Development Committee will work closely with the Scholar Academies development team to plan fundraising events and initiatives.

Curriculum and School Performance Committee:

The Curriculum and School Performance Committee will work with the school's leadership to review and approve curriculum for each school year. Additionally, the Committee will review annual goals and monitor progress throughout each school year.

Nominating and Board Effectiveness Committee:

The Nominating and Board Effectiveness Committee will be responsible for recruiting and recommending new members to the Board and it will be responsible for ensuring that Board effectiveness is optimized.

In addition to the above-detailed standing Committees, the Board of Trustees may create ad hoc committees to work on certain projects such as facilities planning or expansion planning.

Decision-Making

The DC Scholars PCS Board of Trustees will be responsible for creating and implementing a long-term strategic plan that will detail measurable goals for the school that meet and align with the DC Scholars PCS mission, goals and organization objectives. The School Director will be accountable for ensuring the execution of the strategic plan and will provide the Board with full reports of the School's accomplishments of the strategic plan at each Board Meeting.

The Board will operate via a committee structure, where committees will be tasked with critical functions that pertain to the school's effective operation. At the committee level, research will be conducted and recommendations made to the entire Board of Trustees for final ratification.

Monitoring of Student Performance, Strategic Direction and Succession Planning

The Board of Trustees will be responsible for monitoring student performance through the review of monthly updates with summary data on mission-specific goals. This data will include information on high school placement and mastery targets, as well as relevant lead indicators and recently completed assessments. Five of these monthly updates will be presented during the Board meetings and five of them will be presented between Board meetings.

If, after review of these data reports, Board members do not see the growth that they expect, they will initiate intervention conversations with the School Director. During these conversations, the Board will discuss next steps and establish specific outcomes that need to be met.

Succession planning will involve the incubation of new board members through committee development and growth. Non-voting members will be added to committees in order to prepare them for transition onto the Board of Trustees in the future. Through committee roles, Trustees will have the opportunity to demonstrate and express leadership interest which may lead to officer-ship in the future.

The Board of Trustees will work in concert with Scholar Academies to identify a pipeline of potential school-leaders. During year-end formal evaluations, interest in school leadership opportunities will be a topic of discussion. The results of which will be reported to the Board for further discussion and evaluation.

Relationship with school leadership, staff and parents

The Board of Trustees will be active members of the DC Scholars PCS school community. The Board will meet throughout the year to review the school's progress and have the opportunity to engage with both parents and students in the school setting.

The Board will have the following relationship with the school administration:

1. Approve the school's mission and vision and review management's performance in achieving it.
2. Annually assess the school's environment and approve the strategic plan developed in collaboration with the Scholar Academies
3. Annually review and approve the school's financial plan, including long-term financial goals.
4. Review and approve major policies.
5. Select, advise, monitor, support, reward and when necessary make changes to the leadership of the school
6. Annually approve the performance review of the School Director
7. Review the school's performance and analyze the degree to which the results meet the annual and long-term goals, mission, and vision of the school as established by the Board.
8. Provide candid and constructive criticism, advice, and comments to school leadership.

Through the two parent Board representatives, and especially the PAC Chair, the Board will hear regular feedback from the parent perspective and be able to address needs and concerns when applicable.

Trustees will have the opportunity to participate in school-wide trips and incentive programs as well as fundraising events where they will have the chance to engage directly with students.

Additionally, formal grievance policies will be created for both staff and parents; the Board will be the ultimate reviewer of these.

See Section J for Trustee job description and individual responsibilities.

b. Rules and Policies

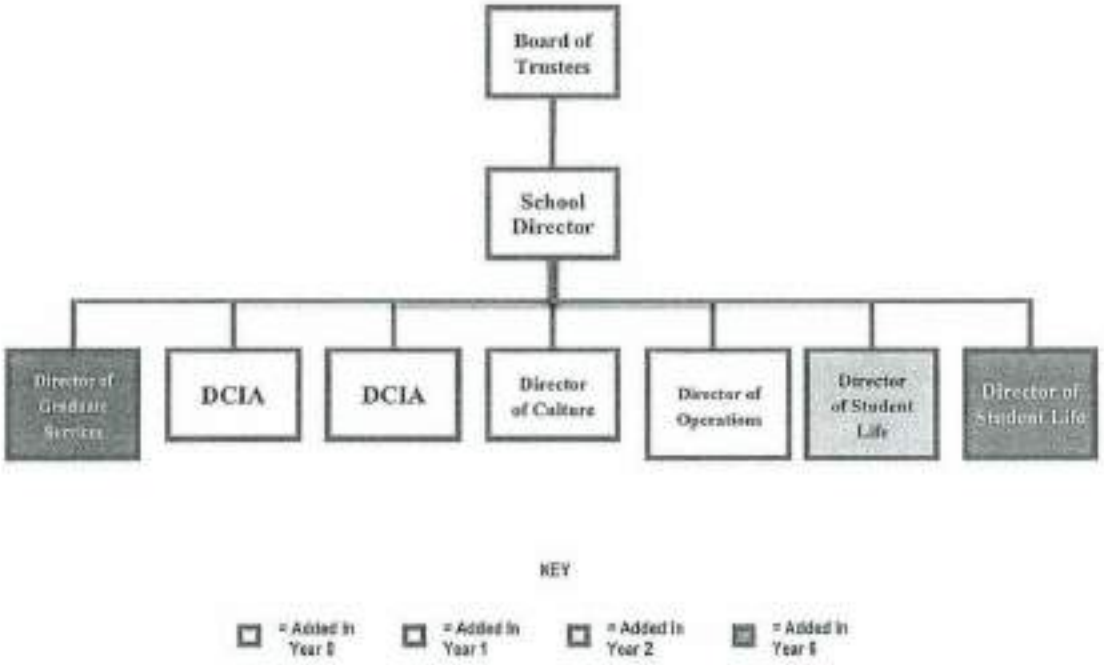
These policies will be developed in conjunction with the newly convened Board of Trustees during the charter school planning period. The DC Scholars PCS Founding Group believes strongly that the founding members of the Board of Trustees should play a key role in designing the governance strategy and practices. The Board will be responsible for establishing policies and practices related to financial management, the personnel program, student discipline including serious infractions, and other areas mandated by the District of Columbia or applicable laws.

These responsibilities will be further detailed in the Board Manual to be developed during the planning year. The Founding Group will appoint an ad-hoc Board Manual committee to begin drafting the Manual in the Spring of 2011. Counsel from Zuckerman Spaeder will review the manual draft, to be completed by January 2012, and it will then be submitted to the Board for a full vote. The Manual will include rules and policies concerning: legal documents, strategic plans, finance and resource development, community relations and human resources and personnel.

c. Administrative Structure

Overview:

Below is an organizational chart depicting the school administration upon full enrollment at DC Scholars PCS. More details on the staffing plan can be found in Section C.



One of the key services provided to DC Scholars PCS through its planned management contract with Scholar Academies is financial management and services. This will account for all accounting, budgeting, cash-flow management and access to and management of lines of credit, if necessary.

The following outlines the roles and responsibilities of each member of the leadership team:

School Director—The School Director serves as the school's principal and sets the school's vision and then works with the leadership team and staff to execute that vision. The School Director is ultimately responsible for the school's operation and the overall achievement levels of the school's students.

Director of Curriculum, Instruction and Assessment—The DCIA acts as the de facto assistant principal of instruction and is directly responsible for holding the teaching staff accountable to the DC Scholars PCS Instructional Standards. Additionally, the DCIA oversees all curriculum and assessment development and delivery and ensures that the school is on track to meet its student achievement goals. The DCIA is also responsible for making recommendations to the School Director when programmatic changes related to instructional delivery, curriculum resources or assessment protocols are needed.

Director of Culture—The DOC acts as the de facto assistant principal of culture and is directly responsible for the overall culture and climate of the school's learning environment. This includes the execution of the school's behavior management systems, the delivery and use of the school's discipline code and policies and the development and delivery of a comprehensive character and community building program utilizing the Scholar Academies framework.

Director of Operations—The Director of Operations is responsible for the roll-out and successful implementation of all non-academic programs including enrollment, registration, facility, student recruitment, attendance collection and reporting, and state and city reporting and compliance.

Director of Student Life—The Director of Student Life is primarily responsible for the placement of DC Scholars PCS students into college preparatory high schools. This will include regular communication with students, families and potential placement schools to make sure that each student is set up to succeed in the appropriate school for his or her needs and interests. Additionally, the Director of Student Life will oversee all after-school programming for both the elementary and middle School students.

Director of Graduate Services – The Director of Graduate Services will support the DC Scholars PCS students as they leave us and move on to high school and college. This individual will ensure that DC Scholars PCS is tracking students' placement and movement from school to school as well as ensuring a continued open line of communication between DC Scholars PCS and our graduates.

Student, Family and Teacher Involvement in Decision-Making

Representatives from the parent community will have a minimum of two seats on the Board of Trustees to participate in the high-level decision making that drives the school forward.

Students, families and teachers will all have the opportunity to provide feedback and weigh in on critical decisions affecting the school community in the following ways:

Students:

Survey—A student survey will be given to students in 4th through 8th grades. Students in these grades are cognitively prepared to give meaningful and productive feedback. DC Scholars PCS students will complete two surveys: one mid-year and one at the end of the school year. Students will have an opportunity to weigh in on important school matters as well as provide candid feedback on their general satisfaction with the school.

Student Council—Students in 4th through 8th grades will participate in Student Council. Each homeroom will elect a Student Council representative. These representatives will meet to elect officers to serve as the Council's leadership. There will be one faculty liaison assigned to the group who will support the decision making process. The mission of the Student Council will be to work in partnership with the school leaders and staff to make positive changes or launch programs that positively benefit the student body. For example, if the school were to hold an internal fundraiser to support the recovery from a natural disaster, this would be run through the Student Council.

Written feedback—students will be encouraged to document their thoughts, feelings and opinions about the school and provide them to teachers or school administrators. It will be important that students learn to communicate their feelings, both positive and negative, in constructive ways.

Families:

Survey—DC Scholar PCS families will have the opportunity to provide direct feedback and input into improvement of the school's program via an annual survey given at the end of year.

Parent Action Committee & Board of Trustee Meetings—Parents are invited and encouraged to attend both Parent Action Committee meetings and Board of Trustee meetings in order to share their thoughts and feedback on the schools operation. These meetings will also be ideal times for parents to comment and provide insight into any impending changes that will impact the school community.

Teachers:

Survey—Teachers will be asked to respond to a quarterly survey. This survey will help inform the support that the leadership will provide to best meet the needs of the faculty.

Committees—When the school community hits an obstacle that requires greater investment and thought-partnering to address, the School leader will convene a voluntary teacher committee to brainstorm and present solutions to the leadership team.

Professional Learning Communities—Teachers and staff will participate in bi-monthly Professional Learning Communities, where issues affecting the school community as a whole, or specific grade cohorts, will be addressed and where all staff members will be encouraged to brainstorm and provide feedback.

d. School Management Contracts

i. Description of Proposed Contract:

DC Scholars PCS will be entering into a management contract with Scholar Academies, a non-profit school management organization currently operating three schools—two in Philadelphia and one in Washington, DC. Scholar Academies the Contractor will provide management operations and instructional program consulting services to DC Scholars Charter School.

Scholar Academies will be responsible for providing the overall academic program and tools to execute and apply at DC Scholars PCS. To ensure fidelity to the model and to support the school staff in the model delivery, the DC Scholars PCS Board will contract the day-to-day management of the School Director to Scholar Academies. Scholar Academies will also provide direct services in the form of instructional support to the school's academic leaders. Additionally, Scholar Academies will manage all business operations of the school including financial management, facility, board management and human resources.

Invoicing by the Contractor will be made to DC Scholars PCS on or before the first business day of each consecutive calendar month with respect to the immediately preceding calendar month, and invoices will be due upon presentation. Invoices will be in the amount of ten percent (10%) of all amounts that DC Scholars PCS has received or will be entitled to receive in per pupil funding payments with respect to the students enrolled with it during the month for which the Contractor's services are being invoiced. The term of the contract is one-year and can be renewed annually. The contract can be terminated with cause. The contract may also be terminated upon written agreement of both parties.

Scholar Academies will work with the DC Scholars PCS to delineate the performance measures that will be used to evaluate the contractual relationship. These measures will include the school successfully meeting all of its student achievement goals, hitting its target on leading indicators such as attendance, as well as ensuring that the school remains in solid financial standing.

ii. Draft of Proposed Management Contract:

See Section K for the proposed management contract.

iii. Corporate Annual Report and Audited Financial Statements:

Scholar Academies was formed in the July of 2010 and did not have financial statement to be audited. As the Board of Trustees and organizational leadership of Scholar Academies grew from Young Scholars Charter School, attached here is the 2009-10 audited financial statement for Young Scholars Charter School.

iv. Credit Rating:

Scholar Academies was formed in the July of 2010 and therefore does not yet have a rated credit score.

v. Canceled Contracts:

Scholar Academies does not have any canceled contracts.

vi. Financial Management:

Scholar Academies will handle all accounting and financial matters for DC Scholars PCS. Scholar Academies currently uses server hosted QuickBooks to maintain financial operations. The Business Manager will explore new financial software tools in the coming months as the organization continues to grow in capacity.

Scholar Academies will provide monthly financial reports to the Finance Committee of the Board of Trustees. These meetings are intended to dig into the details of the school's financial picture and prepare for any shortfalls. Additionally, Scholar Academies will provide regular financial reports including a statement of activities, a statement of financial position and budget vs. actual reports to the Public Charter School Board in the frequency requested.

The financial controls outlined in detail in section B3c will be used to maintain internal financial controls at DC Scholars PCS.

vii. Other Schools' Contact Information:

Scholar Academies currently operates three schools. The contact information for those schools is below:

Young Scholars Charter School (85% F/R Lunch)

John Amenda, School Director

900 N. Marshall Street
Philadelphia, PA 19123
215.232.9227

Young Scholars Charter School is a public charter school that has been open since 1999 and serves 240 students in grades 6 through 8.

Young Scholars Frederick Douglass Charter School (96% F/R Lunch)

Oanne Pela, School Director

2118 W. Norris Ave.
Philadelphia, PA 19121
267.443.0673

Young Scholars Frederick Douglass Charter School is a charter conversion that was matched with Scholar Academies as a part of the School District of Philadelphia's Renaissance School Initiative. Young Scholars Frederick Douglass CS serves 650 students in grades Kindergarten through 8.

DC Scholars Stanton Elementary (100% F/R Lunch)

Carlie John, Principal

2701 Naylor Road, SE
Washington, DC 20020
202.812.2232

DC Scholar Stanton Elementary school is a Partnership school management by contractual relationship between Scholar Academies and the District of Columbia Public Schools. DC Scholars Stanton serves 385 students in grades Preschool through 5.

viii. Five-year Plan

Scholar Academies is a non-profit school management organization that exists to close the achievement gap for low-income students. Scholar Academies currently operates two Young Scholars Charter Schools in Philadelphia and one DC Scholars school (in partnership with DCPS) in Washington, D.C.

Our network currently serves approximately 1,300 students in the elementary and middle grades. Our flagship Young Scholars Charter School, the highest-performing charter school in Philadelphia, serves 250 middle school students; Young Scholars Frederick Douglass Charter School and DC Scholars Stanton Elementary, our "turnaround" elementary schools, serve a combined 1,050 students (650 in K-8 at Young Scholars Douglass and 400 in PS-5 at DC Scholars Stanton).

In five years, Scholar Academies plans to:

- Operate nine schools serving more than 5,000 students in two to three cities
- Open and operate a high-performing high school
- Provide unparalleled school management and support to each campus

Beyond that, Scholar Academies plans to continue to expand to serve more students and be one of the highest achieving school networks in the nation.

ix. Management Firm History

Scholar Academies' flagship campus, Young Scholars, has been educating the underserved population of Philadelphia's students since it was founded in 1999. Young Scholars was originally conceptualized by a group of business and education leaders who saw the need to provide access to high-quality education in a public landscape. The goal was to provide families with a no-cost alternative to their neighborhood school and provide a platform for low-income, inner-city children to go to college.

Young Scholars was initially managed by Founding CEO, Stanley Wolfe. Mr. Wolfe secured a dedicated and talented group of educators to craft the original school model and curriculum that would set Young Scholars on the trajectory of success. In its early years, the School quickly grew to fill its charter of 198 students and graduated students ready to attend the best high schools in the region. However, by the middle of its fifth year, Young Scholars began to experience a significant downturn in school culture which was followed by a level of student achievement that the Board deemed unacceptable.

To address this, the Board of Trustees appointed a new leader with the charge to refocus Young Scholars and return it to its intended level of quality. Lars Beck joined as Young Scholars' new CEO in July, 2005. Mr. Beck was selected for this role because of his business expertise and his ability to transform an inefficient, poorly producing organization into a high-performing school focused on student achievement.

In addition to changes at the administrative level to set a new tone for the future, Mr. Beck set out to identify best practices in place at the highest performing charter schools in the country. During this research phase, Mr. Beck engaged the teaching staff at Young Scholars to visit and learn from the best practices at these high performing schools. The staff had the opportunity to observe and debrief on their impressions and ideas for the new Young Scholars program.

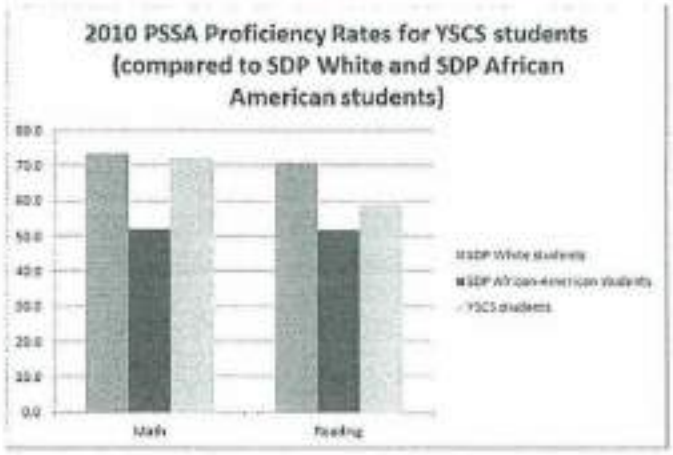
Mr. Beck's findings were the catalyst for a full programmatic re-launch and the establishment of the Young Scholars Whole School Model in 2007. The approach redirected school-wide practices in curriculum development, instructional delivery, school culture and operational systems to center on a focused, progressive approach designed to drive student achievement. Young Scholars is now Philadelphia's highest performing charter middle school two years in a row.

Using the success of Young Scholars as a platform, Scholar Academies participated in the first round of the School District of Philadelphia's Renaissance Schools Initiative. After successfully completing the four-stage application process including a Request for Qualifications, a

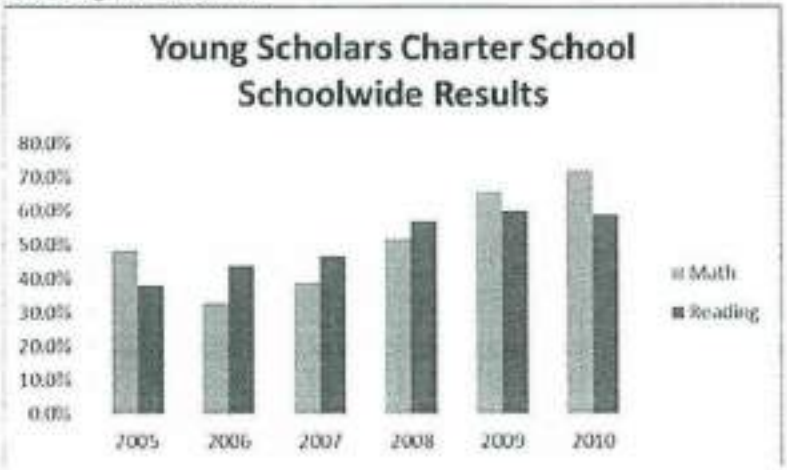
Response to RFP, an RFP panel review and community matching process, Scholar Academies was matched with Frederick Douglass Elementary School. This past August (beginning SY10-11), Frederick Douglass Elementary opened its doors as Young Scholars Frederick Douglass Charter School ("YSFD") and currently serves over 630 students, an increase of approximately 33% from the previous year's enrollment.

Additionally, Scholar Academies was invited to participate in an exhaustive and accelerated application process with the District of Columbia Public Schools ("DCPS") to turn around a failing elementary school (pre-school through 5th grade). Following a comprehensive vetting process that included a Partnership Application, Application Panel Review and a SchoolWorks audit, Scholar Academies was selected to Partner with DCPS to turnaround Stanton Elementary school, the 71st performing elementary school in the District out of 72 schools. This application was by invitation only and Scholar Academies was the only new provider selected to partner with DCPS in SY 10-11.

Young Scholars has shown gains in results over the past 10 years and has proven to close the achievement gap for our students as compared to their white, higher-income counterparts.



The following are the flagship school's growth over time:



Scholar Academies' two turnaround schools have only been open since August 2010 and therefore do not have a full school year's worth of data to report. However, early indications show that the schools are on a positive track towards success. Young Scholars Douglass CS has seen impressive growth on the Pennsylvania 4-Sight benchmarks assessments, which are valid, reliable and aligned to Pennsylvania System of School Assessment (PSSA) and provide an estimate of student performance on the PSSA. The baseline test, given in August of this year, reflected 28% proficiency in English and only 4% proficiency in Math across the entire school. In the November administration of the test, proficiency scores rose to 36% in English and 19% in Math. The third grade, in particular, moved from 0% proficient to 30% in Math and 21% to 36% in English.

At DC Scholars Stanton, math proficiency as measured by the DC-BAS has increased from a baseline of 5% to 12% during the December administration, including 2% of students scoring in the advanced category for the first time. Fourth grade math has seen the most dramatic

improvement, moving from 5% proficiency in August to 22% in December. Additionally, students at DC Scholars Stanton are showing Mastery between 50-80% on school-created reading and math interim assessments.

x. Due diligence:

DC Scholars PCS Founding Group members not associated with Scholar Academies have conducted extensive due diligence on the Scholar Academies management organization. These members have visited other schools managed by Scholar Academies, met with their school leaders, and have had lengthy conversations with the leadership of Scholar Academies itself. In addition, these members have consulted with Scholar Academies' partner organizations such as DC Public Schools and the School District of Philadelphia and with other leaders in the charter school community. They have also verified student achievement data for Scholar Academies managed schools through publicly available information portals, interacted with Scholar Academies' board members and have had discussions surrounding the annual and financial reports for the organization.

Section B.3 – Finance

a. Anticipated Source of Funds

Below is a summary of funds DC Scholars PCS expects to receive during the planning year and the first five years of its charter.

Revenue Summary	Planning Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Enrollment	-	274	325	375	427	478
Per Pupil Charter Payments	$ -	$ 3,626,462	$ 4,524,773	$ 5,375,243	$ 6,254,939	$ 7,182,579
Federal Entitlements	$ 180,000	$ 557,411	$ 612,597	$ 407,783	$ 462,969	$ 518,155
Contributions	$ 480,000	$ 100,000	$ 100,000	$ 100,000	$ 100,000	$ 100,000
Activity Fees	$ -	$ 34,250	$ 40,625	$ 47,000	$ 53,375	$ 59,750
Other Revenue	$ -	$ 213,942	$ 257,834	$ 302,713	$ 344,470	$ 386,543
Total Revenue	$ 660,000	$ 4,532,065	$ 5,535,830	$ 6,232,739	$ 7,215,753	$ 8,247,028

Per pupil payment budgeted amounts were created by using the Uniform per Student Funding Formula School as follows:

Per Pupil Stipends	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
PS/PK	70	70	70	70	70
K	51	51	51	51	51
1-5	153	204	255	255	255
6-8	-	-	-	51	102
Total	274	325	376	427	478
Foundation Level	$ 8,770	$ 9,033	$ 9,304	$ 9,583	$ 9,871
Facilities Allotment	$ 2,800	$ 2,884	$ 2,971	$ 3,060	$ 3,151
Grade-Level Funding					
Grades PS/PK	$ 798,070	$ 822,012	$ 846,672	$ 872,073	$ 898,235
Grade K	$ 581,451	$ 598,895	$ 616,861	$ 635,367	$ 654,428
Grades 1-5	$ 1,341,810	$ 1,842,752	$ 2,372,544	$ 2,443,720	$ 2,517,032

Grades 6-8	$ -	$ -	$ -	$ 503,406	$ 1,037,017
Sub-Total	**$ 2,721,331**	**$ 3,263,659**	**$ 3,836,078**	**$ 4,454,566**	**$ 5,106,712**
Add-On Funding					
Level 1 Special Ed	$ 99,064	$ 152,659	$ 218,298	$ 255,343	$ 294,416
Level 2 Special Ed	$ 37,967	$ 46,385	$ 55,274	$ 64,654	$ 74,548
Level 3 Special Ed	$ -	$ -	$ -	$ -	$ -
Level 4 Special Ed	$ -	$ -	$ -	$ -	$ -
LEP/NEP	$ -	$ -	$ -	$ -	$ -
Summer	$ -	$ 124,770	$ 148,679	$ 173,911	$ 200,524
Sub-Total	**$ 137,931**	**$ 323,814**	**$ 422,250**	**$ 493,908**	**$ 569,487**
Facility Funding					
Non-Res. Facilities Allotment	$ 767,200	$ 937,300	$ 1,116,916	$ 1,306,464	$ 1,506,361
Sub-Total	**$ 767,200**	**$ 937,300**	**$ 1,116,916**	**$ 1,306,464**	**$ 1,506,361**
Total Per Pupil Funding					
Grade-Level Funding	$ 2,721,331	$ 3,263,659	$ 3,836,078	$ 4,454,566	$ 5,106,712
Add-On Funding	$ 137,931	$ 323,814	$ 422,250	$ 493,908	$ 569,487
Facility Funding	$ 767,200	$ 937,300	$ 1,116,916	$ 1,306,464	$ 1,506,361
Total Per Pupil Funding	$ 3,626,462	$ 4,524,773	$ 5,375,243	$ 6,254,939	$ 7,182,579

As seen above, DC Scholars PCS has assumed a 3% annual increase in foundation level per pupil spending and facilities allotment.

Federal Entitlement budgeted amounts were created using OSSE's December 8, 2010 Per-Pupil and Grant Award Amounts for Federal Grants for Proposed Public Charter School Planning Purposes memo as follows:

Federal Entitlements	Planning Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Title I	$ -	$ 207,109	$ 245,658	$ 284,207	$ 322,757	$ 361,306
Title II	$ -	$ 41,042	$ 48,681	$ 56,320	$ 63,959	$ 71,598
Title V-B	$ 180,000	$ 260,000	$ 260,000	$ -	$ -	$ -
IDEA-B	$ -	$ 49,261	$ 58,258	$ 67,256	$ 76,253	$ 85,251
Total Federal Entitlements	$ 180,000	$ 557,411	$ 612,597	$ 407,783	$ 462,969	$ 518,155

Contribution budgeted amounts were created as follows:

Contributions	Planning Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Individuals	$ -	$ 30,000	$ 30,000	$ 30,000	$ 30,000	$ 30,000
Corporate	$ -	$ 20,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000
Foundations	$ 480,000	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 50,000
Total Contributions	$ 480,000	$ 100,000	$ 100,000	$ 100,000	$ 100,000	$ 100,000

Planning year contributions are estimated at $480,000 to include $250,000 in a Walton Family Foundation charter start-up grant plus $230,000 from Scholar Academies of already pledged contributions.

Expected additional funds

As shown above, Scholar Academies will: 1) work with the OSSE to secure a grant through The Office of Public Charter School Financing and Support to provide Title V-B funds in direct support of the DC Scholars PCS planning year (and years one and two), 2) work with the education team at the Walton Family Foundation (with whom Scholar Academies has a good relationship), and 3) commit to raise $230,000 in start-up funds through the Scholar Academies Trustees and the DC Scholars PCS Founding Group and, if it is unsuccessful, contribute these funds through pledges already received.

Scholar Academies is currently receiving funding from the City Bridge Foundation to support the growth of our organization in Washington, DC. City Bridge plans to further support our efforts by introducing us and helping us grow our network of fundraisers.

Additionally, Scholar Academies has a good relationship with NewSchools Venture Fund (NSVF). Scholar Academies was given an initial capacity building fund from NSVF. Scholar Academies is also in continuing conversations with NSVF on how to work together, with particular hope that we will be taken to a diligence phase from the NSVF-operated DC Schools Fund after award of a charter. In the past, grants from the DC Schools Fund have typically been in excess of a million dollars to support charter start-up of organizations with a demonstrated history of gap-closing success.

Contingencies

As shown in the financial attachments, the School budgets 4.6% of its revenue in the first two years as a fund balance. The purpose of this is to build up a fund balance in the first two school years that will provide for contingency funds. Beyond the first two years, the school's budget will shoot for roughly 1.5% of revenues to be added to the ongoing fund balance.

Additionally, as soon as the charter application is approved, Scholar Academies will work with DC Scholars PCS in an attempt to secure a line of credit, backed by the management organization.

Finally, Scholar Academies has a good relationship with The Reinvestment Fund through Jeremy Nowak, its President and Chief Executive Officer.

Financial Goals and Objectives for Projected Five-Year Budget

1) Allocate funds in a manner necessary to allow DC Scholars PCS to meet its mission and goals.
2) Operate without philanthropy, if necessary – meaning the school will be able to be at least budget-neutral before contributions.
3) Maintain a fund balance of between 4% and 5% of revenue in years one and two and between 1% and 2% of revenue in years three and beyond.
4) Fund start-up costs outside of general school operation revenues so that the school can focus its spending on activities that will drive school climate and academic achievement.

As has been the case in its other schools, Scholar Academies will fundraise for capital expenditures necessary outside of the annual school budgets. Successful history of this includes the start-up of Young Scholars Charter School in 1999, a facility move for Young Scholars Charter School in 2009, significant facility renovations and start-up at Young Scholars Frederick Douglass Charter School in 2010 as part of its takeover of from the District, and significant facility renovations and start-up at DC Scholars Stanton Elementary as part of its partnership with DCPS.

b. Planned Fundraising Efforts

Pre-Opening

Scholar Academies has received investment from the City Bridge Foundation to fund some of the early labor costs associated with the charter school opening and development. The term of the grant coincides with the notification of charter approvals so that, if approved, Scholar Academies could enter into a subsequent grant with City Bridge.

Scholar Academies will work with City Bridge to leverage their connections in the DC metro area to begin to build increased business and financial support for the school's mission.

Additionally, as mentioned above, DC Scholars PCS will apply for funding through the Walton Family Foundation, the Office of the State Superintendent and the DC Schools Fund.

Finally, if necessary, Scholar Academies stands ready to provide financial resources to DC Scholars PCS with existing funds pledged to support Scholar Academies' expansion such the launch of DC Scholars PCS.

Post-Opening

DC Scholars Charter School will rely heavily on its Board of Trustees to identify and introduce the school to potential donors who are interested and willing to invest in our program. Our Founding Group as well as the Scholar Academies Board of Trustees include a number of individuals with significant ties to the DC philanthropic community as well as possess a good deal of fundraising experience.

DC Scholars Charter School will launch an annual campaign and host an annual "friend-raising" silent student art auction to build a solid base of financial support in the DC area.

Scholar Academies will continue to build on its relationship with City Bridge Foundation and NewSchools Venture Fund as well as other educational funding organizations in the DC market to raise funds to invest in DC Scholars PCS.

c. Financial Management and Accounting

DC Scholars PCS will operate as a separate and distinct organization whose financial resources will be entirely separate from Scholar Academies.

DC Scholars PCS has drafted an Internal Financial Control Policy document based upon the procedures which have been approved by the Trustees of Scholar Academies' flagship school, Young Scholars Charter School in Philadelphia (Young Scholars). That Internal Financial Control Policy provides that there should be an Accounting Procedures Policy document which is in accordance with the generally accepted accounting principles and details the following policies such as the following:

1) **Procurement**
   DC Scholars PCS will ensure that all qualifying purchases greater than $25K are run through a public bid process consistent with the PCSB's procurement policy.

2) **Cash & Check Collection**
   Cash will be collected by the school on an ongoing basis for uniforms and lunch; cash may also be collected at various points in the school year for yearly supplies fees, trips and, occasionally, other school-related matters. All cash is generally collected from families and students by a dedicated administrator (DA) in the main office.

3) **Invoice Processing & Check Writing**
   Upon receipt of an invoice, the invoice should be checked for accuracy and initialed by the person who made the purchase. The invoice should then be sent to that person's supervisor who will initial approval.

4) **Deposit Processing**
The DA takes all checks/cash and prepares a DC Scholars PCS "Deposit Form" for internal recordkeeping as well as a bank deposit slip.

5) **Bank Account Reconciliations**
By the 15th of each month, the Scholar Academies Business Management team will review and present to the DC Scholars PCS Finance Committee and School Director a reconciled bank statement for review. If/when adjustments are made to an account after a reconciliation is completed such that book balances per the bank reconciliations do not agree with the general ledger, a note of this will be made and a spreadsheet kept to note the differences.

6) **Petty Cash**
Petty Cash is kept by the Director of Operations (DO) in a lock box used only for the purposes of Petty Cash. When cash is requested by an individual, a "Petty Cash Tracking Slip" is filled out referencing when the cash was provided, to whom it was provided, how much was provided and the purpose.

7) **Payroll and General Journal Entries**
Payroll and general journal entries (P/GJE) will be made by the Director of Operations directly into QuickBooks. Approval for the entries will be provided quarterly by either the Treasurer or a designated member of the Finance & Audit Committee. All P/GJEs for a month will be made by the 10th of the following month so that bank reconciliations can be completed on time.

8) **Credit Card Use**
Senior staff members will have a DC Scholars PCS credit card in order to minimize use of personal credit cards for school purchases. Receipts should be kept for purchases made with the school credit card and attached to the statement prior to payment by the school.

9) **Expense Reimbursement for Employees**
Reimbursement of expenses for employees will follow the same approval process as indicated in Section 3 on Invoice Processing and Check Writing.

10) **Personnel Changes**
In the event that there are personnel changes and/or departures that impact these procedures, the School Director should review how the procedures are being followed. If, during this process, the School Director is involved in processing of these procedures and this hinders his/her ability to provide approvals as called for in this Policy, the Treasurer or a member of the Finance & Audit Committee should provide the approval that would have been provided by the ED.

In order to maintain appropriate cash flow levels at DC Scholars PCS, the school will pursue a line of credit upon receipt of its charter in order to provide security during times when cash flow may be low. In the first year of operations, Scholar Academies will provide start-up funds to assist with the purchase of fixed assets, leasehold improvements, and start-up supplies.

d. Civil Liability and Insurance

DC Scholars PCS will maintain insurance levels that meet or exceed the requirements outlined by the Public Charter School Board, as outlined here.

Type of Insurance	Details
Commercial General Liability	DC Scholars PCS will maintain Commercial General Liability coverage, on an occurrence basis, including Contractual Liability, with limits not less than the following: (a) $2,000,000 General Aggregate (including bodily injury, or property damage or both); (b) $2,000,000 Products – Completed Operations Aggregate; (c) $1,000,000 Per Occurrence; (d) $1,000,000 Personal and Advertising Injury; (e) $1,000,000 Fire Damage or Fire Legal Liability; and $10,000 Medical Expense (any one person).

Directors and Officers Liability and Employment Practices Liability	The school will maintain Directors and Officers Liability and Employment Practices Liability Insurance in an amount not less than $1,000,000.
Excess/Umbrella Liability	DC Scholars PCS will maintain Excess / Umbrella Liability coverage in an amount not less than $5,000,000 per occurrence. The Excess/Umbrella Policy shall schedule all underlying liability coverage required under the Charter unless a separate $5,000,000 limit is maintained for Professional Liability.
Educators Legal Liability	DC Scholars CS will maintain Educators Liability Insurance with limits not less than the following: (a) $1,000,000 General Aggregate; (b) $1,000,000 Per Occurrence. The school will obtain a Sexual Molestation and Child Abuse Endorsement.
Property/Lease Insurance	DC Scholars CS will maintain Property/Lease Insurance with limits not less than 100% of the replacement cost of the building leased or owned.
Boiler and Machinery Insurance	The school will maintain Boiler and Machinery Insurance not less than $1,000,000 (if appropriate actual loss sustained).
Automobile Insurance	The school will maintain automobile coverage with limits not less than the following: $1,000,000. The amount is combined Single Limit for bodily injury and property damage for all owned autos and/or hired / non-owned autos.
Workers' Compensation and Employers Liability	Workers' Compensation coverage for its employees with limits not less than the statutory limits for the District of Columbia. Employer's Liability: $500,000 Each Accident-Bodily Injury by Accident; $500,000 Each Employee-Bodily Injury by Disease; and $500,000 Policy Limit-Bodily Injury by Disease; and $500,000 Policy Limit-Bodily Injury by Disease.

e. Provision for Audit

Upon approval of the charter, the Board of Trustees, in conjunction with the Board's Finance Committee and the School Director, will select an auditing firm of Certified Public Accountants licensed in the District of Columbia from the PCSB's Approved Auditor List for charter schools, to perform an annual financial audit. In accordance with §38-1802.02(6)(A) of the D.C. School Reform Act, DC Scholars Charter School will have the selected auditing firm perform their annual audit after the conclusion of the fiscal year on June 30th.

Upon completion of the audit, a copy will be submitted to the Public Charter School Board on or before November 1 or other specified date.

Section B.4 – Facilities

a. Identification of a Site

To date, DC Scholars PCS has not identified a facility. However, we have formed a partnership with Building Hope to aid in finding a site either as part of their Charter Incubator Initiative or through the identification and selection of a commercial site as a temporary or permanent location. Currently, three of Building Hope's six Incubator Initiative sites are in DC Scholars PCS's target region of Southeast Washington, DC. Among the alternatives is the former PR Harris campus (a DCPS elementary school). See Section L for a letter of support from Building Hope along with more details of the planned work together.

If approved, DC Scholars PCS Founding Group will initiate a relationship with a commercial real estate firm to augment the work of Building Hope.

DC Scholars PCS will work diligently to have a site identified by January 2012. The timetable will provide 8 months for renovations and site maintenance.

b. Site Renovation

Scholar Academies has significant experience renovating sites, both existing schools and commercial sites.

In the fall of 2009, Young Scholars Charter School, the network's flagship school, moved into a new facility that was designed and renovated from full interior demolition (the building was a former State of Pennsylvania welfare office). Members of the School District of Philadelphia's charter school office have called the new facility among the "most purposeful and pleasant facilities in the City."

This past summer, Scholar Academies managed the renovation of two District facilities as part of their school turnaround efforts, one in Philadelphia and one in Washington, DC. The scope of these projects included painting, tiling of floors, addition of drop-ceilings and/or replacement of ceiling tiles, doubling to tripling the amount of light and installation of key-card, magnetic lock entry system.

Through these three renovations, Scholar Academies focused on replication of design to create a vibrant learning environment that maximizes the amount of transparency and accountability throughout the building. Scholar Academies will work with DC Scholars PCS to undergo the same learning environment transformation.

c. Financing Plans for Facilities

As options become clear, DC Scholars PCS will explore a number of different financing options for both a short-term and/or long-term facility option. These options may include:

1) Building Hope's Incubator Initiative provides for renovation as part of the cost.
2) Lease with cost of renovation integrated into per square foot rental cost as has been done with Scholar Academies' flagship school, Young Scholars Charter School.
3) If necessary, the school could consider using debt to finance a long-term facility after a few years of operation. It should be noted that the desire of Scholar Academies' schools to date has been to focus its efforts on driving academic achievement rather than owning facilities. In order to maximize the feasibility of this option, Scholar Academies will support DC Scholars PCS to manage finances conservatively with an eye towards generating a financeable track record.

d. Building Maintenance

If necessary (depending upon responsibilities defined in lease), DC Scholars PCS will employ a Building Maintenance staff person to handle the day-to-day operational issues that arise with any school facility. The School intends to contract out cleaning services. Both of these functions are budgeted.

Section B.5 – Recruiting and Marketing

a. Outreach for the Community

DC Scholars PCS will work closely with DC School Reform Now whose mission is to build a civic movement in Washington, DC that demands and protects school reform to improve student achievement. The organization will accomplish this by raising public awareness, cultivating parent and community champions, and educating policy-makers. DC School Reform now will support DC Scholars PCS in the development of a comprehensive community outreach plan. DC School Reform Now will lend their expertise in developing grassroots community outreach plans to engage the community and families surrounding DC Scholars PCS.

Additional organizations and community members we have reached out to include:

Organization	Contact (if applicable)	Mission
Turning the Page	Jason King	Turning the Page links DC public schools, families and our community so that, together, we can ensure DC students receive valuable educational resources and a high-quality public education.
East of the River Clergy, Police, Community Partnership	Introduced through Turnaround for Children	The East of the River community will experience healing, restoration and transformation from brokenness to healthy,

		self-sustaining, and holistic neighborhoods through the collaborative work of the Clergy, Law Enforcement, Individuals and Community.
DC School Reform Now	David Pickens	DC School Reform Now will build a civic movement in DC that demands and protects school reform to improve student achievement. We will accomplish this by raising public awareness, cultivating parent and community champions, and educating policy-makers.

In the year prior to opening DC Scholars PCS, we will actively pursue engagement opportunities to inform students, parents, and other community members about Scholar Academies and our model. Scholar Academies will become a visible presence in the community by reaching out to set up meetings with a range of local groups, including but not limited to churches and pastors, hospitals and clinics, childcare centers, youth organizations, recreation centers, police officers and emergency professionals, businesses, and apartment communities. We will attend local council meetings and town hall events, working to connect with Advisory Neighborhood Commissions (ANCs), City Council Offices, and other local politicians. One of our first priorities will be to present a comprehensive community outreach strategy, which we will actively convene local community leaders to review. Moreover, we will continue to build a database of the community organizations and individuals in Wards 7 and 8 with whom we have already engaged or anticipate soliciting in the coming year. As a way of deepening and making more concrete all of our community relationships, we will welcome all the leaders with whom we engage to visit the DC Scholars PCS after it opens in the fall of 2012.

In addition to the presentations and conversations we hope to have with leaders across the community, DC Scholars PCS' grassroots engagement strategy will include a visible presence at local events and widespread distribution of information and application materials. We intend to research upcoming community events and contact host organizations to discuss the possibility of organizing our presence at those events. At the events we will provide DC Scholars materials to interested families. Likewise, we will broadly distribute flyers and other materials to a variety of well-frequented neighborhood locations, such as grocery stores, metro stations and bus stops, beauty salons, childcare establishments, and youth centers. For prospective and already enrolled families, we will schedule at least three family engagement activities such as a Scholars Carnival and a BBQ style picnic prior to the start of the school year. Moreover, DC Scholars PCS staff will visit the homes of enrolled students prior to the start of school in order to personally meet them and their families. These meetings will be the foundation of a solid home to school connection.

We seek to build positive and mutually supportive relationships with all of our neighbors and to integrate DC Scholars PCS into the fabric of the communities we will serve. DC Scholars PCS will aim to improve the college-readiness of the community as a whole by providing access to its building, resources and technology for community groups to provide services to the community constituents not served by the school.

b. Recruitment of Students

Overview

As a charter school, DC Scholars PCS is responsible for filling each available seat in order to serve the most students possible in a given year. We will use the following strategies for student recruitment:

- Community Outreach and Engagement—DC Scholars PCS will activate each of the community partners that it has reached out to through the course of the charter approval process and DC School Reform Now
- Parent Outreach Committee Ambassadorship—identify a group of parents from DC Scholars Stanton who can work with DC Scholars PCS to meet with community organizations and groups of parents who are interested in the new charter school
- Direct mail to families with students in grades Preschool through 2nd grade in a 20 zip code range
- Posting on our website
- Participation in charter school fairs

- Networking with daycare centers and community centers in a 10 mile radius of the school
- Local advertisement in stores, newspapers, and on the radio
- Networking with other elementary charter schools
- Prospective Family Information Sessions—DC Scholars will host six (6) information sessions to educate families on the school's model including expectations and collective commitment to student achievement.
- During the incubation period, DC Scholars PCS will seek community support to help design and execute summer engagement events at the school, such as a BBQ and a Summer Festival, Drumming Workshop, etc. Members of the Founding Group with strong ties to the community where the school will reside, will reach out to local community organizations including neighborhood councils, church groups, etc.

In subsequent years we will use our community partnerships and families to help tout our expected successes to drive increased enrollment and ensure that the school becomes a central educational institution in the community.

DC Scholars PCS will meet with and provide recruitment materials and copies of the application packets to organizations like the Covenant House and the Coalition for the Homeless in order to attract homeless students living in the area. In Philadelphia, Scholar Academies works closely with Project H.O.M.E., a homeless services organization, and one of our schools currently serves ~30 students that live in the Woodstock Family Center. The leadership at Scholars Academies has experience working closely with homeless shelters to engage families and ensure they feel connected, and will provide support to DC Scholars PCS in doing the same.

Additionally, DC Scholars PCS will implement a supply voucher and sliding scale system to assist wards of the state and homeless families with the burden of school supplies and uniforms, even if nominal.

Lottery

DC Scholars PCS will be open to all students who are residents of the District of Columbia and, if space is available, to nonresident students who meet the tuition rate established by OSSE. The school will not discriminate in the enrollment process, or in any way limit enrollment, based on a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

DC Scholars PCS will open its enrollment period in January and close it in April. At the close of the enrollment period, if more children have applied than there are spaces available, a lottery will be held. If the number of applications does not exceed the number of spaces available, all applicants will be accepted and the remaining slots are filled on a first come, first served basis, with preference being given to applicants with siblings enrolled in the school.

Specifically, the DC Scholars PCS admissions policy will include:

1. Each year, the school establishes a deadline for parents/guardians to submit applications for new student admission. This deadline (typically March) is posted in the school office and on all application materials. The school will also publicly announce both enrollment periods and the lottery date and location.

2. Beginning in January, admissions applications are made available in the school office. On these traditional application forms, parents will be required to provide basic student data (name, parent and/or guardian, contact information, current school attending if any, etc.) as well as indicate if they have another child currently enrolled in the charter school. Applications will also be made available via the school's web site.

3. The school determines the number of available spaces in each grade based on the number approved in the charter and in later years, accounting for re-enrollment of current students. If the number of applications for new students (filled out completely and submitted by the stated deadline) is equal to or less than the number of slots available in each grade, all applicants will be accepted into the school. If the number of completed applications exceeds the slots available in each grade, a lottery will be conducted to determine who will be admitted to the school and, if they are not admitted, what spot they occupy on the waiting list. The lottery will be conducted by

an independent party. Preference will be given in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school.

4. Admissions notification are sent to all parents/guardians who submitted applications for new students: enrollment packets sent to those parents of children who have been accepted and waiting list notification sent to those parents of children not selected in lottery (if necessary).

5. Parents must submit enrollment paperwork to DC Scholars PCS by a date explicitly stated in the enrollment packet (typically June 1 or 15).

6. Anyone who applies after the lottery has been conducted will be added to the end of the waiting list on a first-come, first-served basis.

7. If a space becomes available during the school year, students will be enrolled based on their spot on the waiting list.

Note: to comply with laws pertaining to special education – and because our school is truly committed to providing an outstanding educational program to all students – the school will only conduct special education screening or request current IEPs for students after students have been enrolled in the charter school.

Re-Enrollment

Each year, DC Scholars PCS will send a form to parents/guardians of students currently enrolled in the school asking them to indicate whether or not they desire to reenroll their child(ren) for the next academic year. A deadline for submitting the form will be explicitly stated (typically March 1). Enrollment for the next year will be guaranteed to all students whose reenrollment forms are submitted by the specified deadline.

Community/Family Engagement Timeline (Pre-First Day of School)

Family Engagement Events								
	A	S	O	N	D	J	F	M
Schedule 6 Family Engagement Events								
Design event flyer and send formal invitation to enrolled families								
Family home visits by staff								
Share flyers with community organizations								
Organize planning meetings								
Secure volunteers								
Grassroots Marketing and Outreach Strategies								
Make presentations to local churches								
Visit local hospitals and clinics								
Distribute flyers at the following locations:								
Metro Stations and Bus Stops								
Grocery stores								
Beauty salons								
Childcare centers								
YMCA and Boys and Girls Clubs								
Speak to police officers and emergency professionals								

As addressed in the student needs section of this application, there are significant waiting lists at the highest performing schools in the areas where DC Scholars PCS would aim to locate. Therefore, it is our belief that there is a high demand for quality seats yet not enough available and that we will not face any challenges meeting our enrollment goals.

If DC Scholars PCS enrolls fewer students than authorized, the faculty projections and roles will be adjusted accordingly. These decisions will be put on hold until June 2012 following the lottery and additional student outreach to fill seats.

c. Future Expansion and Improvements

	PS	PK	K	1	2	3	4	5	6	7	8	TOTAL
2012-13	30	40	48-54	48-54	48-54	48-54						262-286
2013-14	30	40	48-54	48-54	48-54	48-54	48-54					310-340
2014-15	30	40	48-54	48-54	48-54	48-54	48-54	48-54				358-394
2015-16	30	40	48-54	48-54	48-54	48-54	48-54	48-54	48-54			406-448
2016-17	30	40	48-54	48-54	48-54	48-54	48-54	48-54	48-54	48-54		454-502
2017-18	30	40	48-54	48-54	48-54	48-54	48-54	48-54	48-54	48-54	48-54	502-556

Based on student populations in our targeted geographic regions, the following are the DC Scholars PCS projections for Special Education and ELL students for the first year:

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Special Ed All levels	10%	12%	14%	14%	14%	14%
LEP/NEP	0%	0%	0%	0%	0%	0%

These projections are based on our understanding of the student population in our target geographic areas.

Section C1: Student Policies and Procedures

Timetable for Registering and Enrolling

If DC Scholars PCS is approved to open for the fall of 2012, the timeline below will be followed:

Activity	Audience	Date Range
Complete marketing materials and student application (including lottery dates/locations)	N/A	June 2011
Presentations and community meetings	Churches, community centers, day care centers, family wellness centers, community after school programs	July 2011 through February 2012
Public announcement of enrollment details	All prospective students and families	November 2011
Application collection, PS-3rd grade	All interested students/families	December 2011 through March 9, 2012
Lottery	All students/families with completed application	March 15, 2012
Selection announcement (for those not present at lottery)	All students/families with completed application (selection letter or waitlist letter)	Week of March 19, 2012
Distribute enrollment forms	All students/families selected through lottery	Week of March 19, 2012 (due April 30, 2012)
Residency verification for registered students	All students/families not selected through lottery	April 2012 through August 2012
Waitlist selection announcement	All students/families not selected through lottery	Ongoing, if not full through lottery May 1, 2012, after enrollment form return, if full through lottery
Parent University	All parents of enrolled students	July and August 2012
First Day of School	All enrolled students	August 21, 2012

Policies and Procedures for Enrollment, Withdrawal, Suspension and Expulsion of Students

Enrollment/Withdrawal

Any student who is of appropriate age and grade level and is a resident of the District of Columbia will be eligible to apply to and attend DC Scholars PCS. Prospective students will be considered without regard to aptitude, achievement, ethnicity, national origin, gender, disability, language proficiency, sexual orientation or any other basis prohibited by law.

If DC Scholars PCS receives more applications than there are spaces, a lottery will be held. ~~In year one~~, the lottery will be held for any grades, Preschool through 3rd, for which we receive more applications than there are spaces. ~~Following year one, the lottery will only be held for the Preschool class as and any open seats up through 3rd grade.~~ If any spaces are still open after the lottery is held, non-District residents may enroll but will pay tuition as established by the Office of the School Superintendent. ~~As mentioned earlier in this application, students will be permitted to enter DC Scholars PCS in any grade after 3rd.~~

SL 6-18-2012

DC Scholars PCS will have the following application requirements:

_____ (1) Complete one page application packet with minimal information required so as to promote practice of non-discrimination.

DC Scholars PCS will have the following enrollment requirements (all occur after having been selected through lottery):

_____ (1) Attend a school information session to review the school's materials, expectations and plans for the upcoming year. For those unable to

attend a scheduled information session, the school will make exceptions including home visits.

_____ (2) Proof of residency in Washington, DC (DC Scholars PCS will follow OSSE's proof of residency policy)

_____ (3) Latest report card (if applicable)

_____ (4) Current Immunization Records

_____ (5) If Applicable: Special Education Records

_____ (6) If Applicable: 504 Service Agreement (optional)

_____ (7) Free and reduced lunch application (optional)

_____ (8) Home Language Survey (optional)

DC Scholars PCS leadership will work with each family to ensure the collection and completion of these documents. DC Scholars PCS will ensure that all ELL families have access to translated materials. DC Scholars PCS will work to ensure that homeless families in the neighborhood we serve are receiving application information. Additionally, following the lottery, DC Scholars PCS will make necessary enrollment extensions for homeless students and their families.

Suspension/Expulsion

At DC Scholars PCS, we will have high expectations for the kind of people our students will grow to be. We believe that students who demonstrate our PATH (Prepared/Professional, Attentive, Thoughtful, Hardworking) core values will be empowered and prepared to enter and be successful in high school and on the path to college. We believe that each student can reach high academic standards, enjoy learning, achieve success and contribute actively to his or her community.

In order to maintain a school culture that nurtures students to develop in such a manner, our school-wide behavior system will be a prevention-based model, focused on modeling our core values, helping students reflect upon their behaviors (both positive and negative), and teaching them to make positive choices.

DC Scholars PCS will set high expectations for student behavior, and reinforce positive choices in the classroom and school-wide. Students will be provided with multiple opportunities to demonstrate our core values and to learn to embody those they may be struggling with. We will do this by explicitly teaching students what we expect and providing appropriate reinforcement. Every adult in the school will model the core values for our students through their work habits, professionalism, and positive interactions. Our expectations for students will be evident in the relationships we build with students, our partnerships with families, and the quality of instruction in our classrooms.

When students make poor choices, our behavior management system will hold them immediately accountable to their behavior. This will help students recognize that their behavior is a choice – positive choices will be rewarded, while poor choices will be addressed with negative consequences. The behavior management system supports student development by always focusing on the belief in a child's capacity for positive choices.

The DC Scholars PCS behavior system uses a ladder of consequences to delineate the appropriate response to deter poor behavior. Students will progress through the ladder of consequences as their behavior persists. Serious consequences such as suspension and expulsion are only reached after the ladder of consequences has been exhausted, except for some Tier 3 and all Tier 4 offenses. In the event of either a suspension or expulsion, DC Scholars PCS will follow PCSB requirements with respect to due process and reporting. The full discipline policy will be codified in our Student and Parent Handbooks which will be provided to families beginning in June 2012 and will be explained in detail then. Details of the tiered behavioral system are presented below:

Rung	Action	Example

1	Whole Class Reminder of Expectation	"Class we are all sitting with our legs crossed, eyes front, mouths closed, hands folded in our laps"
2	Individual Reminder of Expectation	"Joe we are sitting legs crossed, eyes front, mouths closed, hands folded"
3	Color Change/Paycheck Deduction	(PS-2): "Sammie I am going to move your color from blue to green for not being able to sit in STAR" (3-8): "Sammie, that is a two dollar deduction for not following directions"
4	Behavior Reflection	Students are asked to sit in an isolated section of the classroom to complete a written behavior reflection discussing their action and how they could improve. Younger learners are asked to draw representations of their feelings around the situation. Teachers will then discuss this reflection with the student at the end of class or when an appropriate break occurs.
5	Dean's Office Referral	Following a reflection that is not comprehensive or shows poor effort, a teacher will complete a Dean's office referral and the student will be removed from class.

Notes: STAR refers to the behavioral expectations of DC Scholars students "Sit and stand up straight, Track the speaker, Always be on task, Raise your
hand". Dollars, as referenced above, equal Scholar Dollars and are a part of the DC Scholars PCS token-economy system that provides students basic
financial literacy skills as well as serving as the rewards and consequences system for the school.

The following Dean's Office Cycle begins once a student reaches the end of the ladder of consequences above:

1. Teacher completes Office Referral, indicating if the behavior was Tier II or III (see below for examples)
   a. For Tier II and III referrals, the teacher must provide details about the behavior/incident, including any other students who were involved or witnessed the incident.
   b. Tier I infractions only result in a referral if they are persistent and causing severe disruption to the learning time of other students.
   c. If necessary, the teacher can send the student to the Dean's office without the referral slip, but must then send the referral slip within 15 minutes in order for administrators to process the office referral.
2. Teacher contacts the Main Office to request the removal of the student.
3. Student arrives in the Dean's office and the following occurs:
   a. Sit in STAR (facing front, hands folded on desk, mouth closed)
   b. Written reflection (student must write about why he/she made the choice he/she did)
   c. Problem solving session (student engages in a structured conversation around the poor action with an opportunity for the student to outline the future choice he/she would make if faced with the same decision)
   d. Apologize to teacher (verbal and written)
   e. Fresh start in class
4. Notification to parents
   a. **Tier I** offenses, **the teacher** is to notify the parent/guardian of infractions and referrals to the Dean's office (by 8PM that same day)
   b. **Tier II and Tier III** offenses, **an Administrator** will contact the parent/guardian to notify the adult of the referral and the consequence.
5. Student serves consequence. When consequence is served, student receives a Permit to Return to Class slip signed by the administrator.

6. Students serving a suspension will be required to attend a reinstatement meeting with their families the day they return to school. This will ensure a student's preparedness to re-enter the school community.

Note: Students with behavior plans as part of their IEPs will follow their IEP Behavior Plan in conjunction with the school-wide plan.

Tier	Description of Offense	Consequences
1	General classroom disruptions and distractions that detract from student achievement or undercut facets of our school culture.	-Teachers should utilize all strategies outlined in Instructional Standards and employ the DC Scholars PCS behavior systems (color charts, paychecks, and consequence ladders) before utilizing the Dean's Office. -Teachers may opt to send a student to the Dean's Office for Tier 1 offenses ONLY AFTER moving through the Ladder of Consequences.
2	-Inappropriate or disruptive physical contact between students (shoving, irritating/annoying/ touching, "play" fighting) -Threatening to fight a student ("bucking") -Talking about fighting with another student ("I'm going to punch you in the face") -Walking out of the classroom without permission -Defiance ("I don't care", "So what?", saying "No" to all verbal redirection) -Low level repetitive profanity	-Automatic Referral -Additional consequence based on Tier
3	-Severe and egregious offenses that potentially put student, peers and adults in danger -Fighting with another student (physical contact that has to be broken up by an adult faculty or staff member) -Threatening a faculty or staff member with physical actions or verbal aggression -Sexual harassment and/or sexual misconduct	-Automatic Referral -Suspension
4	- Possessing a dangerous weapon including but not limited to a knife or a gun - Possessing a controlled substance including but not limited to illegal drugs (e.g. marijuana) and/or prescription medication - Assaulting a member of the DC Scholars PCS staff	Recommendation for expulsion

Note: All students serving a suspension in grades 5 through 8 must publicly apologize to their peers during Community Circle. This public apology should be written and maintained by the Dean's Office.

Expulsion

Expulsion is defined as the exclusion from DC Scholars PCS on a permanent basis at the recommendation of the School Director to the Board of Trustees. As a last resort, expulsion will be considered in the case of students who have excessive, repeated behavioral infractions. In some cases, if an infraction is extreme or egregious, expulsion may be considered as a primary response. Students will have an opportunity for a hearing as well as an opportunity to submit a formal appeal the recommendation.

As stated at the start of this section, in the event of either a suspension or expulsion, DC Scholars PCS will follow PCSB requirements with respect to due process and reporting.

Section C2: Human Resource Information

Key Leadership Roles

Until we hire a full-time School Director, the roles of chief administrative officer, curriculum leader and business officer will be filled through the management organization Scholar Academies. The Scholar Academies team is currently managing the administrative and business functions for its three schools, two in Philadelphia and one in Washington, DC. Scholar Academies manages all aspects related to financial management, charter authorizer relations, recruiting, hiring, and staffing so that the school leaders will be free to focus entirely on driving effective instruction, academic achievement and school culture.

The following Scholar Academies team members will fill these roles on an interim basis:

Chief Administrative Officer

Lars Beck is the founding Executive Director of Scholar Academies, a non-profit 501 (c) 3 school management organization that exists to close the achievement gap in urban public education and currently operates two charter schools in Philadelphia and one Scholar Academies school in Washington, DC. Prior to his role with Scholar Academies, Lars Beck led the Young Scholars Charter School (Young Scholars CS) since 2003. Initially, he worked with the Young Scholars CS Board on expansion efforts and, in February of 2005, he was asked to serve as the school's Chief Executive Officer. Lars took over the CEO position at Young Scholars CS during a time when the school was wading through crisis. Lars directed the efforts that turned Young Scholars CS around from a moderately successful academic program to the highest performing charter middle school in Philadelphia for the past two years. Lars has more than 15 years of experience in management and marketing of both non-profit and for-profit companies, including founding the Boulder, Colorado chapter of Stand Up For Kids, a national non-profit. Lars has a B.A. from Duke University. Lars brings to the DC Scholars PCS Founding Group demonstrated experience operating high-performing charter schools in Philadelphia and in Washington, DC. This includes turning around and leading the highest performing middle school in Philadelphia. The Chief Administrative Officer will fill the roll of the Executive Director for DC Scholars PCS. The School Director will be the first hire for DC Scholars PCS and is expected to be in place by September 2011. This individual will also serve as the primary liaison to Scholar Academies and be charged with handling the transition work from the interim team to the permanent team.

Curriculum Leader

This will be filled in a partnership between Rebecca Maltzman and Zach Blattner. Rebecca has five years of experience working in elementary education. After teaching 2nd grade with Teach For America, Rebecca became a School Director for Teach for America's summer institute both writing curriculum and supervising elementary school teachers. Rebecca also served as a teacher coach for Philadelphia Teaching Fellows. Rebecca is finishing her law degree at the University of Pennsylvania, and holds a Masters in Education from the Harvard Graduate School of Education. Zach Blattner has worked as a teacher, curriculum writer, and education consultant at rural and urban public schools in Texas, Boston, and Philadelphia. As a 2005 Teach For America corps member in Roma, Texas, Zach re-designed Roma High School's AP English curriculum that led to the first English passing scores in the school's history. At Mastery Charter Schools, Zach developed comprehensive novel units to drive skill-based instruction as well as wrote vocabulary and grammar assessments for the charter network. As the Manager of Academics for Scholar Academies, Zach has overseen the academic rollout at two turnaround schools, including leading curriculum implementation (in the early childhood, elementary and middle grades) and purchasing, as well as spearheading the development of Scholar Academies' Instructional Standards. The School Director will serve as the Curriculum Leader for the first part of the incubation year. The

School Director will play a critical role in selecting the additional school leaders to form the leadership team expected to be hired an in place by January 2012.

Business Officer

Jared Ware has 5 years of experience in the field of School Operations and Business and FinancialManagement. Jared's work includes the managing the operations for 3 of Harlem Children's Zone's school sites . Jared has 3 years of experience in Human Resource Management including five different charter schools, early childhood programs and preventative service programs. Jared currently manages the finances for Scholar Academies as well as its two Philadelphia-based charter schools. Through his experience at Scholar Academies, as well as in his previous role in New York City, Jared has experience in start-up operations and business for newly formed school entities. Scholar Academies, under the direction of Lars Beck and managed by Jared Ware will continue to manage the school's finances.

Legal Counsel

Scholar Academies has a pro-bono legal relationship with Morgan, Lewis & Bockius through Partners, Thomas Sharbaugh and Sarah Bouchard. Morgan Lewis will support the Founding Group in navigating the legal landscape in Washington, DC. DC Scholars PCS will also benefit from pro-bono legal support from Zuckerman Spaeder through partner, Roger Zuckerman, to support the school's interest legally during formative and ongoing needs.

b. Qualifications of School Staff

Qualifications and Background of Staff

The DC Scholars PCS staffing model focuses on the academic aspects of running an autonomous, non-union, public charter school. The Scholar Academies staffing model focuses on hiring teachers, administrators and other school staff with the underlying competencies required for success in each position. These competencies were determined by using a combination of external research and input from high-performing teachers and leaders within the network of Scholar Academies' schools.

Competencies for teachers include the ability to:

- Purposefully plan
- Relentlessly drive towards results
- Continuously increase effectiveness through a focus on personal learning and development
- Organize
- Effectively structure and deliver instruction
- Engage and motivate students and families
- Design systems and procedures to get things done
- Build a strong classroom culture

When hiring teachers, Scholar Academies also works to select individuals who meet the requirements of the NCLB highly qualified designation. To qualify for this designation, the following requirements must be met:

- All teaching candidates must have a bachelor's degree
- Elementary teachers (grades K-6) must pass an elementary content test
- Secondary teachers (grades 7-12) must:
- Pass the appropriate content area test OR
- Have a major or its equivalent in the content area OR
- Have an advanced degree in the content area OR
- Have National Board Certification in the content area

While each leadership position has unique competencies associated with it (for example the Director of Operations needs to have customer service skills, while the Director of Culture needs strong conflict management skills and the Director of Curriculum and Instruction must have a

strong curriculum development background), Scholar Academies seeks certain core competencies and management skills in all administrators. These include the ability to:

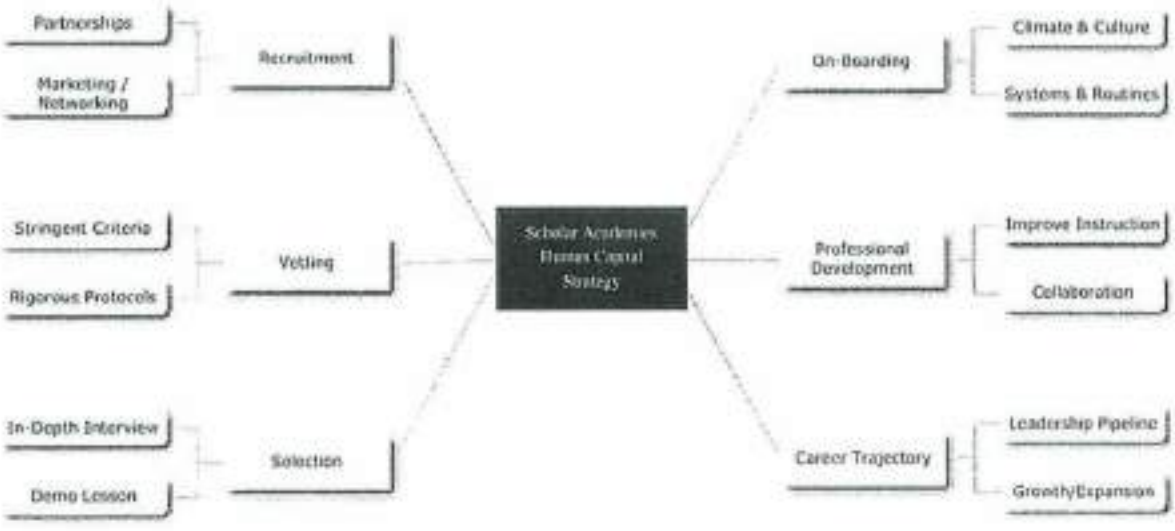
- Manage vision and purpose
- Demonstrate managerial courage
- Build and manage effective teams
- Solve problems and make decisions
- Assess and develop talent
- Serve as an instructional leader
- Motivate others
- Drive to results
- Build a strong school culture

In addition to the function specific competencies outlined above, all staff (including teachers, administrators and support staff) should demonstrate:

- Alignment with the mission of DC Scholars PCS and Scholar Academies
- Awareness of and experience working with the student population
- Grit: A "do whatever it takes" attitude
- Perseverance
- The ability to work in a team, particularly a team tasked with a challenge

Hiring of Teaching Staff

A primary driver of a highly structured, successful school environment is the recruitment, selection and retention of highly capable, mission-aligned talent. As research shows the direct correlation between teacher quality and student achievement, we are committed to providing its students with the best available teachers. Scholar Academies will apply its coherent, well-designed human capital strategy to attract and retain high quality teachers and staff as follows:



Recruitment

Scholar Academies will execute the hiring strategy described below. We will strive to hire a mix of experienced (85%) and first-year (15%) teachers. The majority of first-year teachers will serve as Resident or Co-teachers. We will give hiring preference to Teach For America (TFA)

corps, DC Teaching Fellows and other education based residency programs members in first-year roles because of the strong support and training these programs provides their new teachers.

Scholar Academies has an established partnership with TFA that enables us to tap into their deep talent pool and alumni database. TFA produces highly trained, skilled, and experienced teachers and leaders, and many of their members are seeking high-quality, mission-driven schools in which to work. Scholar Academies has an established relationship with The New Teacher Project D.C. and is establishing a new relationship with New Leaders for New Schools as well.

In addition to partnerships with top organizations, Scholar Academies will recruit teachers and staff with a targeted marketing/networking strategy. This approach includes a marketing campaign to attract prospective teachers by reaching out to schools of education, participating in local and regional job fairs, posting online and print job listings, and utilizing our extensive personal networks.

Vetting

The above recruitment strategy is designed to produce an ample number high quality resumes. However, the strength of the hiring process lies not in getting people to submit resumes, but in how Scholar Academies chooses to advance some in the process and decline others. Scholar Academies' commitment to its students requires that a high bar be set for vetting teacher education, credentials, and experience. Therefore, Scholar Academies has a "fine filter" as step one in the hiring process and ensures that only the most qualified candidates through to the next step in the process.

A small percentage of candidates will be selected for a screening interview: a brief phone conversation which tests for philosophical alignment, mission-focus, and consistency with the written resume. This rigorous initial step is yet another filter that helps ensure only high quality applicants are considered to continue in the process. These multiple steps and quality control measures are essential given the crucial role that teaching quality plays in making sure our students are prepared for high school and college.

Selection

Once a candidate clears the initial steps of the process, he/she is invited to come to the school for an in-depth interview with the school leader. Applicants are scored according to an employment rubric that measures a number of critical dimensions like instructional competence, leadership, data analysis, and behavior management.

Finally, candidates for teaching positions are asked to conduct a demo lesson (a 30-45 minute lesson they design and deliver in front of students) that the school leader and interview team will observe in one of the existing Scholar Academies schools. If this is not an option, candidates may submit a video of their teaching lesson or allow the school director to observe them in their current classroom. The observation team will independently score the teacher's lesson for content, structure, delivery, pedagogy, language, posture/movement, and academic rigor. Teachers may also provide a video of their interaction with students during a lesson.

Teachers who successfully complete these steps will be invited to join the team. Our aim is to secure the majority of our teaching staff by April 1st, 2012. National background checks will be completed on all employees and volunteers in advance of their first day of work with DC Scholars PCS.

e. Staffing Plan

Our school staffing model will be driven by both the number of students enrolled and the grade configurations required to serve those students. We propose opening a school that will serve Pre-school (PS) through 3rd grade in Year 1. In each subsequent year we propose adding an additional grade, until we serve PS through 8th grade. Under this model, our school will be fully staffed by Year 6.

The staffing model on the following page provides a detailed look at the organizational structure needed to achieve that growth:

- In Preschool and Pre-K (expected class size of 15 and 20, respectively), each class will have 2.5 adults per class: one lead teacher, one dedicated instructional aide and one instructional aide floating between two sections.

- Each class in the kindergarten through 2nd grades (expected class size of 23 to 27) will utilize a co-teaching model with the plan of pairing an experienced lead teacher with a less-experienced "resident" to form a team.
- In grades 3 and 4, there will be 1.5 teachers per classroom where one teacher will serve as the lead teacher and a second teacher will float between sections supporting the lead teacher in reading and writing.
- In grades five through eight, teachers will teach four out of seven periods (with the balance used for planning and data analysis). Teachers will be focused by content area, with one teacher per content area as follows:
  - ELA teachers will teach reading and writing to two sections of one grade
  - Math teachers will teach math procedures and math problem solving to two sections of one grade
  - Science teachers will teach science to two sections of two grades
  - Social studies teachers will teach social studies to two sections of two grades
- Special Education teachers will be assigned depending on the age ranges and needs of students with IEPS – the intent is to focus these teaching responsibilities, or "caseloads," on to grade ranges and/or subject areas as much as possible.
- To support planning and school start up four school leaders will join our team in the year prior to the planned opening of the school. A School Director will be brought on to the team a full year prior to opening, while Directors of Curriculum/Instruction/Assessment, Culture and Operations will join the school leadership team for a half year prior to opening. While a strong leadership team will be in place at the start of the first school year, additional leadership team members will be added over time to support the addition of new grades.
- Instructional support staff (including Instructional Coaches, Assistant Deans and Social Workers/Psychologists) and non-instructional staff (including Operations Assistants and Building Maintenance) will be added incrementally over time to support the growing student population.

	Year 0 (2017-2018)	Year 1 (2018-2019)	Year 2 (2019-2020)	Year 3 (2020-2021)	Year 4 (2021-2022)	Year 5 (2022-2023)	Year 6 (2023-2024)
Grades Served		**PS-3**	**PS-4**	**PS-5**	**PS-6**	**PS-7**	**PS-8**
# Students		**274**	**325**	**376**	**427**	**478**	**525**
# sections		**12**	**14**	**16**	**18**	**20**	**22**
School Leadership							
School Director	1	1	1	1	1	1	1
DCIA	0.5	2	2	2	2	2	2
Director of Culture	0.5	1	1	1	1	1	1
Director of Student Life	0	0	1	1	1	1	2
Director of Graduate Services	0	0	0	0	0	0	1
Director of Operations	0.5	0	1	1	1	1	1
Sub-Total	**2.5**	**4**	**6**	**6**	**6**	**6**	**8**
General Ed Instruction							
PS/PK Teachers	0	4	4	4	4	4	4
PS/PK Instructional Aides	0	6	6	6	6	6	6
K-2 Lead Teachers	0	6	6	6	6	6	6
K-2 Resident Teachers	0	6	6	6	6	6	6
3-4 Lead Teachers	0	2	4	4	4	4	4
3-4 Resident Teachers	0	1	2	2	2	2	2
ELA 5-8	0	0	0	1	2	3	4
Math 5-8	0	0	0	1	2	3	4
Science 5-8	0	0	0	0.5	1	1.5	2
Social Studies 5-8	0	0	0	0.5	1	1.5	2
Art/Music/PE/Spanish	0	2.5	3	3.5	4	5	6
Sub-Total	**0**	**27.5**	**31**	**34.5**	**38**	**42**	**46**
Special Ed Instruction							
Special Ed Coordinator	0	0.5	1	1	1	1	1
Special Ed Teachers	0	2.5	3.5	4.5	6	7	8
Sub-Total	**0**	**3**	**4.5**	**5.5**	**7**	**8**	**9**
Instructional Support							
Instructional Coach	0	0	0.5	1	1	2	2
Asst Dean of Students	0	0.5	0.5	1	1	1.5	2
Social Workers/Psychologists	0	1	1	1	2	2	2
Sub-Total	**0**	**1.5**	**2**	**3**	**4**	**5.5**	**6**
Non-Instructional Staff							
Operations Assistants	0.5	2	2	2	3	3	3
Food Service	0	0	0	0	0	0	0
Building Maintenance	0	0.5	0.5	0.5	0.5	1	1
Sub-Total	**0.5**	**2.5**	**2.5**	**2.5**	**3.5**	**4**	**4**
Total Staffing							
School Leadership	2.5	4	6	6	6	6	8
General Ed Instruction	0	27.5	31	34.5	38	42	46
Special Ed Instruction	0	3	4.5	5.5	7	8	9
Instructional Support	0	1.5	2	3	4	5.5	6
Non-Instructional Staff	0.5	2.5	2.5	2.5	3.5	4	4
Total Staffing	**3**	**38.5**	**46**	**51.5**	**58.5**	**65.5**	**73**
# Students per Staff		**7.12**	**7.07**	**7.30**	**7.30**	**7.30**	**7.25**
# Students per Teacher		**9.13**	**9.42**	**9.64**	**9.70**	**9.76**	**9.80**
# Students per Special		**109.60**	**108.33**	**107.43**	**106.75**	**95.60**	**88.17**
# Special Ed per Teacher		**10.96**	**11.14**	**11.70**	**9.95**	**9.56**	**9.26**
SD/DCIA/IC per class		**4.00**	**4.00**	**4.00**	**4.50**	**4.00**	**4.40**
DoC/Dean per class		**8.00**	**9.33**	**8.00**	**9.00**	**8.00**	**7.31**

Scholar Academies will also be supporting the school-based staff in a number of areas including operations, facilities management, financial management, curriculum development and evaluation, and data analysis and reporting.

By hiring some staff members during the planning year, this staffing model ensures that several members of the leadership team are incubated prior to school opening. DC Scholars PCS will spend time at the other Scholar Academies' schools in order to gain a solid understanding of the

Scholar Academies model. By Year 2, a majority of the leadership team will be in place to facilitate consistency in the vision, culture, systems and operations of the school. As the school grows to scale in Year 6, an additional two leadership team members will be added.

To promote instructional excellence, classroom teachers, instructional coaches and educational aides will be added in direct proportion to the growing student population. By adding a grade each year, classroom teachers will always have colleagues who are teaching the same grade level as they are and with whom they can collaborate.

Other non-instructional staff (e.g. social workers, operations assistants, assistant deans) will be added incrementally to support the growing student population. All members of this support staff will be managed by members of the leadership team.

Staff development as a Driver of the School's Mission and Goals

Collaboration will be a key ingredient in the development of a successful adult culture at DC Scholars PCS. The School Director will serve as the primary driver of the Scholar Academies whole school model at DC Scholars PCS. However, s/he will not be equipped to address every need in isolation. Therefore, DC Scholars PCS will run bi-monthly Professional Learning Communities (PLCs). These after school sessions will run for 1.5 hours and provide the staff an opportunity to come together and address a key issue facing the school community. The goal will be to reinforce collective responsibility to whole school issues as well as provide a platform for teachers and staff to play a proactive role in problem solving. From these PLCs, teachers will have the opportunity to voluntarily sign-up for a committee to continue discussions and focus on an issue affecting the school community.

Additionally, there will be approximately 2.5 hours of professional development built into the schedule every Friday to facilitate collaboration among staff members. This time can be used to:

- Co-plan and develop teacher-created curriculum
- Communicate about important school-related and community issues
- Analyze data and determine progress towards school achievement targets
- Provide professional development to support staff in achieving the school's mission and goals

d. Employment Policies

Prior to the first hire, the Board of Trustees will finalize the DC Scholars PCS Employee Handbook to further outline the school's employment policies. These policies will include requirements to maintain a drug-free workplace.

Hiring and Compensation

DC Scholars PCS will follow the Scholar Academies performance-based compensation model and will apply it to all staff. The compensation model is based on aligning an individual's experience and success at their role with increased levels of compensation. Individuals will have the opportunity to advance upwards in compensation based on their success in and demonstration of student achievement results within the DC Scholars PCS setting. The model is designed to ensure equity by assigning salary ranges to each compensation level but still allowing for flexibility based on an individual's level of experience, educational history and demonstrated success. DC Scholars PCS will aim to meet the pay scale of traditional DC public schools.

To promote transparency and buy-in on the performance-based compensation model, teachers and staff will be provided a training session on the program during the planning weeks prior to school opening to detail how it works and how it will be applied. At the end of the year, teachers and staff will have the opportunity to weigh in on the compensation model and provide direct input to school leaders and Scholar Academies team members who will be working to continuously improve the system.

DC Scholars PCS believes that since every adult in the school building must be committed to student achievement, every employee will be evaluated on school-wide student achievement growth results as a portion of their total evaluation.

DC Scholars PCS will be committed to providing equal opportunity in employment on the basis of individual merit and personal qualifications to employees and applicants for employment. Equal employment opportunity is provided to all employees and applicants for employment

without regard to race, color, religion, sex, marital status, national origin, age, physical or mental disability, sexual orientation, covered-veteran status and/or any other factor protected by law. This Equal Employment Opportunity Policy is an integral part of our generally applicable personnel practices and procedures and applies to all terms and conditions of employment including, but not limited to, hiring, promotion, compensation, termination, leaves of absence, training and the development and advancement of employees.

Once the decision is made to hire, compensation will be outlined in the form of a contract. All DC Scholars PCS employees are employees at will.

DC Scholars PCS employees will be offered a full-benefits package including health and dental benefits covered at 100%. All staff coming to DC Scholars PCS will be offered the option of participating in a 403b retirement plan with up to a 3% match. All former District employees may opt to instead participate in the pension in accordance with School Reform Act requirements.

Teacher Evaluations:

To ensure that our students are prepared to succeed in high school and college, DC Scholars PCS must employ extremely dedicated teachers and staff members. These teachers must plan and deliver rigorous instruction and enforce a standardized set of school wide procedures, expectations and systems while also providing a safe and supportive environment. We believe that our students will need a single set of expectations from every adult rather than a different set of expectations from each adult. In addition, every adult in the building needs to be held accountable to the highest of expectations and student achievement metrics. As a team, the DC Scholars PCS staff will close the achievement gap for our students and will support each other in doing so through a cycle of continued feedback, reflection and evaluation.

A. Ongoing Evaluation and Feedback

DC Scholars PCS will be a place where feedback occurs every day so that we are consistent in our application of our whole school model. Evaluation structures will be in place to ensure that our students are receiving the quality education they deserve and that teachers are rewarded for their hard work and talent.

B. Instructor Formal Evaluations

Instructor Formal Evaluations (IFEs) will occur at least two times a school year and will review at least four key categories:

1. Quality of Instructional Planning
2. Quality of Instructional Delivery, as measured by Instructional Standards
3. Student Achievement
4. Commitment to Core Values

The IFE will conclude with a performance review meeting to comprehensively evaluate performance and establish next steps.

The School Director and/or a Director of Curriculum, Instruction & Assessment (DCIA) will conduct the formal evaluations and can/will seek input and involvement in the process from other Administrative Leaders.

If, for any reason and/or at any time, the School Director determines that instructor performance is a concern before or outside of a cycle of evaluation, a full or partial IFE can be initiated to address performance concerns. If this occurs, this will be communicated both orally and in writing to the instructor by the School Director. In this instance, the IFE will accompanied by an Improvement Plan.

Outcomes of Instructor Formal Evaluations

The School Director will host a meeting with each staff member to review the IFE. During the meeting to review the second IFE, the School Director will communicate whether a recommendation is being made that the Instructor be renewed for the following school year.

If the recommendation being made is to renew, the Instructor will be provided an Offer Letter which describes compensation and position for the upcoming year. Acceptance of the offer will be followed by a formal Employment Agreement Letter.

If the recommendation being made is non-renewal, a set of "exiting professionally guidelines" will be reviewed. If an IFE is initiated before or outside of a cycle of evaluation as an intervention, next steps will be reviewed up to and including termination and must be approved by the Board of Trustees. This process can occur at any point within the school year if needed.

In addition to these more formal performance evaluations, DC Scholars PCS will strongly encourage all employees and managers to discuss job performance on an ongoing basis.

Administrative Staff Evaluations

For year-round administrative employees Administrative Staff Performance Evaluations (ASPEs) will typically be conducted once a year, by the employee's supervisor near or at the end of the school year. In the case of the School Director, the ASPE will be conducted by the Scholar Academies Executive Director and/or Chief Academic Officer, as contracted by the Board, and provided to the Board for joint delivery to the School Director. The purpose of the ASPE is to evaluate level of performance, review progress made since the last ASPE and to set goals for the next year. When possible, administrative staff members in their first year will receive an additional evaluation after their first six months. A copy of the ASPE will be included in the employee's personnel file.

e. Use of Volunteers

DC Scholars PCS does not intend to utilize volunteers to perform any of the core functions of the school. However, DC Scholars PCS will work to engage community and family volunteers to participate in other activities such as:

- Supporting the school's fundraising efforts
- Chaperoning school trips
- Participating and supporting after school activities

These volunteer programs will likely be designed in partnership with the Parent Advisory Council (PAC) and the policies will be created and presented for Board approval; the policies will include requirements for background checks.

Section C3 – Arrangements for Meeting District and federal Requirements

a. Health and Safety

DC Scholars PCS will adhere to all applicable health and safety laws and regulations as outlined in SS38-180201 (11) and SS2204 (c) (4) of the DC School Reform Act. DC Scholars PCS will comply with all health and safety inspections as required. DC Scholars PCS will have an on-site nurse to attend to key health issues. DC Scholars PCS will apply through the Department of Health for nursing services and will consider the DoH's health suite requirements when conducting a facility search. Additionally, DC Scholars PCS will train its staff in First Aid and CPR to ensure the safety of students and staff. DC Scholars PCS will be a drug-free work environment.

b. Safety

DC Scholars PCS will comply with the American with Disabilities Act and all requirements of the DC Code for fire safety. DC Scholars PCS will develop fire evacuation and safety plans and will execute on required fire drills. Logs of these fire drills will be available for monthly review in accordance with statutory requirements.

c. Transportation

DC Scholars PCS will make tokens available to all students who require them. Families will be informed in writing about eligibility for reduced fares on the Metro Transit System (bus and rail) since they are available to students who attend a DC public school, traditional or charter. DC Scholars PCS staff will work directly with the appropriate agency to make transportation arrangements for students with disabilities.

d. Enrollment Data

DC Scholars PCS will capture accurate enrollment data into our student information system, MMS, and provide reports to the PCSB and OSSE as required.

e. Maintenance and Dissemination of Student Records

DC Scholars PCS employees will be expected to keep student records – including, but not limited to, student registration forms, graded papers, and social security numbers – confidential at all times. DC Scholars PCS will require written permission from the parent or eligible student in order to release **any** information from a student's education record, except to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Confidentiality is especially important with respect to student education records, which are protected from disclosure by federal privacy laws.

The school's Director of Operations will be ultimately responsible for the maintenance of school records. The DO will work with the Operations Assistants to implement a system of security for all student data.

f. Compulsory Attendance Laws

One of the school's Operations Assistants will be assigned as the attendance clerk and will oversee the school information system, attendance collection, and the tracking and reporting of enrollments and withdrawals. The Director of Operations will support this individual and provide back-up when necessary. DC Scholars PCS will keep careful attendance records to ensure every student accounted for each day. Based on the attendance plan outlined in Section A of this application, DC Scholars PCS staff will be diligent about following up with students and families who have multiple unexcused absences and will continue to work with families to pursue solutions.

g. IDEA-B and Section 504

DC Scholars PCS will comply with all federal regulations that relate to special education. The school's special education programs and services will be developed and reviewed by individuals who are familiar with the requirements of the federal law.

h. Title I

DC Scholars PCS expects to receive Title 1 funds based on the income-level of the neighborhoods that DC Scholars is interested in serving. DC Scholars PCS will use these funds to support key academic interventions designed to ensure our students are on the path to college. This will include programs such as funding for summer school, extended day, access to leveled libraries for reading intervention and the purchase of curricular resources to support DC Scholars PCS teacher created curriculum.

Scholar Academies has experience utilizing Title 1 funds in the other schools that it manages and will provide support to DC Scholars PCS in doing the same. DC Scholars PCS will comply with NCLB regulations including informing parents of the highly-qualified status of teachers and the school's AYP status.

i. Compliance with Civil Rights Statutes and Regulations of Federal Government and District of Columbia

DC Scholars PCS will adhere to all federal and District civil rights regulations to ensure that students, employees, and volunteers will not be discriminated against in any unlawful manner.

j. Other

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

Activity	Time Frame
Funding Applications Submissions to WFF and OSSE	March 2011
Award of Charter	May 2011
Founding Group Planning Year Strategy Session	Late May 2011
Press Release Announcing Opening of DC Scholars PCS	May 2011
Complete outreach materials	June 2011
Founding School Director Search Launch	June 2011
Community Meetings to Introduce DC Scholars PCS	June 2011
Facility Search	June 2011
Begin Additional Board Recruitment	June 2011
Begin Student Recruitment	September 2011
Secure Founding School Director	September 2011
Secure Facility & Begin Renovation (if necessary)	November 2011
Submit eRate Application	December 2011
Begin Faculty Recruitment	January 2012
Convene First Interim Board of Trustees Meeting	January 2012
Information Sessions for Parents and Prospective Students	November through March 2012
Lottery for Admissions	March 15, 2012
Present Board with Budget and Curriculum Materials for Approval	March 2012
Assess for additional staffing needs (ELL, SPED, etc) based on enrollment	April 2012
Secure Facility Vendors (food services, custodial staff, etc.)	April 2012
Conduct enrollment audit including residency verification	April through August 2012
Place Furniture, Supply, and Curriculum Orders	May 2012
Manage School's Communication and Technology Installation	May 2012
Board Approval of Final Employee Handbook	June 2012
Staff Hiring Completed	June 2012
Building Ready for Occupancy and Compliant with All Code	June 2012
Convene Teacher Leaders for Curriculum Development	July 2012
Parent University Begins	July 2012
Diagnostic Testing	July 2012
Teacher Training and Orientation Begins	August 2012
School Opening	August 21, 2012
Enrollment Count Submitted to PCSB	September 2012
Annual Audit Submitted	November 2012
Begin Recruitment for Fall 2013	November 2012

b. Maintenance and Reporting of Academic and Non-Academic Performance Data

The Scholar Academies model, which will be employed at DC Scholars PCS, is rooted in the use of data to drive decision-making. As such, and to promote access to information across the school, all teachers and administrators at DC Scholars PCS will be provided laptops to make the regular use of data easy and accessible.

Additionally, DC Scholars PCS and Scholar Academies are investigating web-based curricular platforms that would allow for sharing resources both across the Scholar Academies network as well as with other high-achieving charter schools that serve similar populations of students. It is expected that a program will be piloted in the fall of 2012 and in place network-wide, including at DC Scholars PCS, by the fall of 2013. The platform will allow for the ease in reporting data across the school as well as across grades. For even greater levels of detail, the technology platform will allow for trending by instructor as well for as each individual student. This level of granularity will enhance the value and usability of the data to drive decisions across the school as well as ease the process by which reports are presented to parents and other interested parties.

Academic and non-academic data will be collected regularly and reported to the entire school community. Scholar Academies will provide DC Scholars PCS with a set of data that must be reported daily, weekly, monthly and then as needed. This will include student and teacher attendance, uniform compliance, and test score results.

A Scholar Academies Data and Research Analyst will be responsible for working with the DC Scholars PCS Operations and Academic teams to ensure accuracy of entry and reporting. A DC Scholars PCS Director of Operations, under supervision of the School Director, will be responsible for collecting, maintaining and reporting data to the school's stakeholders.

c. Major Contracts Planned

DC Scholars PCS will enter into a contractual relationship with Scholar Academies to manage and support the school operations. Further detail on this contract can be found in section B2 of this application. A draft of the contract can be seen in Section J.

Additionally, DC Scholars PCS will explore contracts in the following areas of school operations:

- Cleaning services
- Food service
- Occupational Therapy
- Psychological Services
- Technology Services

d. Orientation of Parents, Teachers and Other Community Members

Teachers:
It is impeative that teachers and staff team have extensive time to build a powerful team dynamic, design academic plans at each grade level, internalize elements of our school culture and prepare the school community for our opening day.

DC Scholars PCS Summer Professional Development (PD) will run for three full weeks in August. The first two weeks will be devoted to school culture, academic planning, and building an achievement oriented classroom culture. The final week of PD will be focused on specific school operations and preparing the school community for our opening. There is a great deal of work to be accomplished to ensure that our school is a well-organized, warm, structured space for learning, growing, and achieving.

DC Scholars PCS will have comprehensive ongoing Professional Development for teachers and staff throughout the school year.

Parents:
Parents of incoming DC Scholars PCS students will be encouraged to participate in one Parent University session. This session will go over the Parent Survival guide and outline the critical expectations that the school will have for its families. DC Scholars PCS believes in collective commitment from the school, the family and the student to ensure every student's success. The most critical part of the Parent University will be the review and signing of the Community Accountability Contract. This contract outlines the collective responsibility of each member of the DC Scholars PCS community in the support of each and every individual scholar.

Parents who are unable to attend a Parent University session will have the option to arrange a one-on-one or small group meeting with the School Director or other school leader to review the necessary information. All parents will receive a copy of the handbook via mail.

Community Members:
DC Scholars PCS will begin hosting community information sessions in the summer of 2011. These sessions will provide community members with an overview of the school's goal as well as expectations for the students. As decisions are made (School Director hire, facility location, etc.), DC Scholars PCS will reconvene community groups to share this information and keep them in the loop.

e. Services Sought from the District of Columbia Public Schools

DC Scholars PCS does not expect to seek services from DCPS.

D. Public Charter School Accountability

1. Goals Against Which the School's Success Will be Judged

The following outcomes will be used by to assess whether DC Scholars Public Charter School has met its stated mission:

Measure and Performance Indicator	Description/Reasoning
80% or more of 3rd-8th graders will be proficient or advanced on the DC-CAS or PARCC after two years	This measure establishes an ambitious goal for our school leader, our teachers and our students. DC Scholars PCS will mark progress towards the 80% proficiency goal throughout the year through school and class wide data presentations for both students and teachers. We will use interim benchmark assessments (and potentially the DC-BAS) to track progress towards the 80% rate.
Class objective mastery averages of 80% or greater on interim assessments	Our interim benchmarks (either school-developed or created in partnership with The Achievement Network) represent a rigorous, standards-aligned assessment of student learning. Using the interim assessments as a key measure will spur a deeper curricular and instructive focus across the entire year rather than only during DC-CAS administration or periods of emphasis.
Graduating students reach a 10th grade reading equivalency or higher	This measure includes two linked sub-measures. The first is for students in K-4th grades to achieve 1.5 grade levels of reading growth each year. Many of our students will enter DC Scholars PCS behind grade level and with early targeted interventions we believe we can effect dramatic early growth. If students begin Kindergarten, on average, at a mid-Pre K level, they will complete 4th grade reading at a 6th grade level. While the mid-Pre K level is an assumption, 37% of students begin Kindergarten below level in their skills – many of whom are low income.[1] The second part of the measure is for students to achieve 1 full grade level of growth from 5th to 8th grade, which will mean that they reach a 10th grade level upon graduation.
All graduating students attend a college-prep high school	DC Scholars PCS characterizes a "college prep" high school as one in which 80% or more of graduating students attend a 4-year college or university. This measure is a key component of our mission since our students require the support systems, rigorous learning opportunities, and college access pathways that do not exist in every school. A Director of Student Life is tasked with building relationships and guiding DC Scholars PCS 7th and 8th graders through this process.
Graduating students complete Algebra 1	Regardless of their entering skill level, all students will take Algebra 1 during 8th grade to ensure they have been exposed to the conceptual and foundational rigor that is necessary for high school success. Recent research suggests that students of all abilities who take Algebra in 8th grade perform better than their peers in lower riger courses.[2]
Graduating students complete a 3 to 4 page typed analytic essay based on a literary text	High level, academic writing is a pillar of successful high school and college success. Our 8th grade students will complete a typed, analytic essay that includes a structured introduction; a strong thesis statement that makes a clear argument; body paragraphs that effectively incorporate direct evidence from the text; analysis that links evidence from the text directly to the thesis; and a concluding paragraph that summarizes key arguments. Engaging in this rigorous process – as well as revisions for grammatical and stylistic edits – will prepare our students for the type of work that high schools will expect of them.

2. Assessment Measures , 3. Performance Indicators and 4. Collecting/Storing/Reporting Performance and Progress Data

A Scholar Academies data specialist with a background in education technology will be responsible for ensuring that the data necessary to assess the unique school measures of DC Scholars PCS is properly collected, displayed, and analyzed in a timely and accurate fashion. The data specialist will work in conjunction with the school leadership team to guarantee the necessary information is gathered.

Results will be displayed in a "dashboard" to allow school leadership to quickly see progress towards all school goals. DC Scholars PCS and Scholar Academies have partnered with Nesse, LLC - a firm with educational expertise in performance management, communication strategy,

[1] http://www.jstart.org/site/DocServer/America_s_Early_Childhood_Literacy_Gap.pdf?docID=3923

[2] National Center of Educational Statistics http://nces.ed.gov/pubs2010/2010016.pdf

value-added modeling, and data integration – to better collect, store, and report all school performance data as well as track progress towards the unique school goals. Nesso, LLC will help support enhanced data clarity and accuracy so that school leadership is well-informed. The results will also be available in Microsoft Excel spreadsheets so that leadership can more substantively analyze results and identify specific students, grades, or subjects for increased attention and focus.

After results have been analyzed by school leadership and presented to the teaching staff, the data specialist and Scholar Academies Director of Strategy will coordinate a release of school goal data to parents, the surrounding community, and the DC chartering authority that includes an explanation of and reasoning behind the pre-determined goals as well as an analysis of any lack of achievement and proposed remedies for DC Scholars PCS. The same process will be used for releasing information on adequate yearly progress.

The 80% target used by DC Scholars PCS for a proficiency baseline for internal and external assessments was selected because it requires students to perform above a low-level proficiency where they must demonstrate a real mastery of the standard or skill, as opposed to a basic understanding that fails to engage critical thinking.

See Section K for a sample data report.

Measure and Performance Indicator (Section 3)	Assessment Method and Timeline (Sections 2 and 4)
80% or more of 3rd -8th graders will be proficient or advanced on the DC-CAS or PARCC after two years	Scores from the DC-CAS or PARCC will be used to determine whether the 80% proficiency measure was met. The school site data-specialist will gather class-wide data and determine if the class average of each grade was at or above 80% as well as the average for 3-8th overall. Within one week of released DC-CAS results, the data-specialist will have provided school leadership with reports on mastery rates to evaluate whether or not each grade and the entire school met the established 80% standard mastery goals.
Class objective **mastery averages of 80% or greater** on interim assessments	Performance Tracker by Sungard will be used to score all interim assessments to determine the percent of students mastering a given standard. Performance Tracker will allow analysis at the student, class, grade, and school level. The process will be managed and overseen by the data specialist as well as the Directors of Curriculum, Instruction and Assessment. Within one week of all interim assessments, the data-specialist will have provided school leadership with reports on mastery rates to evaluate whether or not each grade and the entire school met the established 80% standard mastery goals.
Graduating students reach a **10th grade reading equivalency or higher**	The GRADE assessment, given at the beginning and end of every year, will be used to assess each students' reading ability to determine if they have met the goal of a 10th grade reading level by graduation. The data specialist will keep track of every student's score to gauge progress using the GRADE software and Microsoft Excel and provide school leadership an accurate picture of whether or not the goal has been met. The end of year GRADE will be given in late May – the data specialist will have results aggregated for the school leadership team within one week of test administration.
All graduating students attend a college-prep high school	The Scholar Academies data specialist will work in coordination with the school-based Director of Student Services to track the high school placement of all graduating students and determine if the school fits our designation of "college prep" (80% or more of students enroll in College). By June 30th of each school year, the data specialist and Director of Student Services will provide the school leadership team with the completed list of graduating students and the high schools that they will be attending, as well as an indicator to highlight which are "college prep".
Graduating students complete Algebra I	All 8th grade students will be enrolled in Algebra I and the data specialist will communicate with the School Director and Directors of Curriculum, Instruction, and Assessment to ensure that all students either a) pass the course or b) make the course up for full credit during summer school. The data specialist will track all 8th grade students on an Excel spreadsheet so that this information is gathered and to notify teachers and school leadership if students are off track. This will be done on an ongoing basis as student grades and final assessments will determine if students complete Algebra or not.
Graduating students complete a 3 to 4 page	All 8th grade students will be required to hand in their completed essay before they can pass

typed analytic essay based on a literary text	8th grade. The data specialist, in coordination with 8th English teachers and school leadership, will track student completion of the essays through an Excel spreadsheet to ensure the goal is properly met by the planned 8th grade graduation that year.

5. Timeline for implementation

The mission accomplishment plan will take six years to actualize in full. It will require DC Scholars PCS to graduate at least one 8th grade class in order to measure the key indicators outlined in the plan (described in detail in Section 1 above). However, some of the metrics will begin to show signs of performance following year 1, including those that measure interim assessment results and DC-CAS scores.

Scholar Academies in partnership with the school leadership will have the opportunity to adjust, tweak and problem solve progress towards achieving the measures to ensure we are meeting our targets. This indicator of the mission accomplishment plan will be the true constant from the school's inaugural year through the term of the charter.

DC Scholars Public Charter School

Conflict of Interest Policy

DC Scholars Public Charter School ("PCS") is a charitable and educationally oriented organization whose Trustees, and staff members ("Covered Persons") serve the public purposes to which it is dedicated. These persons have a duty to conduct the affairs of PCS in a manner consistent with such purposes and not to advance their personal interests. This conflict of interest policy is intended to permit PCS to identify, evaluate, and address any real, potential, or apparent conflicts of interest that might, in fact or in appearance, call into question each Covered Person's duty of undivided loyalty to PCS.

1. **Definition of Conflict of Interest**

A conflict of interest exists whenever there is any proposed transaction of PCS in which a Covered Person has any actual or potential involvement, interest or relationship, either directly or indirectly. A Covered Person shall have an indirect interest in a proposed transaction if:

(a) the other party to the transaction is a family member, including a spouse, parent, sibling, child, stepchild, grandparent, grandchild, great-grandchild, in-law, or domestic partner to such Covered Person;

(b) the other party is an entity in which the Covered Person has a material financial interest, including entities in which the Covered Person and all individuals or entities having significant relationships with the Covered Person own, in the aggregate, more than 15%; or

(c) the Covered Person is an officer, director, general partner, managing member, or employee of such other party.

A conflict of interest may also exist when the interests or concerns of any Covered Person, or such Covered Person's immediate family, or any party, group or organization to which such person has allegiance, may be seen as competing with the interests or concerns of PCS.

2. **Conflict of Interest by Trustee**

2.1 Each Trustee of PCS has a duty to disclose to the Board of Trustees and to any applicable Committee of the Board the existence and material facts of any proposed transaction in which such Trustee has any actual or potential conflict of interest.

2.2 The disclosure required under § 2.1 above must be made prior to any consideration of such proposed transaction by the Board or by any applicable Committee of the Board.

2.3 The Trustee shall refrain from using his or her personal influence to encourage PCS to enter into the proposed transaction.

2.4 The Trustee shall physically excuse himself or herself from participation in any discussions regarding the transaction with Trustees, and employees of PCS and at meetings of the Board or Committees of the Board, except to respond to requests for information about the proposed transaction.

2.5 Any proposed transaction in which a Trustee has a conflict of interest must be approved by a majority of the members of the Board of Trustees or of the applicable Committee of the Board entitled to vote other than the interested Trustee(s) at a meeting at which a quorum is present, even though the disinterested Trustees may constitute less than a quorum. Such interested Trustee(s), if present, may be counted solely for purposes of determining whether a quorum is present.

2.6 The minutes of the meeting of the Board of Trustees or the Committee of the Board shall reflect that the conflict of interest was disclosed and that the interested person was not present during the deliberation and vote.

2.7 Where there is a doubt as to whether a conflict of interest exists, the matter shall be resolved by a vote of the Board of Trustees or the Committee of the Board, excluding the person concerning whose situation the doubt has arisen.

2.8 In order to assist PCS in identifying potential conflicts of interest and as required by the Commonwealth of Pennsylvania's State Ethics Commission because PCS receives public funds, each Trustee shall annually complete a Statement of Financial Interest ("Statement") provided by PCS. Completed Statements shall be available for inspection by any Trustee, and may be reviewed by PCS' legal counsel.

3. Conflict of Interest by Staff

3.1 Each staff member has a duty to disclose to the Chief Executive Officer of PCS the material facts of any proposed transaction of PCS in which such person has any actual or potential conflict of interest. Such staff member shall, upon request, respond to questions regarding the matter at issue.

3.2 The disclosure required under § 3.1 above must be made prior to any consideration of such proposed transaction by PCS.

3.3 A staff member having an actual or proposed conflict of interest shall not participate in the deliberation or decision by PCS regarding the matter under consideration.

3.4 The Chief Executive Officer of PCS shall take such additional action as may be required to ensure that the conflict of interest is resolved, and shall maintain a record of the existence and resolution of the conflict.

3.5 When there is any doubt as to whether a conflict of interest exists, the matter shall be resolved by the Chief Executive Officer.

* * *

A copy of this conflict of interest statement shall be furnished to each Trustee, and staff member who is presently serving PCS, or who may hereafter become associated with it. New Trustees and staff members shall be advised of the policy upon undertaking the duties of office.

DC Scholars PCS Five-Year Operating Budget

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	$3,626,462	$4,524,773	$5,375,243	$6,254,939	$7,182,579
Federal Entitlements	$770,968	$865,904	$700,840	$795,775	$890,711
Income from Grants and Donations	$100,000	$100,000	$100,000	$100,000	$100,000
Activity Fees	$34,250	$40,625	$47,000	$53,375	$59,750
Other Income	$385	$4,528	$9,657	$11,664	$13,987
TOTAL REVENUES	**$4,532,065**	**$5,535,830**	**$6,232,739**	**$7,215,753**	**$8,247,028**
EXPENSES					
Personnel Salaries and Benefits	$2,679,383	$3,347,288	$3,889,218	$4,539,065	$5,245,954
Direct Student Expense	$205,990	$225,625	$267,760	$301,395	$343,530
Occupancy Expenses	$630,200	$747,500	$864,800	$962,100	$1,099,400
Office Expenses	$154,700	$166,250	$185,800	$204,350	$218,900
General Expenses	$672,791	$815,338	$951,662	$1,103,955	$1,249,282
TOTAL EXPENSES	**$4,343,064**	**$5,302,002**	**$6,159,241**	**$7,130,866**	**$8,157,066**
EXCESS (OR DEFICIENCY)	**$189,001**	**$233,828**	**$73,498**	**$84,888**	**$89,961**

DC Scholars PCS Two Year Operating Budget: Year Two

	DESCRIPTION	BUDGETED AMOUNTS Column A 501(c)3 School Applicant	Column B Education Management Organization	Column C Total Revenues by Funding Source	Column D Expenditures as a Percent of Total Public Funding
	REVENUES				
1	Per Pupil Charter Payments	$3,567,473		$3,567,473	
2	Per Pupil Facilities Allowance	$937,300		$937,300	
3	Federal Entitlements	$612,597		$612,597	
4	Other Government Funding/Grants	$253,307	$0	$253,307	
5	Total Public Funding	$5,390,677	$0	$5,390,677	
6	Private Grants and Donations	$100,000	$0	$100,000	
7	Activity Fees	$40,625	$0	$40,625	
8	Loans	$0	$0	$0	
9	Other Income	$4,528	$0	$4,528	
10	Total Non-Public Funding	$145,153	$0	$145,153	
11	EMO Management Fee (= line 73, col. G)		$452,477	$452,477	
12					
13					
14	TOTAL REVENUES	$5,535,830	$452,477		

	EXPENSES	1 501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	Personnel Salaries and Benefits				
15	Principal/Executive Salary	$122,712	$0	$122,712	2.3%
16	Teachers Salaries	$1,851,747	$0	$1,851,747	34.4%
17	Teacher Aides/Assistance Salaries	$0	$0	$0	0.0%
18	Other Education Professionals Salaries	$455,324	$0	$455,324	8.4%
19	Business/Operations Salaries	$61,800	$0	$61,800	1.1%
20	Clerical Salaries	$71,740	$0	$71,740	1.3%
11	Custodial Salaries	$20,800	$0	$20,800	0.4%
22	Other Staff Salaries	$0	$0	$0	0.0%
23	Employee Benefits	$600,541	$0	$600,541	11.1%
24	Contracted Staff	$118,925	$0	$118,925	2.2%
25	Staff Development Expense	$43,900	$0	$43,900	0.8%
26					
27	Subtotal: Personnel Costs	$3,347,288	$0	$3,347,288	62.1%
28					
29	*Direct Student Expenses*				
30	Textbooks	$25,000	$0	$25,000	0.5%
31	Student Supplies and Materials	$61,250	$0	$61,250	1.1%
32	Library and Media Center Materials	$10,000	$0	$10,000	0.2%
33	Computers and Materials	$18,000	$0	$18,000	0.3%
34	Other Instructional Equipment	$0	$0	$0	0.0%
35	Classroom Furnishings and Supplies	$5,000	$0	$5,000	0.1%
36	Student Assessment Materials	$20,000	$0	$20,000	0.4%
37	Contracted Student Services	$0	$0	$0	0.0%
38	Miscellaneous Student Expense	$86,375	$0	$86,375	1.6%
39					
40	Subtotal: Direct Student Expenses	$225,625	$0	$225,625	4.2%
41					
42	*Occupancy Expenses*				
43	Rent	$536,250	$0	$536,250	9.9%
44	Mortgage Principal Payments	$0	$0	$0	0.0%
45	Mortgage Interest Payments	$0	$0	$0	0.0%
46	Building Maintenance and Repairs	$16,250	$0	$16,250	0.3%
47	Renovation/Leasehold Improvements	$0	$0	$0	0.0%
48	Utilities	$58,500	$0	$58,500	1.1%
49	Janitorial Supplies	$39,000	$0	$39,000	0.7%
50	Equipment Rental and Maintenance	$0	$0	$0	0.0%
51	Contracted Building Services	$97,500	$0	$97,500	1.8%
52					
53	Subtotal: Occupancy Expenses	$747,500	$0	$747,500	13.9%
54					

	EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
55	*Office Expenses*				
56	Office Supplies and Materials	$16,250	$0	$16,250	0.3%
57	Office Furnishings and Equipment	$20,000	$0	$20,000	0.4%
58	Office Equipment Rental and Maintenance	$63,600	$0	$63,600	1.2%
59	Telephone/Telecommunications	$14,000	$0	$14,000	0.3%
60	Legal, Accounting and Payroll Services	$30,000	$0	$30,000	0.6%
61	Printing and Copying	$2,400	$0	$2,400	0.0%
62	Postage and Shipping	$10,000	$0	$10,000	0.2%
63	Other Office Expense	$10,000	$0	$10,000	0.2%
64					
65	Subtotal: Office Expenses	$166,250	$0	$166,250	3.1%
66					
67	*General Expenses*				
68	Insurance	$24,000	$0	$24,000	0.4%
69	Interest Expense	$0	$0	$0	0.0%
70	Transportation	$9,200	$0	$9,200	0.2%
71	Food Service	$278,637	$0	$278,637	5.2%
72	Administration Fee (to PCSB)	$22,624	$0	$22,624	0.4%
73	Management Fee	$452,477	$0	$452,477	8.4%
74	Other General Expense	$28,400		$28,400	0.5%
76					
76	Subtotal: General Expenses	$815,338	$0	$815,338	15.1%
77					
78	TOTAL EXPENSES	$5,302,002	$0	$5,302,002	98.4%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	$233,828		$233,828	4.3%
82	Excess (or deficit) retained by EMO		$452,477	$452,477	8.4%

ASSUMPTIONS	
Student Enrollment	
Facility Size (square footage)	
Average Teacher Salary	
Student/Teacher Ratio	
Other Major Assumptions	

NOTES:

DC Scholars PCS Two Year Operating Budget: Year One

	DESCRIPTION	BUDGETED AMOUNTS Column A 501(c)3 School Applicant	Column B Education Management Organization	Column C Total Revenues by Funding Source	Column D Expenditures as a Percent of Total Public Funding
	REVENUES				
1	Per Pupil Charter Payments	$2,869,282		$2,869,282	
2	Per Pupil Facilities Allowance	$767,200		$767,200	
3	Federal Entitlements	$557,411		$557,411	
4	Other Government Funding/Grants	$213,557	$0	$213,557	
5	Total Public Funding	$4,397,430	$0	$4,397,430	
6	Private Grants and Donations	$100,000	$0	$100,000	
7	Activity Fees	$34,250	$0	$34,250	
8	Loans	$0	$0	$0	
9	Other Income	$385	$0	$385	
10	Total Non-Public Funding	$134,635	$0	$134,635	
11	EMO Management Fee (= line 73, col. G)		$362,646	$362,646	
12					
13					
14	TOTAL REVENUES	$4,532,065	$362,646		

	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 Salary	$116,000	$0	$116,000	2.6%
16	Teachers Salaries	$1,543,100	$0	$1,543,100	35.1%
17	Teacher Aides/Assistance Salaries	$0	$0	$0	0.0%
18	Other Education Professionals Salaries	$326,500	$0	$326,500	7.4%
9	Business/Operations Salaries	$0	$0	$0	0.0%
20	Clerical Salaries	$69,650	$0	$69,650	1.6%
21	Custodial Salaries	$20,000	$0	$20,000	0.5%
22	Other Staff Salaries	$0	$0	$0	0.0%
23	Employee Benefits	$479,513	$0	$479,513	10.9%
24	Contracted Staff	$87,470	$0	$87,470	2.0%
25	Staff Development Expense	$37,150	$0	$37,150	0.8%
26					
27	**Subtotal: Personnel Costs**	$2,679,383	$0	$2,679,383	60.9%
28					
29	*Direct Student Expenses*				
30	Textbooks	$25,000	$0	$25,000	0.6%
31	Student Supplies and Materials	$53,600	$0	$53,600	1.2%
32	Library and Media Center Materials	$10,000	$0	$10,000	0.2%
33	Computers and Materials	$18,000	$0	$18,000	0.4%
34	Other Instructional Equipment	$0	$0	$0	0.0%
35	Classroom Furnishings and Supplies	$5,000	$0	$5,000	0.1%
36	Student Assessment Materials	$20,000	$0	$20,000	0.5%
37	Contracted Student Services	$0	$0	$0	0.0%
38	Miscellaneous Student Expense	$74,390	$0	$74,390	1.7%
39					
40	**Subtotal: Direct Student Expenses**	$205,990	$0	$205,990	4.7%
41					
42	*Occupancy Expenses*				
43	Rent	$452,100	$0	$452,100	10.3%
44	Mortgage Principal Payments	$0	$0	$0	0.0%
45	Mortgage Interest Payments	$0	$0	$0	0.0%
46	Building Maintenance and Repairs	$13,700	$0	$13,700	0.3%
47	Renovation/Leasehold Improvements	$0	$0	$0	0.0%
48	Utilities	$49,320	$0	$49,320	1.1%
49	Janitorial Supplies	$32,880	$0	$32,880	0.7%
50	Equipment Rental and Maintenance	$0	$0	$0	0.0%
51	Contracted Building Services	$82,200	$0	$82,200	1.9%
52					

	EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
53	Subtotal: Occupancy Expenses	$630,200	$0	$630,200	14.3%
54					
55	*Office Expenses*				
56	Office Supplies and Materials	$13,700	$0	$13,700	0.3%
57	Office Furnishings and Equipment	$20,000	$0	$20,000	0.5%
58	Office Equipment Rental and Maintenance	$57,600	$0	$57,600	1.3%
59	Telephone/Telecommunications	$11,000	$0	$11,000	0.3%
60	Legal, Accounting and Payroll Services	$30,000	$0	$30,000	0.7%
61	Printing and Copying	$2,400	$0	$2,400	0.1%
62	Postage and Shipping	$10,000	$0	$10,000	0.2%
63	Other Office Expense	$10,000	$0	$10,000	0.2%
64					
65	Subtotal: Office Expenses	$154,700	$0	$154,700	3.5%
66					
67	*General Expenses*				
68	Insurance	$24,000	$0	$24,000	0.5%
69	Interest Expense	$0	$0	$0	0.0%
70	Transportation	$7,700	$0	$7,700	0.2%
71	Food Service	$234,913	$0	$234,913	5.3%
72	Administration Fee (to PCSB)	$18,132	$0	$18,132	0.4%
73	Management Fee	$362,646	$0	$362,646	8.2%
74	Other General Expense	$25,400		$25,400	0.6%
75					
76	Subtotal: General Expenses	$672,791	$0	$672,791	15.3%
77					
78	TOTAL EXPENSES	$4,343,084	$0	$4,343,084	98.6%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	$189,001		$189,001	4.3%
82	Excess (or deficit) retained by EMO		$362,646	$362,646	8.2%

ASSUMPTIONS

Student Enrollment	
Facility Size (square footage)	
Average Teacher Salary	
Student/Teacher Ratio	
Other Major Assumptions	

NOTES:

DC Scholars PCS Start-up Cash Flow

DESCRIPTION	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	$0	($18,530)	($14,530)	($14,530)	($14,530)	$391,152	$423,152	$371,835	$292,487	$183,138	
2. Cash receipts													
Per Pupil Charter Payments													$0
Federal Entitlements				$18,530	$14,530	$14,530	$14,530	$86,848	$28,032				$180,000
Grants and Donations							$480,000						$480,000
Activities Fees													$0
Other Income													$0
3. Total Receipts	$0	$0	$0	$18,530	$14,530	$14,530	$494,530	$86,848	$28,032	$0	$0	$0	$660,000
4. Total Cash Available	$0	$0	$0	$0	$0	$0	$480,000	$480,000	$451,183	$371,835	$292,487	$183,138	$660,000
5. Expenses													
Personnel Salaries and Benefits													
Principal/Executive Salary			$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$110,000
Teachers Salaries													$0
Teacher Aides/Assistance Salaries													$0
Other Education Professionals Salaries							$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$70,000
Business/Operations Salaries							$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$30,000
Clerical Salaries							$2,833	$2,833	$2,833	$2,833	$2,833	$2,833	$17,000
Custodial Salaries													$0
Other Staff Salaries													$0
Employee Benefits			$2,530	$2,530	$2,530	$2,530	$7,015	$7,015	$7,015	$7,015	$7,015	$7,015	$62,210
Contracted Staff													$0
Staff Development Costs												$4,540	$4,540
Direct Student Expenses													
Textbooks												$50,000	$50,000
Student Supplies and Materials									$15,000	$15,000	$15,000	$15,000	$60,000
Library and Media Center Materials									$7,500	$7,500	$7,500	$7,500	$30,000
Computers and Materials													$0
Other Instructional Equipment													$0
Classroom Furnishings and Supplies											$30,000	$30,000	$60,000
Student Assessment Materials													$0
Contracted Instructional/Student Services													$0
Miscellaneous Student Expenses								$13,000	$13,000	$13,000	$13,000	$13,000	$65,000

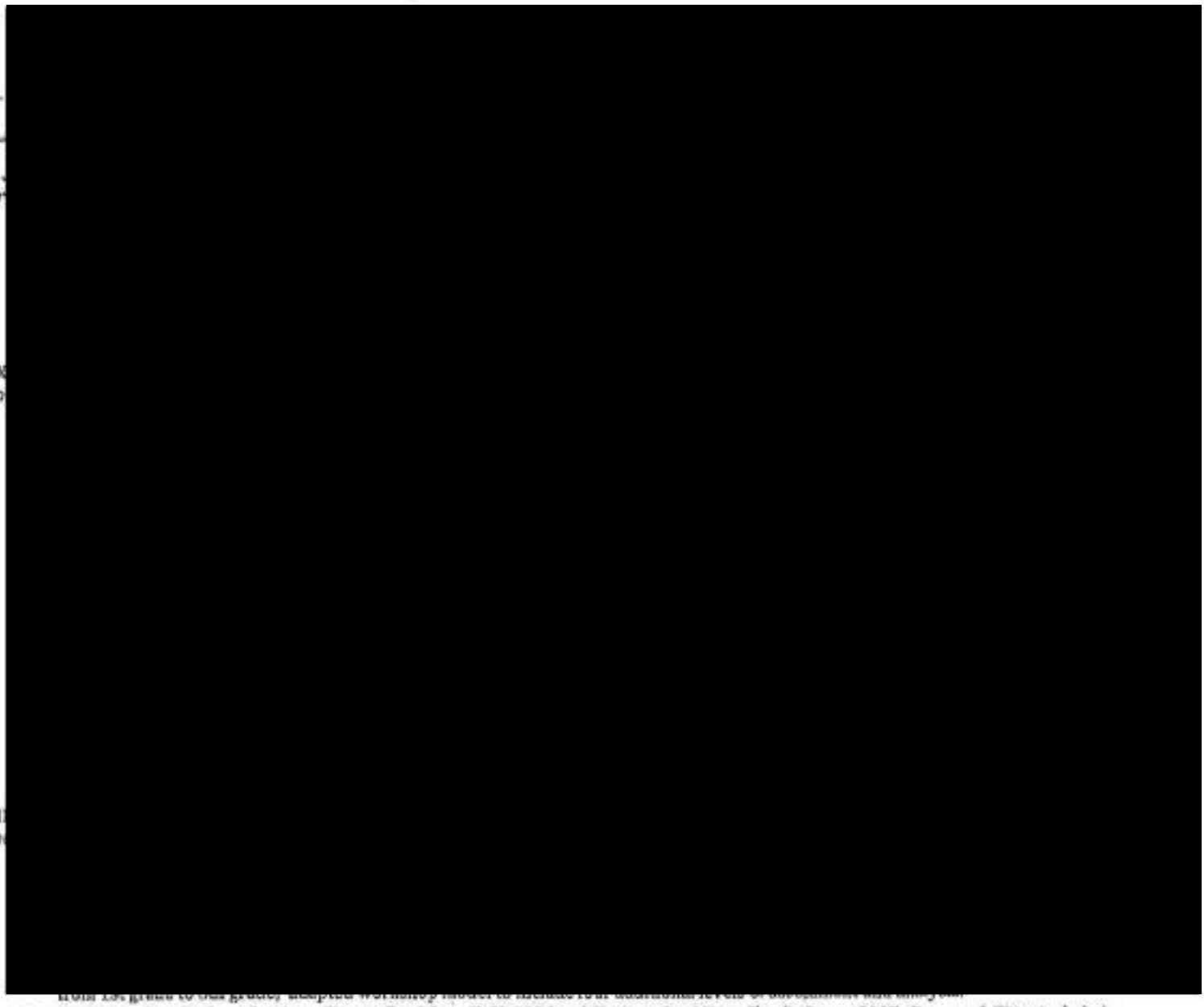
DESCRIPTION	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses													
Office Supplies and Materials			$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$10,000
Office Furnishings and Equipment			$5,000				$45,000						$50,000
Office Equipment Rental and Maintenance							$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$12,000
Telephone/Telecommunications							$333	$333	$333	$333	$333	$333	$2,000
Legal, Accounting and Payroll Services													$0
Printing and Copying													$0
Postage and Shipping							$500	$500	$500	$500	$500	$500	$3,000
Other Office Expense													$0
Occupancy Expenses													
Rent													$0
Mortgage Interest Payments													$0
Maintenance and Repairs													$0
Utilities													$0
Janitorial Supplies													$0
Equipment Rental and Maintenance													$0
Contracted Building Services													$0
General Expenses													
Insurance							$1,333	$1,333	$1,333	$1,333	$1,333	$1,333	$8,000
Interest Expense													$0
Transportation							$500	$500	$500	$500	$500	$500	$3,000
Food Service													$0
Administration Fee													$0
Management Fee													$0
Other General Expense							$667	$667	$667	$667	$667	$667	$4,000
6. Total Expenses	$0	$0	$19,530	$14,530	$14,530	$14,530	$88,848	$56,846	$79,348	$79,348	$109,348	$163,888	$840,750
7. Fund Balance (end of month)	$0	$0	($19,530)	($14,530)	($14,530)	($14,530)	$391,152	$423,152	$371,635	$292,457	$183,139	$19,250	$19,250

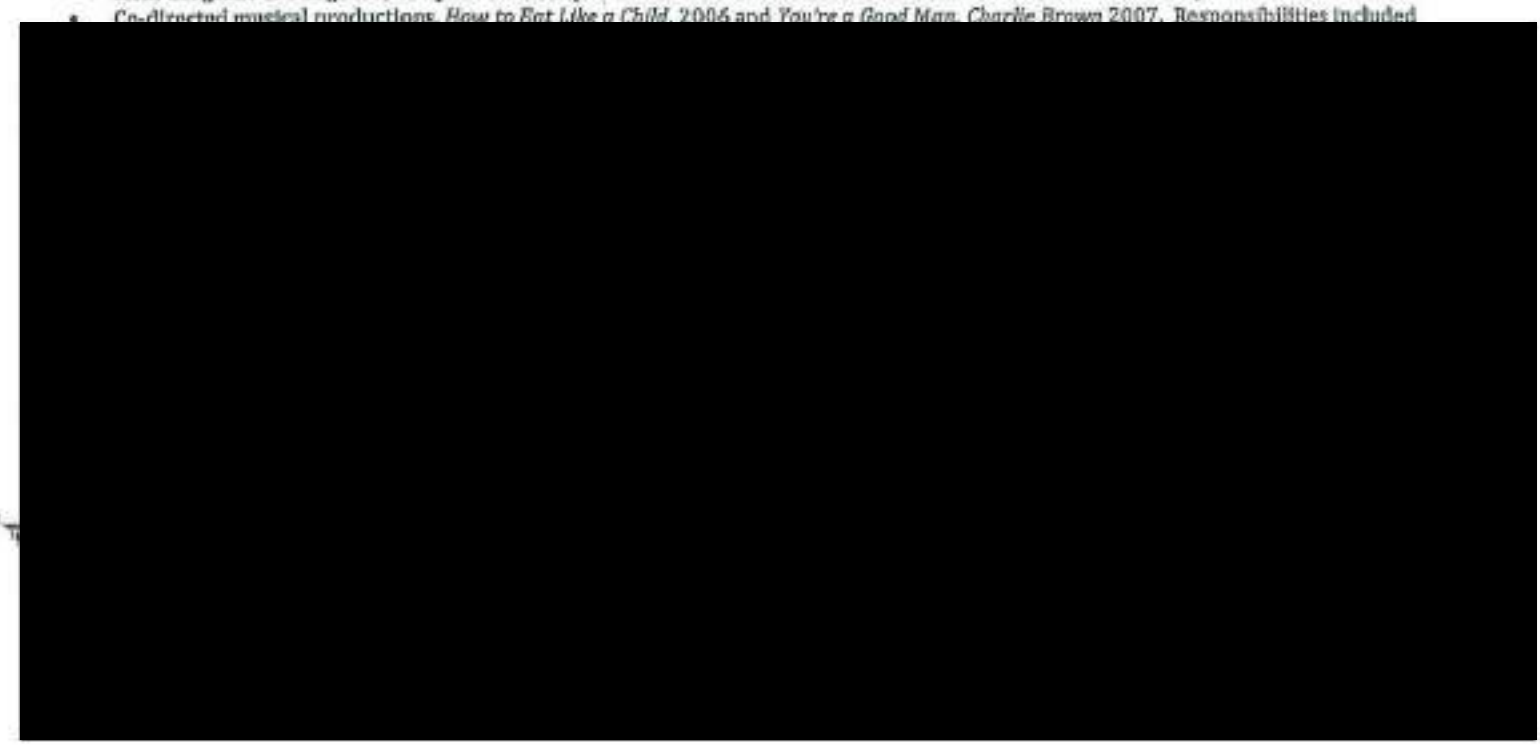
DC Scholars PCS Start-up Budget

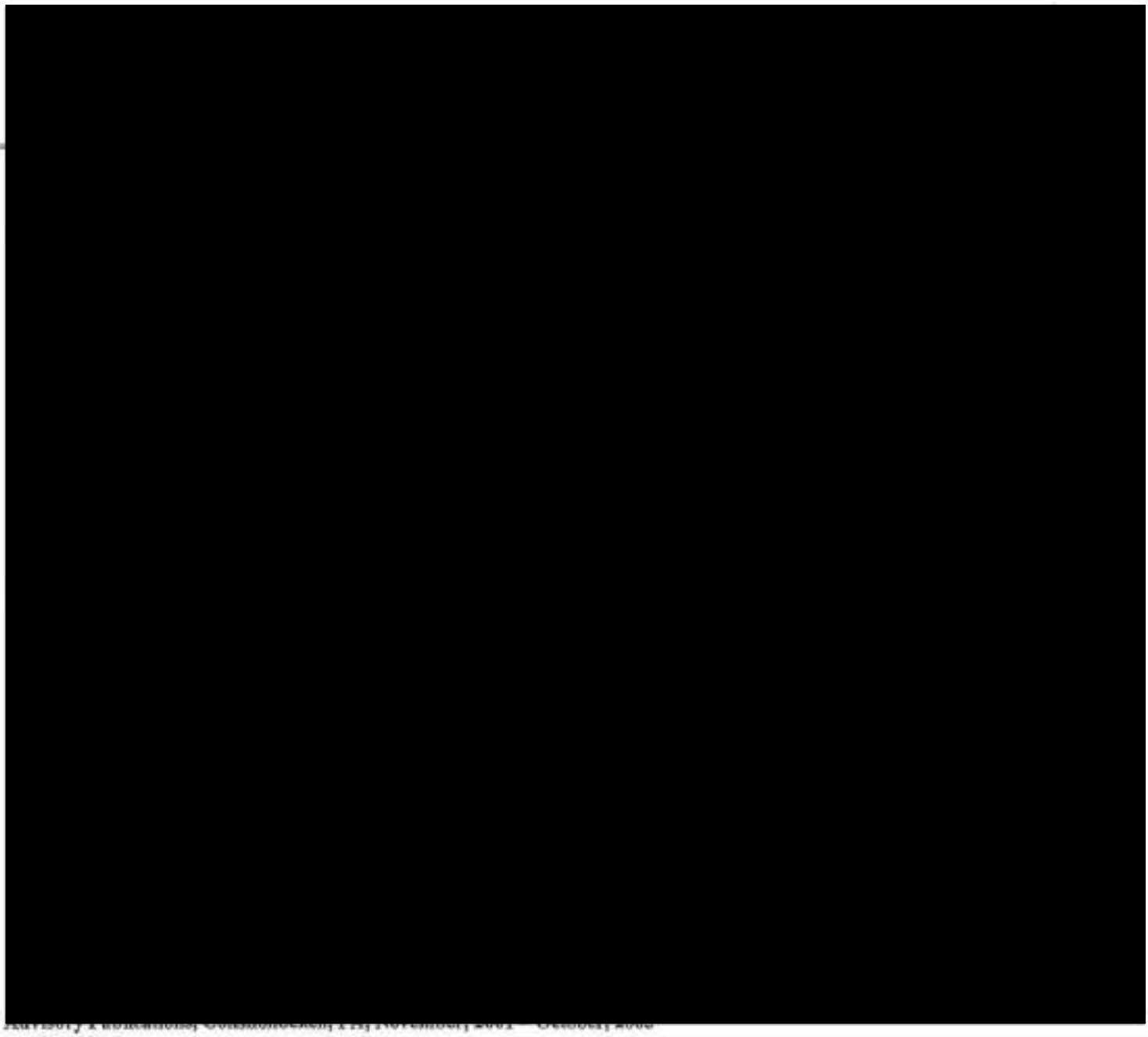
	REVENUES	Year 0 (Pre-Opening)
1	Per Pupil Charter Payments	$0
2	Per Pupil Facilities Allowance	$0
3	Federal Entitlements	$180,000
4	Other Government Funding/Grants	$0
5	**Total Public Funding**	$180,000
6	Private Grants and Donations	$480,000
7	Activity Fees	$0
8	Loans	$0
9	Other Income	$0
10	**Total Non-Public Funding**	$480,000
11	EMO Management Fee (= line 73, col. G)	
12		
13		
14	**TOTAL REVENUES**	$660,000

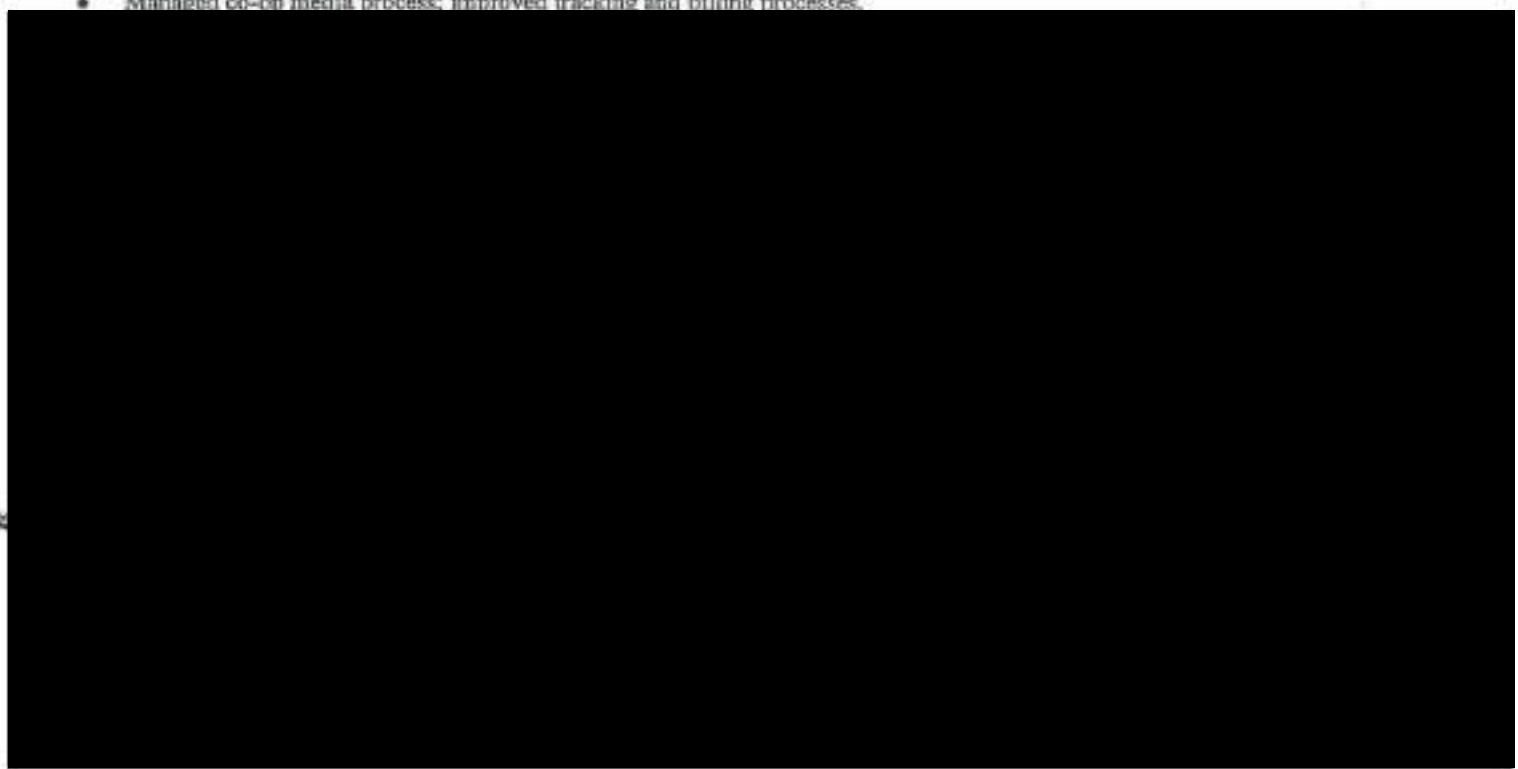
	EXPENSES	
	Personnel Salaries and Benefits	
15	Principal/Executive Salary	$110,000
16	Teachers Salaries	$0
17	Teacher Aides/Assistance Salaries	$0
18	Other Education Professionals Salaries	$70,000
19	Business/Operations Salaries	$30,000
20	Clerical Salaries	$17,000
21	Custodial Salaries	$0
22	Other Staff Salaries	$0
23	Employee Benefits	$52,210
24	Contracted Staff	$0
25	Staff Development Expense	$4,540
26		
27	**Subtotal: Personnel Costs**	$283,750
28		
29	***Direct Student Expenses***	
30	Textbooks	$50,000
31	Student Supplies and Materials	$60,000
32	Library and Media Center Materials	$30,000
33	Computers and Materials	$0
34	Other Instructional Equipment	$0
35	Classroom Furnishings and Supplies	$60,000
36	Student Assessment Materials	$0
37	Contracted Student Services	$0
38	Miscellaneous Student Expense	$65,000
39		
40	**Subtotal: Direct Student Expenses**	$265,000
41		

Occupancy Expenses		
Rent		$0
Mortgage Principal Payments		$0
Mortgage Interest Payments		$0
Building Maintenance and Repairs		$0
Renovation/Leasehold Improvements		$0
Utilities		$0
Janitorial Supplies		$0
Equipment Rental and Maintenance		$0
Contracted Building Services		$0
Subtotal: Occupancy Expenses		$0
Office Expenses		
Office Supplies and Materials		$10,000
Office Furnishings and Equipment		$50,000
Office Equipment Rental and Maintenance		$12,000
Telephone/Telecommunications		$2,000
Legal, Accounting and Payroll Services		$0
Printing and Copying		$0
Postage and Shipping		$3,000
Other Office Expense		$0
Subtotal: Office Expenses		$77,000
General Expenses		
Insurance		$8,000
Interest Expense		$0
Transportation		$3,000
Food Service		$0
Administration Fee (to PCSB)		$0
Management Fee		$0
Other General Expense		$4,000
Subtotal: General Expenses		$15,000
TOTAL EXPENSES		$640,750
EXCESS (OR DEFICIENCY)		$19,250









WINSTON J. CHURCHILL

Winston J. Churchill, a prominent Philadelphia venture capitalist, is the founder and managing partner of SCP Partners. Headquartered in Wayne, PA, SCP manages over $1 billion in venture capital, largely public and union pension funds. Its investments are concentrated in information and security technologies and the life sciences. SCP is presently in the process of raising several additional funds, building on its experience and that of its partners. Its most recent fund, SCP Vitalife II, focuses on life sciences and medical devices and follows a highly successful earlier fund with an emphasis on sourcing medical technologies in Israel.

SCP has offices in suburban Philadelphia, New York, New Jersey and Tel Aviv.

Prior to SCP's founding in 1996, Mr. Churchill had founded Churchill Investment Partners which engages in investing and business advisory services. In 1993, he also formed CIP Capital, L.P which is an SBIC with investments in a variety of technology and life sciences businesses.

A graduate of Yale Law School, Mr. Churchill spent 16 years practicing law at the regional law firm of Saul, Ewing, LLP. While there, he worked primarily in the Business and Financial Services Group, which he chaired for over 5 years. He concentrated on matters involving securities and banking law, and was lead counsel for First Pennsylvania Bank, NA, which was then one of the largest banks in the country. In that capacity, he was instrumental in the negotiation of an FDIC assistance package in the early 80's, the first large bank bailout some ten years before the S&L crisis. Mr. Churchill also served on Saul Ewing's Executive Committee and thereby participated in the management of the firm. In addition to his work on financing and M&A transactions, Mr. Churchill initiated and managed a complex piece of securities litigation that resulted in the largest fee in the firm's history to that date.

In 1984, Mr. Churchill left Saul, Ewing to become a partner at Bradford Associates, a private investment firm that specialized in leveraged buyouts on behalf of Bessemer Securities Corporation. The transition to Bradford was a natural one for him, as it had been his client at Saul, Ewing. At Bradford, he served as the business principal on numerous acquisition, M&A transactions and IPO's.

After Bradford, Mr. Churchill founded Churchill Investment Partners, which then led directly into his venture capital investment activities. During this period, he also devoted significant time to pro-bono governmental service, acting as a trustee and Chairman of the Finance Committee of the $50 billion Pennsylvania Public School Employee's Retirement System.

Throughout his career, Mr. Churchill has had a passion for education. This passion was born during his years under Jesuit tutelage in high school, and then at Fordham University, where he graduated *Summa cum Laude*, and was elected a Rhodes Scholar. His interest in education led to teaching. He served as an adjunct professor at Temple University School of Law for five years while practicing law. His Jesuit grounding then led to his becoming a trustee of Georgetown University, starting in 1987. He was for many years a member of the Executive Committee of the Georgetown Board and served on many other committees and subcommittees of the board, with a particular interest in matters related to the Georgetown Medical Center. In addition, he became a Trustee of Fordham University starting in 1993, where he co-chaired the Campion Institute which seeks out and encourages Fordham students to compete for major fellowships.

Mr. Churchill is a trustee of the American Friends of New College Oxford; it was at New College that Mr. Churchill earned his MA in Economics as a Rhodes Scholar. He is also a Director of Immaculata University, a comprehensive Catholic liberal arts institution in suburban Philadelphia.

Mr. Churchill's passion for education found another outlet in promoting educational opportunities for the less fortunate. He is co-founder and currently Vice-Chairman of the Board of Trustees of The Gesu School. The Gesu School serves the underprivileged children of North Philadelphia through a faith-based program for over 400 students in grades K-8. Lauded by Presidents Clinton and Bush, Gesu has had remarkable success in educating and placing its graduates in independent secondary schools in the Philadelphia area. Gesu graduates have a record of college acceptance and graduation that is several times that of the children in the same North Philadelphia neighborhoods who attend public schools. Gesu recently celebrated its tenth anniversary and is looking forward to a bright future.

Building on that success, but with a different funding model, Mr. Churchill founded the Young Scholars Charter School in 1998; the school serves 200 students in grades 6 through 8. He served as its Chairman for its first 12 years. Young Scholars is now among the top rated middle schools Philadelphia, and also has an admirable record in secondary school placement.

Several years ago, Mr. Churchill took action to slow the increasingly frequent closures of parochial schools in Philadelphia, by establishing the Churchill Institute on Leadership and Development (CHILD) which works with individual parish schools to help them establish better governance and advancement programs through the development of strong boards of directors, and to run intensive programs for school leaders and staff on how to improve curriculum and placement and how to increase enrollment. CHILD has built a great reputation throughout the Philadelphia Archdiocese, and more widely as a result of exposure at national conventions of Catholic educators. It has effected turn-arounds at quite a few failing parochial elementary schools in the archdiocese and is counseling and guiding other schools on the same path to self sufficient survival.

Most recently, he has formed Scholar Academies (SA) which provides management services to charter and other schools. It is currently providing such services to a formerly failing public elementary school that was charterized under the Philadelphia School District's Renaissance Schools initiative; and was awarded a contract to manage a poor performing public elementary school in the District of Columbia. All told, SA now manages schools with a total enrollment approaching 1500 children.

In his role as a venture capitalist, Mr. Churchill is the chairman and/or a director of a number of public and private companies in which the SCP funds have invested, including Amkor Technologies, Inc. and FourthWall Media, Inc., as well as a number from which the SCP Funds have successfully exited. He also serves on the boards of several other public companies--Innovative Solutions and Support, Inc., Griffin Land and Nurseries, Inc., Rodman & Renshaw Capital Group, Inc., and Cyalume Technologies Holdings Inc. of which he is Chairman.

In addition to his other degrees, Mr. Churchill has been awarded an Honorary Doctor of Laws by Chestnut Hill College. Among many other honors, he received the prestigious Rabin Award in 2010 from the American-Israel Chamber of Commerce for his service to the State of Israel by investing in many of its life sciences and technology companies.

Mr. Churchill is a member of the Pennsylvania and New York Bars, and the author of a novel, Running in Place, published in 1973, and co-author of The Little Accountant, published in 2000.

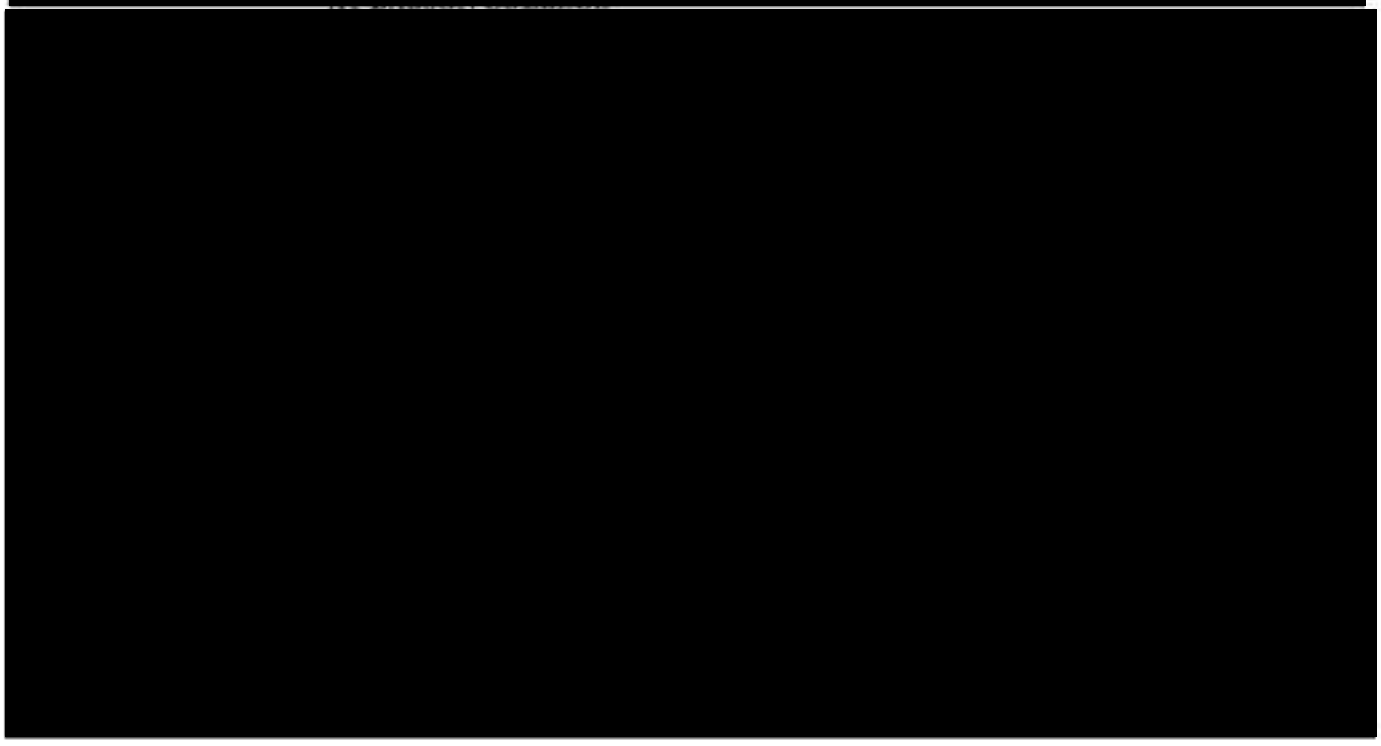
[redacted]

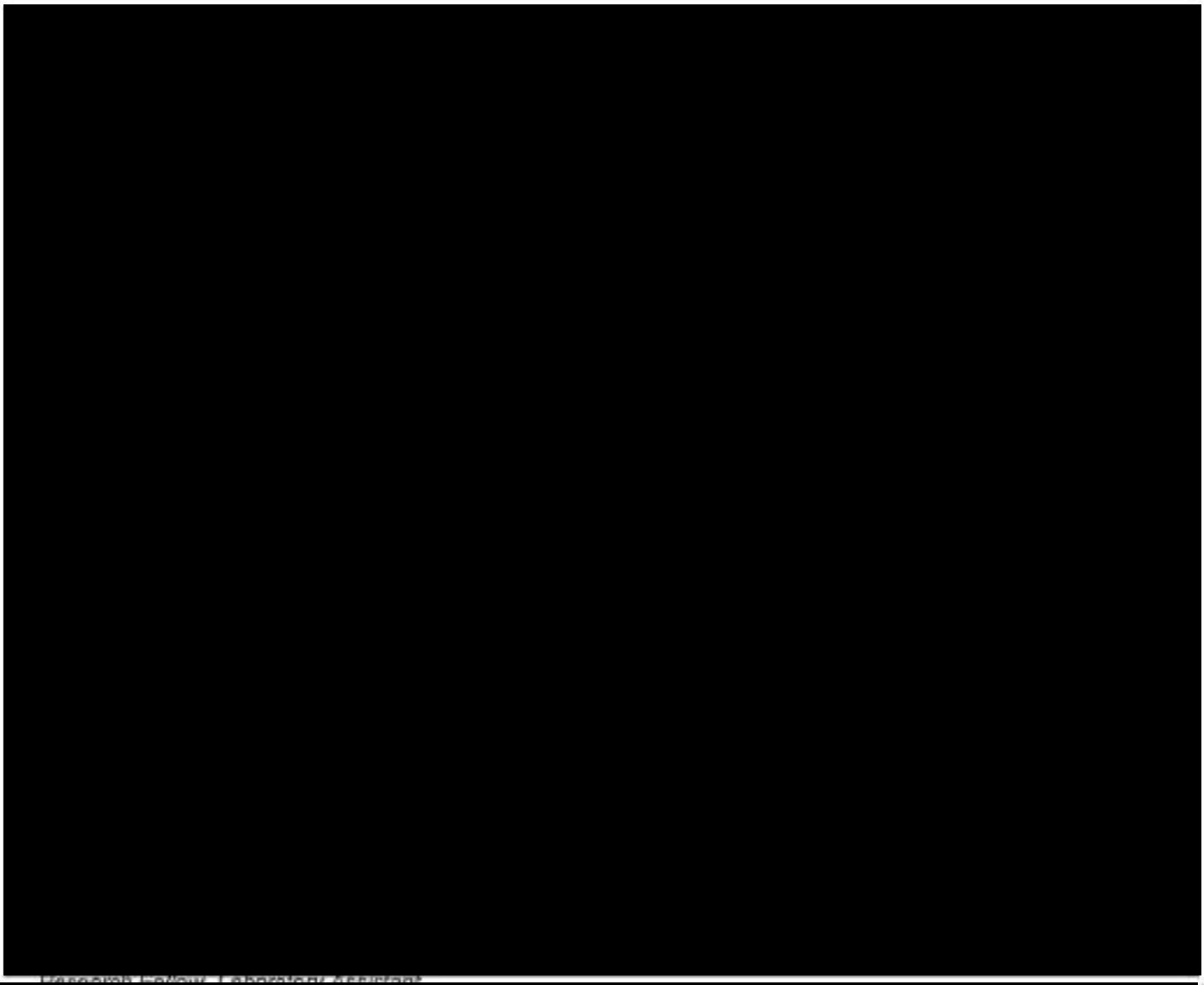
Jacque Patterson, Managing Director, Federal City Council; President, Ward 8 Democrats

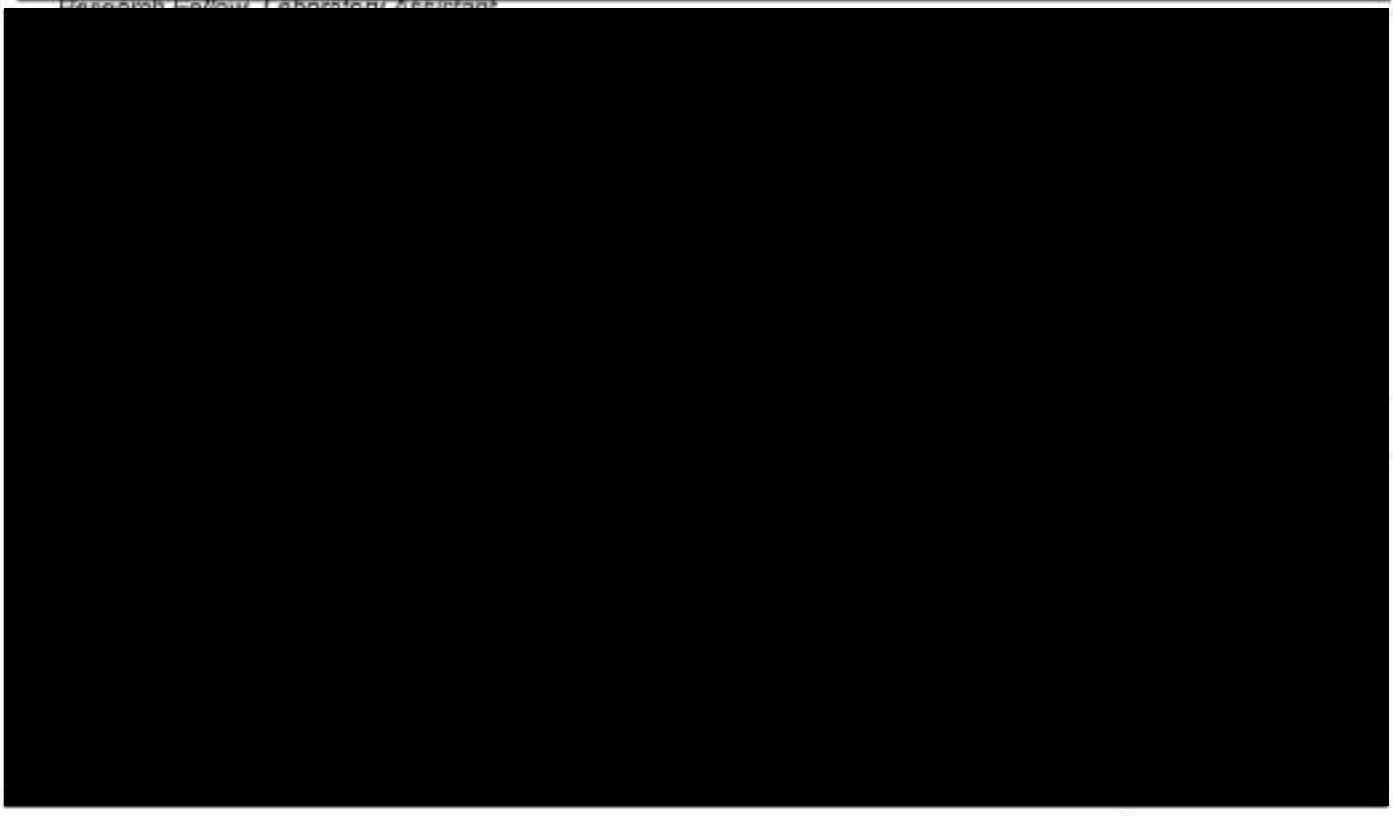
Jacque Patterson currently serves as a Managing Director at the Federal City Council and the elected president of the Ward 8 Democrats. A resident of Ward 8, Mr. Patterson spent eight years in public service to his community as an Advisory Neighborhood Commissioner in Ward 8. During this time, Mr. Patterson's successes included the realization of a new Town Hall Arts and Recreation Campus (THEARC) and the installation of stop signs at high accident intersections. Through his ANC service, Mr. Patterson also became a voice for his neighbors by testifying before a variety of DC Government agencies.

Mr. Patterson has extensive experience working in the government of the District of Columbia. Selected as a Capital City Fellow by former Mayor Anthony A. Williams, Mr. Patterson has worked in the offices of the Deputy CFO of Tax & Revenue and the Department of Health. As Community Affairs Coordinator in the Executive Office of the Mayor, he worked to bring the concerns of DC residents to the mayor's attention. During this time, Mr. Patterson was chosen to participate in the Certified Public Managers program (co-sponsored by George Washington University), which trains government officials in the best practices of municipal governance. He also participated in the Sr. Executives in State and Local Government program at the John F. Kennedy School of Government at Harvard University. Prior to his work in government, Mr. Patterson served on active duty in the U.S. Air Force for almost 14 years.

Mr. Patterson's board service reflects a deep commitment to the education of DC students. An active member of the Board of Directors for KIPP DC and Higher Achievement, he is also a former founding Trustee of the Septima Clark Public Charter School for Boys. In his efforts to improve the quality of life for DC residents, Mr. Patterson has also served on several other boards and councils, including the Bicycle Advisory Council, the Historic Preservation Review Board, and the Board of Directors of the DC Housing Finance Agency for Affordable Housing. Mr. Patterson holds an undergraduate degree in Education from Southern Illinois University and a Masters of Public Administration from Central Michigan University. Currently, he is pursuing a doctorate at Northeastern University in Law & Policy.







Mr. Lovett is Corporate Senior Vice President, General Counsel & Secretary of Covance Inc. (NYSE: CVD). At Covance, Mr. Lovett is responsible for legal affairs worldwide, as well as corporate government affairs and security. He serves on Covance's Executive Committee and is Corporate Secretary. In addition to his legal responsibilities, Mr. Lovett has business P&L responsibility for Nutritional Chemistry & Food Safety Services since 2008 and Covance Market Access Services since late 2010. During 2004-05, he served as acting General Manager of Covance Interactive Voice Response Services. Mr. Lovett also serves at Covance's designation on the Board of Directors of BioClinica Inc. (Nasdaq: BIOC).

Prior to joining Covance in 2001, Mr. Lovett was Associate General Counsel and Assistant Secretary of FMC Corporation, a Fortune 500 manufacturer of machinery and chemicals for industry and agriculture. Before FMC, Mr. Lovett was a partner at McDermott, Will & Emery, in Chicago, Illinois. Mr. Lovett served as law clerk to the Honorable Boyce F. Martin, Jr., U.S. Court of Appeals for the Sixth Circuit.

Mr. Lovett serves on the Board of Trustees of Scholar Academies, a nonprofit network of charter schools providing education to at-risk students, and he chairs the Development and Public Outreach Committee of the Board. Mr. Lovett also Chairs the Legal and Government Affairs Committee of the Association of Clinical Research Organizations in Washington, DC. In the recent past, Mr. Lovett has served on the Board of Trustees, including as Chairman, of Pennsylvania Society for Biomedical Research and on the Board of Directors of the National Association for Biomedical Research.

Mr. Lovett's background includes a J.D. *cum laude* from Harvard Law School and a B.A. in history from Northwestern University.

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

To Whom it may Concern:

I am writing in support of the Scholar Academies' application to open and operate DC Scholars Public Charter School, a proposed PS-8 school in Ward 7 or 8.

I am a long time member of the school reform initiative and have served in various capacities supporting improving education for DC's children. Currently, I serve as the Principal at DC Scholars Stanton Elementary, a member of the Scholar Academies network of high-performing schools. This past year, I have had the honor of being a part of the team of dedicated and innovative leaders seeking to eradicate the achievement gap in our nation's most underprivileged communities. In my current role, I have had the unique pleasure of working in partnership with DC Public Schools to bring significant academic change to Stanton Elementary. It has been a great privilege to work with the support of the city's public school system. We have learned a tremendous amount about school transformation from this experience. However, as a former DC Charter School principal, I am equally excited about the chance to extend the scope of our work to the charter school community and am thrilled that Scholar Academies is pursuing the opportunity to open DC Scholars Charter School. I am dedicated to doing whatever I can to ensure Scholar Academies' success in Washington D.C.

DC Scholars Public Charter School will offer a greater number of families and students, in the District of Columbia's under educated communities, the high-quality education they deserve. The addition of DC Scholars PCS to the Scholar Academies family will grant us the ability to serve a larger number of students and drive efforts to close the achievement gap in the District of Columbia. We have an opportunity to affect significant change in our students' lives.

As a leader of a Scholar Academy school, I believe strongly in the DC Scholars Public Charter School mission to close the achievement gap for low-income, minority students and ensure that they are on the path to college. As such, I am looking forward to working closely with DC Scholars PCS Leaders to share resources, best practices and effective strategies for working with our students.

The addition of DC Scholars PCS to the Scholar Academies family will develop both a stronger Scholar Academies network and, specifically, a stronger network of schools meeting the needs of students in the District of Columbia. By capitalizing on the success at DC Scholars Stanton, Scholar Academies will be able to better serve a larger number of students in the District of Columbia and develop the skills they need to excel in the classroom and beyond.

Thank you in advance for your consideration of the Scholar Academies application to open DC Scholars Charter School,

Sincerely,

Caroline John
Principal
DC Scholars Stanton Elementary
caroline.john@dc.gov

SCHOLAR ACADEMIES

January 26, 2011

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

Dear Members of the DC Public Charter School Board:

It is with pride that I write this letter in support of the application to open DC Scholars Public Charter School in the fall of 2012. Scholar Academies is a network of schools committed to closing the achievement gap for our nation's most underprivileged students. I firmly believe that we have the innovation, talent and dedication required to help all of our scholars achieve at the highest levels. And I am confident that DC Scholars Public Charter School, as a member of the Scholar Academies family, will give students in the District of Columbia the high-quality education they deserve and the skills they need for success.

As founder and Executive Director of Scholar Academies, a non-profit charter management organization, I play an integral role in the successful operation of the Scholar Academies network. At Young Scholars Charter School, our flagship school in Philadelphia, I led the implementation of what is now the Scholar Academies model with great success. When I became CEO of Young Scholars in 2005, the school was experiencing a downturn in academic performance and lacked the strong culture necessary to provide scholars with a meaningful education. Since that time, Young Scholars has risen steadily to become the highest performing charter middle school in the city of Philadelphia. Today, our scholars are closing the achievement gap and achieving at unprecedented levels. We feel confident that we are providing them with a foundation for success in high school and beyond. We are proud to say that 100% of last year's graduating class is currently enrolled in a college-preparatory high school.

On the basis of our success at Young Scholars, we decided to found Scholar Academies in the spring of 2010 with ultimate formation and formal creation a few months later in July. Today, the Scholar Academies network enables us to reach many more students than we have in the past. We have taken on two turnaround schools, one each in Philadelphia and Washington, DC. Already, we have seen positive changes at both schools and are confident that our model will produce outstanding results at DC Scholars PCS as well.

It is both an honor and a pleasure to be a Founding Group member of the DC Scholars Public Charter School. I know that DC Scholars PCS will give students a platform for success in school and in life. We will demand excellence from both students and staff, and together we will succeed in closing the achievement gap.

Thank you for your consideration of the Scholar Academies application to open DC Scholars PCS.

Sincerely,

rs Beck
xecutive Director
Scholar Academies

ZUCKERMAN SPAEDER LLP

1800 M STREET, NW SUITE 1000
WASHINGTON, DC 20036-5807
202.778.1800 202.822.8106 fax www.zuckerman.com

Roger E. Zuckerman
(202) 778-1802
rzuckerman@zuckerman.com

January 28, 2011

TO WHOM IT MAY CONCERN:

I am a native Washingtonian, having been born here and having attended the public schools in the city through the third grade. My early years were spent in Naylor Gardens in southeast, where I attended the Stanton Elementary School. It was a great place for me and I have wonderful memories of my time there.

Thereafter, all of my education was through the public schools in this area and thereafter as an undergraduate at the University of Wisconsin, a fine public institution. My only non-public education was at Harvard Law School. I am a great believer in public education and a great believer in the charter school process. Our family's commitment to public education in the District of Columbia is expressed also by my younger daughter, who is an attorney with the District of Columbia Public Defender Service and who represents teenage students of the District of Columbia schools who, for one reason or another, have had difficulty in establishing appropriate educational programs and opportunities in the District of Columbia school system.

I was fortunate enough to meet with and learn about DC Scholars Stanton when I recently returned to visit the Stanton Elementary School. I spent several hours touring the facility, was able to give a brief talk to the two fifth grade classes there, and was able to interact with Jana Wilcox and Carlie John (the Principal of the school). I also sat in on several classes.

Thereafter, I had an extensive meeting with Jana Wilcox and with Lars Beck, the Chief Executive Officer of Scholar Academies. I think I have a clear sense of the quality of the work that Scholar Academies does, its mission, the quality of its personnel, and the nature of its teaching methods. I am thrilled that they have undertaken the programs that they have at Stanton. It is my hope that they will be able to open and operate a full charter school – the DC Scholars Public Charter School – here in the District of Columbia. I support that effort, particularly where the school will look and feel similar to what I have seen at DC Scholars Stanton. The Scholar Academies' team brings to this city what I believe to be a proven track record of serving the students who need it the most; a dynamic approach that is sorely needed to improve educational options in the inner-city; and a commitment to make roots here in the

District of Columbia for the long term. These efforts would be good for our city, the place of my birth and my family's home, and (most importantly) good for the young people in this city who need desperately a road to a brighter future.

For these reasons, I am a vigorous and unqualified supporter of Scholar Academics and their application to open and operate DC Scholars Public Charter School.

Sincerely,

[redacted]

REZ/jke

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

To Whom It May Concern:

I would like to endorse Scholar Academies' application to open the DC Scholars Public Charter School in Washington, DC. As a Ward 8 resident and a former Ward 8 Advisory Neighborhood Commissioner, I understand that a great education can radically alter the life trajectories of the young people in our community. Because I believe that the DC Scholars PCS will be a powerful addition to the educational options already available in our city, I have also agreed to serve as a member of the school's Founding Group.

In my role as a Founding Group member, I will serve as a liaison between Scholar Academies and the communities east of the River that it seeks to engage. As a leader in the Ward 8 community, I have already begun connecting Scholar Academies with local Advisory Neighborhood Commissions and community councils. I will continue to serve in this capacity, helping to integrate Scholar Academies and the DC Scholars PCS into the community by introducing them to local leaders and neighborhood organizations.

I am passionate about education reform in this city, and I invest myself in systems-changing reform efforts that will make large-scale differences in the lives of children. My work on the Board of Directors for KIPP DC and Higher Achievement has demonstrated to me more clearly than ever that when we get education right, we can literally close the achievement gap for hundreds, if not thousands, of students. Yet I also know that we cannot allow ourselves to become complacent with the successes we have had so far. We must continue to expand DC's educational options until all children receive the high-quality education they deserve.

Through its turnaround work at Stanton Elementary this year, Scholar Academies has already demonstrated a strong commitment to serving students in Ward 8. The present proposal to open DC Scholars PCS only affirms and deepens this commitment to students east of the River. I believe that the establishment of DC Scholars PCS will bring us one step closer to closing the achievement gap for all students in Washington, DC.

[redacted]

CITYBRIDGE
FOUNDATION

January 30, 2011

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

To Whom It May Concern:

I am pleased to submit this letter in support of DC Scholars Public Charter School's application to the Public Charter School Board and their commitment to work with Scholar Academies. Over the past 9 months I have spent time with the Charter Management Organization's (CMO) Leadership team and met with two of their school leaders. I have also visited the Charter School and turnaround school they run in Philadelphia.

I write today as a member of the Founding Group to tell you why I believe Scholar Academies is an important addition to Washington DC's public education sector. First and foremost, they are proving that with the combination of talented individuals that they hire and rigorous practices they employ, all children, regardless of race, class or zip code, can achieve at high levels. Their PA-based Charter School exudes a sense of calm and confidence in its students, with a relentless focus on students attending – and graduating from – college. Their scholars outperform the majority of their local peers in a city that is quite similar to Washington DC.

What makes Scholar Academies unique, however, is that the organization has taken over two failing district schools as a turnaround operator. Their goal is to make what was, for many years, an institution that failed countless students, places where students soar academically. This is some of the hardest work in public education and the Scholar Academies team is uniquely positioned to do this work. I have walked the halls of both schools and the impact the CMO is having on that school, even after only a couple of months "on the job" is palpable. At DC Scholars Stanton Elementary School, their DC turnaround school, the organization is partnering with DC School Reform Now (DCSRN), a grassroots advocacy organization that I helped to found and on whose Board of Directors I serve. Scholar Academies has been a strong partner to DCSRN already and the commitment to parent engagement underscores their commitment to the community they are serving. The lessons learned from this work will only inform all that they do in schools they open in the years ahead.

Washington DC has a robust charter sector in size, but it goes without saying that families in this city deserve many more high quality options for their students. I have no doubt that Scholar Academies will establish a school(s) in our city that will provide a beacon for deserving families and work to close the gross achievement gap that exists. I urge you to welcome Young Scholars to DC with open arms.

Sincerely,

[redacted]

Executive Director

January 28, 2011

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

To Whom It May Concern:

I am pleased to write to you to express my interest in serving as a founding member of the DC Scholars Public Charter School.

As a student of education practice, policy, and management, and as someone who has invested my career in education reform efforts aimed at closing the achievement gap, I deeply believe in the power of quality education to changing lives. I have had the pleasure of supporting and working with a number of highly performing schools and systems who have offered life-changing educational experiences to urban children and families.

Having worked with Scholar Academies for several years, formerly in my work at the NewSchools Venture Fund and now as a Trustee, I assure you that Scholar Academies, with its keen focus on mission-aligned outcomes and continuous improvement and growing track record of excellence, is without a doubt one such organization. As the operator of DC Scholars PCS, Scholar Academies will set the highest bar for achievement, support, and engagement, ensuring that each student, no matter what background, will succeed in school, college, and life.

I am confident that DC Scholars PCS would be an excellent addition to the District's vibrant charter community, providing an educational option that the learners of the District deserve. It is an honor to be part of its creation.

I thank you for the consideration of our application and will look forward to serving the school and its community.

[redacted]

Carolyn Elizabeth Rabbitt

Doctoral Candidate , Ed.L.D.
Harvard Graduate School of Education

COVANCE
THE DEVELOPMENT SERVICES COMPANY

James W. Lovett
Corporate Senior
Vice President
General Counsel and Secretary

jamesJovett@covance.com

Covance Inc.
210 Carnegie Center
Princeton, New Jersey
08540-6233
Tel: 609/452-4585
Fax: 609/419-2585

January 28, 2011

Dear DC Public Charter School Board Members:

With great pleasure, I write to share my motivation in helping establish DC Scholars Public Charter School. In my childhood, I had the personal experience of attending underperforming schools followed by the opportunity to attend an excellent school. I know first hand the difference that an excellent school can make in a young person's life.

I have great interest in DC schools because I used to live in Adams Morgan in the 1980's while I worked on Capital Hill, and I began my legal career in Washington at the law firm that is now WilmerHale. I continue to come to DC on business and currently chair the Legal and Government Affairs Committee of an industry association based in Washington, the Association for Clinical Research Organizations. I have been gaining exposure to the opportunities and challenges in DC public education through my position on the Board of Trustees of Scholar Academies, which became involved in the management of Stanton Elementary School in the summer of 2010.

Education is the civil rights issue of our generation and critical to the future success of our nation. I have worked with Lars Beck, Jana Wilcox and the management team at Scholar Academies for several years, and I can assure you of their dedication to providing quality education for all children to close the achievement gap and eradicating educational inequity. I am honored to be working with them in this effort.

[redacted]

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes___ No 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?	Yes___ No X
3. Did or will you or your spouse lease or sell property to the proposed charter school?	Yes___ No X
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes___ No X
5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money?	Yes___ No 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?	Yes___ No X
7. Did you or your spouse provide any start up funds to the proposed charter school?	Yes___ No 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 which 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 Directors?	Yes___ No X
10. Do you currently serve as a member of the board of any public charter school?	Yes___ No X
11. Do you currently serve as a public official?	Yes___ No 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?	Yes X No___
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school?	Yes X No_

Signature [redacted]	Title [redacted]
Applicant Organizatio [redacted]	Date Submitted 1/31/2011

Conflict of Interest Form

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

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

---

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ✓ No ___
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ___ No ✓
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ___ No ✓
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes ___ No ✓
5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? Yes ___ No ✓
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? Yes ✓ No ___
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes ___ No ✓
8. Did or do you 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 which would answer "yes" to any of the questions 1-7? Yes ___ No ✓
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Directors? Yes ___ No ___
10. Do you currently serve as a member of the board of any public charter school? Yes ___ No ✓
11. Do you currently serve as a public official? Yes ___ No ✓
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes ___ No ✓
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No ✓

Signature [redacted]	[redacted]
Applicant Organization DC Scholars PCS	Date Submitted 2/1/11

Question 1: I do not personally have any contractual arrangements with DC Scholar PCS. I am the Executive Director of Scholar Academies which will contract with DC Scholars PCS.

Question 6: I am the Executive Director of Scholar Academies, the educational service provider for DC Scholars PCS.

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes___ No 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?	Yes___ No X
3. Did or will you or your spouse lease or sell property to the proposed charter school?	Yes___ No X
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes___ No X
5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money?	Yes___ No 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?	Yes___ No X
7. Did you or your spouse provide any start up funds to the proposed charter school?	Yes___ No 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 which 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 Directors?	Yes___ No X
10. Do you currently serve as a member of the board of any public charter school?	Yes___ No X
11. Do you currently serve as a public official?	Yes___ No 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?	Yes X No___
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school?	Yes___ No X

Signature [redacted]	[redacted]
DC [illegible] Public Charter School	11/26/11
Applicant Organization	Date Submitted

Question 12. In the mid-1990's I participated in the establishment of Young Scholars Charter School in Philadelphia. Pennsylvania, which is now a high performing middle school. More recently, I participated in the establishment of Frederick Douglass Charter School, an elementary school also located in Philadelphia, Pennsylvania, under the Philadelphia School District's Renaissance Schools program. I no longer serve on the board of either school.

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes___ No✓
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?	Yes___ No✓
3. Did or will you or your spouse lease or sell property to the proposed charter school?	Yes___ No✓
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes___ No✓
5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money?	Yes___ No✓
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?	Yes___ No✓
7. Did you or your spouse provide any start up funds to the proposed charter school?	Yes___ No✓
8. Did or do you 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 which 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 Directors?	Yes___ No✓
10. Do you currently serve as a member of the board of any public charter school?	Yes___ No✓
11. Do you currently serve as a public official?	Yes___ No✓
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes___ No✓
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school?	Yes___ No✓

Signatur[redacted]	Title ✓
Applicant Organization [redacted]	Date Submitted 1-30-14

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes___ No 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? Yes___ No X
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes___ No X
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes___ No X
5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? Yes___ No 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? Yes___ No X
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes___ No 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 which 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 Directors? Yes___ No X
10. Do you currently serve as a member of the board of any public charter school? Yes___ No X
11. Do you currently serve as a public official? Yes___ No 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? Yes___ No 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 of behalf of the proposed charter school? Yes___ No X

Signatu [redacted]	Title Executive Director
Applicant Organization [redacted]	Date Submitted 2/25/11

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes___ No_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?	Yes___ No_X_
3. Did or will you or your spouse lease or sell property to the proposed charter school?	Yes___ No_X_
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes___ No_X_
5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money?	Yes___ No_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?	Yes___ No_X_
7. Did you or your spouse provide any start up funds to the proposed charter school?	Yes___ No_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 which 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 Directors?	Yes___ No_X_
10. Do you currently serve as a member of the board of any public charter school?	Yes___ No_X_
11. Do you currently serve as a public official?	Yes___ No_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?	Yes___ No_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 of behalf of the proposed charter school?	Yes___ No_X_

Signature [redacted]	Doctoral Candidate Title
D.C Scholars PCS / Scholar Academies Applicant Organization	1-28-11 Date Submitted

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes___ No✓
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?	Yes___ No✓
3. Did or will you or your spouse lease or sell property to the proposed charter school?	Yes___ No✓
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes___ No✓
5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money?	Yes___ No✓
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?	Yes___ No✓
7. Did you or your spouse provide any start up funds to the proposed charter school?	Yes___ No✓
8. Did or do you 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 which 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 Directors?	Yes___ No___
10. Do you currently serve as a member of the board of any public charter school?	Yes✓ No___ Scholar Academies
11. Do you currently serve as a public official?	Yes___ No✓
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	Yes___ No✓
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school?	Yes___ No✓

Signature [redacted]	Title Trustee
Applicant Organization DC Scholars PCS	Date Submitted 1/28/11

Question 10: I do not serve on the Board of Trustees of any public charter school but I so serve on the Board of Trustees of Scholar Academies which manages three schools, including two charter schools in Philadelphia.

Conflict of Interest Form

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

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

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes___ No ✓
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes___ No ✓
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes___ No ✓
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes___ No ✓
5. Have you or your spouse guaranteed any loans for the proposed charter school or or loaned it any money? Yes___ No ✓
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? Yes___ No ✓
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes___ No ✓
8. Did or do you 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 which 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 Directors? Yes___ No ✓
10. Do you currently serve as a member of the board of any public charter school? Yes ✓ No___
11. Do you currently serve as a public official? Yes___ No ✓
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes___ No ✓
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes___ No ✓

Signatur [redacted]	Title
Applicant Organization DC Scholars	Date Submitted 1/31/11

Question 10: I serve on the Board of Trustees for KIPP DC and Higher Achievement.

District of Columbia Public Charter School Board

Demographic Analysis Form
2011 Application Review Process

Name of Proposed School: DC Scholars Public Charter School Proposed Location: SE, Ward 7 or Ward 8
(Address or general location—NE, SW, NW, SE. *If no general location has been identified, provide information for top two options.*)

Projected Age Range and Number of Students Expected to Enroll:
a. In 2012-2013 From age/grade PS to age/grade 3 Number of students 214-226
b. At Full Capacity From age/grade PS to age/grade 8 Number of students 454-486

1. Please provide the following information for schools that serve the **same age/grades** as you propose and are located in the neighborhood where you propose to establish your charter school [1,2]

Name	Projected Enrollment/ Capacity[3,4] 2010-2011[4]	Actual Enrollment 2009-2010	Type[3]	% Low Income	DCCAS Performance (% Proficient) SY 2009-2010 M / R	Percentage of Highly Qualified Teachers[3]
Ward 7						
Aiton ES	440	308	DCPS	97%	26% / 26%	68%

[1] Demographic Analysis excludes stand-alone middle schools (charter and DCPS), as these schools will not overlap with DC Scholars for recruiting purposes. However, middle schools that are part of a larger PS or PK-8 campus (for example, KIPP DC: KEY Academy) are included here.

[2] Grades served, enrollment, low-income, and DC-CAS proficiency data for DC Public Schools was collected from individual school profiles available through DC Public Schools online. Capacity data was collected from the Office of Public Education Facilities Modernization's "DC Public Schools 2010: Master Facilities Plan." Highly Qualified Teacher data was collected from the Office of the State Superintendent of Education ("2009-10 Educator Quality Data by School").

[3] Grades served and enrollment data was collected from GreatSchools' "DC School Chooser 2010-2011: A K-12 Guide to Finding a Great School for Your Child" (produced in collaboration with Fight for Children) and GreatSchools online (www.greatschools.org). Enrollments are unaudited, and current as of October 2009. Schools did not report data for 2010-11 enrollment, low-income population, or DC-CAS proficiency; Highly Qualified Teacher data is not applicable for private, parochial, and independent schools.

[4] Audited 2009-10 enrollment figures, as well as DC-CAS proficiency and Highly Qualified Teacher data, were collected from the Office of the State Superintendent of Education ("2009 Fall Enrollment Audit Report"; "Assessment and Accountability Data Reports;" "2009-10 Educator Quality Data by School"). Enrollment data for 2010-11 was collected from Friends of Choice in Urban Schools (FOCUS); audited enrollment figures for this year are not yet available. Low-income data was accessed online through PCSB's most recent charter performance report booklet: "2009 School Performance Reports: Individual Reports for each D.C. Public Charter School operating during the 2008-2009 school year," March 2010. Because this data is from SY 2008-09, low-income data for schools established after that year is not reflected.

District of Columbia Public Charter School Board

Demographic Analysis Form
2011 Application Review Process

Name	Projected Enrollment/ Capacity[1,4] 2010-2011[1]	Actual Enrollment 2009-2010	Type[2]	% Low Income	DCCAS Performance (% Proficient) SY 2009-2010 M / R	Percentage of Highly Qualified Teachers[3]
Beers ES	450	351	DCPS	79%	44% / 46%	79%
Burrville ES	320	322	DCPS	85%	51% / 48%	73%
C.W. Harris ES	460	214	DCPS	92%	20% / 25%	47%
Davis ES	199	199	DCPS	92%	23% / 24%	60%
Drew ES	184	184	DCPS	96%	15% / 20%	65%
Houston ES	510	246	DCPS	90%	55% / 52%	73%
Kenilworth ES	430	185	DCPS	92%	43% / 31%	60%
Kimball ES	470	303	DCPS	91%	47% / 41%	63%
Nalle ES	460	352	DCPS	93%	32% / 24%	69%
Plummer ES	480	214	DCPS	92%	26% / 33%	44%
Randle Highlands ES	520	403	DCPS	77%	46% / 42%	58%
River Terrace ES	280	148	DCPS	91%	31% / 34%	71%
Smothers ES	330	216	DCPS	88%	33% / 30%	52%
Thomas ES	640	250	DCPS	88%	35% / 36%	83%
Winston EC	700	298	DCPS	88%	20% / 24%	53%

District of Columbia Public Charter School Board

Demographic Analysis Form
2011 Application Review Process

Name	Projected Enrollment/ Capacity[1/4] 2010-2011[1]	Actual Enrollment 2009-2010	Type[2]	% Low Income	DCCAS Performance (% Proficient) SY 2009-2010 M / R	Percentage of Highly Qualified Teachers[3]
Arts and Technology Academy	615	606	PCS	86%	39% / 44%	87%
DC Prep: Benning Elementary	192	204	PCS	73%	N/A / N/A	80%
Friendship: Blow-Pierce Junior Academy	584	511	PCS	78%	37% / 50%	96%
Howard Road: Pennsylvania Ave Campus	88	166	PCS	79%	N/A / N/A	100%
Howard Road: Jones Memorial Campus	Not Reported	78	PCS	86%	28% / 22%	100%
KIPP DC: LEAP Academy *(Benning Campus)*	384	281	PCS	82%	N/A / N/A	100%
KIPP DC: Promise Academy *(Benning Campus)*	205	111	PCS	N/A	N/A / N/A	100%
KIPP DC: KEY Academy *(Benning Campus)*	330	328	PCS	79%	81% / 69%	100%
NIA Community PCS	212	202	PCS	59%	23% / 28%	100%
Cornerstone Schools of Washington DC	N/A	35	Parochial	Not Reported	Not Reported	N/A
Dupont Park Adventist School	N/A	305	Parochial	Not Reported	Not Reported	N/A

District of Columbia Public Charter School Board

Demographic Analysis Form
2011 Application Review Process

Name	Projected Enrollment/ Capacity[1,4] 2010-2011[1]	Actual Enrollment 2009-2010	Type[2]	% Low Income	DCCAS Performance (% Proficient) SY 2009-2010 M / R	Percentage of Highly Qualified Teachers[3]
Muhammad University of Islam	N/A	52	Parochial	Not Reported	Not Reported	N/A
Nannie Helen Burroughs School	N/A	148	Parochial	Not Reported	Not Reported	N/A
St. Francis Xavier Catholic School	N/A	240	Parochial	Not Reported	Not Reported	N/A
Ward 8						
Ferebee-Hope ES	520	359	DCPS	96%	32% / 31%	58%
Garfield ES	450	277	DCPS	94%	16% / 19%	67%
Hendley ES	560	329	DCPS	96%	24% / 23%	53%
Ketcham ES	460	259	DCPS	90%	32% / 38%	65%
King ES	530	385	DCPS	93%	41% / 41%	78%
Leckie ES	470	318	DCPS	81%	53% / 46%	61%
MC Terrel/McGogney ES	370	272	DCPS	91%	23% / 28%	69%
Malcolm X ES	570	212	DCPS	96%	9% / 23%	53%
Moten ES @ Wilkinson	620	403	DCPS	97%	25% / 21%	68%
Orr ES	390	275	DCPS	92%	39% / 33%	83%

District of Columbia Public Charter School Board

Demographic Analysis Form
2011 Application Review Process

Name	Projected Enrollment/ Capacity[4] 2010-2011[1]	Actual Enrollment 2009-2010	Type[2]	% Low Income	DCCAS Performance (% Proficient) SY 2009-2010 M / R	Percentage of Highly Qualified Teachers[3]
Patterson ES	370	388	DCPS	86%	24% / 38%	70%
Savoy ES	450	367	DCPS	90%	20% / 22%	56%
Simon ES	550	309	DCPS	88%	18% / 23%	63%
Stanton ES	550	368	DCPS	93%	8% / 13%	65%
Turner ES @ Green	460	265	DCPS	88%	44% / 47%	73%
Center City: Congress Heights	211	184	PCS	78%	14% / 31%	71%
Early Childhood Academy PCS	230	225	PCS	75%	19% / 35%	100%
Excel Academy	289	209	PCS	83%	N/A / N/A	88%
Friendship: Southeast	556	501	PCS	83%	50% / 43%	96%
Howard Road: Main Campus	562	562	PCS	64%	32% / 29%	100%
KIPP DC: Discover Academy *(Douglass Campus)*	105	100	PCS	N/A	N/A / N/A	PS-PK Only
KIPP DC: AIM Academy *(Douglass Campus)*	332	330	PCS	91%	76% / 54%	92%
Imagine Southeast	479	318	PCS	88%	18% / 21%	25%

District of Columbia Public Charter School Board

Demographic Analysis Form
2011 Application Review Process

Name	Projected Enrollment/ Capacity[3,4] 2010-2011[1]	Actual Enrollment 2009-2010	Type[2]	% Low Income	DCCAS Performance (% Proficient) SY 2009-2010 M / R	Percentage of Highly Qualified Teachers[3]
Septima Clark	133	133	PCS	77%	0% / 6%	100%
Bishop John T. Walker School for Boys	Not Reported	Not Reported	Parochial	Not Reported	Not Reported	N/A
Clara Muhammad School	Not Reported	48	Parochial	Not Reported	Not Reported	N/A
Kumba Learning Center	Not Reported	40	Private	Not Reported	Not Reported	N/A
National Children's Center: SE Campus	Not Reported	175	Private	Not Reported	Not Reported	N/A
Naylor Road School	Not Reported	213	Private	Not Reported	Not Reported	N/A
St. Thomas More Catholic School	Not Reported	198	Parochial	Not Reported	Not Reported	N/A

NOTES:
[1]For charter schools, enter projected enrollment; for all other schools, enter capacity.
[2]Type = DCPS, public charter school, private, parochial, independent, other
[3]Not applicable to private, parochial, and independent schools

2. Please check the ONE statement that best describes your recruitment strategy and provide a rationale for the chosen strategy:
___ I will recruit exclusively in the neighborhood where I plan to locate my charter school.

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

DC Scholars PCS will recruit primarily in the South East region of Washington DC, in Wards 7 and 8.

District of Columbia Public Charter School Board

Demographic Analysis Form
2011 Application Review Process

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

Rationale:

DC Scholars Public Charter School will exist to close the achievement gap for previously underserved students in low-income minority communities. DC Scholars PCS is committed to locating specifically in Ward 7 or 8, which together are home to approximately 40% of DC's children.[3] Physically separated from the rest of the city by its position east of the Anacostia River, this area is 96% African American and faces particularly intensified socio-economic challenges compared to DC at large.[4] Wards 7 and 8 have the highest poverty rates in the city, with 25% of people in Ward 7 and 36% of people in Ward 8 living below the poverty line.[7] A staggering 43% of children in these communities are growing up in poverty.[8]

3. Based on the information provided above, provide the following information:

a. Describe how your proposed charter school will compete with existing schools as it relates to the recruitment of students and highly qualified teachers and securing an adequate facility.

We believe that a new school serving grades PS-8 will make a strong addition to the options currently available in Wards 7 and 8. Moreover, an analysis of where DC's highest-performing schools are located *within* Wards 7 and 8 has further convinced us of the opportunities for strategically locating DC Scholars PCS in a neighborhood (or cluster of neighborhoods) that have the *most limited* quality school options within their bounds. We recognize that physical distance is not stopping DC families from trying to get their children into the best possible schools. Yet we also firmly believe that children in *every* neighborhood should have the opportunity to attend a high-quality school that is *readily accessible*, without having to trek across the ward (or across the city) for better options. We believe that by providing a high-quality PS-8 school in a neighborhood previously without such an option, we will not only attract families who would otherwise exert themselves to send their children to a higher-quality (if less conveniently-located) school in another part of the city, but also families who may otherwise be unaware or unable to take advantage of options available beyond their neighborhood schools. An initial review of public schools across both wards shows several locations where fewer quality charter options prevail. The following list is neither exhaustive nor conclusive (especially since the ultimate location of DC Scholars PCS will depend at least in part on facilities availability), but we believe these groups of neighborhoods are promising and strategic locations for a brand new PS-8 charter school:

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[3] DC Kids Count, "Every Kid Counts in the District of Columbia: 17th Annual Fact Book," 2010. *Note:* data from U.S. Census 2000.

[4] U.S. Census Bureau, 2007-2009 American Community Survey (ACS) 3-Year Estimates. ACS does not disaggregate data by ward, but divides the city into five Public Use Microdata Areas (PUMAs). The ACS data presented here refers to PUMA 00104, which essentially corresponds with the area encompassing Wards 7 and 8.

[7] NeighborhoodInfo DC, Wards 7 and 8 Neighborhood Profiles (www.neighborhoodinfodc.org). *Note:* data from U.S. Census 2000.

[8] U.S. Census Bureau, 2007-2009 American Community Survey (ACS) 3-Year Estimates.

District of Columbia Public Charter School Board

Demographic Analysis Form
2011 Application Review Process

1. Ward 8: Bellevue, Washington Highlands, Congress Heights
2. Wards 7/8: Naylor Gardens, Fairfax Village, Hillcrest, Randle Highlands
3. Ward 7: Deanwood, Burrville, Grant Park, Lincoln Heights, Northeast Boundary

Scholar Academies will make an effort to strategically place DC Scholars PCS in a neighborhood that is home to few high-quality options for elementary and middle school students, in order to attract and meet the needs of the most underserved children in Wards 7 and 8.

b. Provide a description of the proposed charter school's student recruitment strategies should the school initially locate in an area other than the intended location. Specifically, explain if students will be recruited from the area where you intend to locate or where the school will initially be located, and the short- and long-term impact of such a strategy.

One of the five pillars of DC Scholars Whole School Approach is Community and Family Engagement. It is critical to engage with both the families of Young Scholars students and the neighboring community to support the Young Scholars' work. Additionally, as a charter school, DC Scholars PCS is responsible for filling each available seat in order to serve the most students in a given year. We will use the following strategies for student recruitment:

- Community Outreach and Engagement—DC Scholars PCS will engage each of the community partners that it has reached out to through the course of the charter approval process and DC School Reform Now
- Parent Outreach Committee Ambassadorship—identify a group of Stanton Parents who can work with DC Scholars Charter School to meet with community organizations and groups of parents who are interested in the new charter school
- Direct Mail to families with students in grades Kindergarten thru 2nd grade in a 20 zip code range
- Posting on our website
- Participation in charter school fairs
- Networking with elementary charter schools
- Local advertisement in stores, newspapers, and radio

c. Provide a justification for the intended location if a strong presence of charter schools currently exists or will do so in the future. Describe how your proposed charter school will be successful given the surrounding schools.

District of Columbia Public Charter School Board

Demographic Analysis Form
2011 Application Review Process

DC Scholars PCS has identified four charter school campuses in Ward 7 that currently serve (or are growing to serve) students continuously from early childhood (PS or PK) through eighth grade: DC Prep's Benning campus, KIPP DC's Benning campus (LEAP, Promise, and KEY Academies), Friendship's Blow-Pierce campus, and Nia Community PCS.[9] Of these schools, Friendship: Blow-Pierce and KIPP: KEY Academy exceeded the DC averages in math and reading on the 2010 DC-CAS, with KIPP students in particular far outperforming their peers at other schools. While DC Prep's Benning campus does not yet have testable grades, the performance of its other campuses suggests that Benning will be high-performing as well.[10] Yet schools like these tend to become quickly oversubscribed, largely because their records of success attract hundreds of families to apply for a spot each year. Statistics for the 2010-11 school year show huge waiting lists for both DC Prep and KIPP. At DC Prep's Benning campus, just 205 out of 372 applicants (approximately 55%) were offered admission for the current school year. Most grades at KIPP's Benning campus had waitlists of 100 or more students: 326 students were waitlisted for a PS class of 81 students, 192 for a class of 99 PK students, 160 for a class of 100 Kindergarteners, and so on through 8th grade.[11]

Ward 8 has a total of six public charter school campuses serving (or growing to serve) students continuously from PS/PK through 8th grade: Center City: Congress Heights, Excel Academy, Howard Road Academy: Main Campus, Imagine Southeast, KIPP's Douglass campus (Discover and AIM Academies), and Septima Clark.[12] Among these schools, KIPP: AIM Academy stands out for its impressive performance on the DC-CAS.[13] But like the schools on KIPP's Benning campus, both AIM and Discover are already oversubscribed. At Discover, classes of 98 PK and 99 Kindergarten students this year had waitlists of 100 and 62 students, respectively. AIM also waitlisted students at all grade levels: 28 waitlisted for a class of 96 fifth graders, 93 waitlisted for a class of 85 sixth graders, 75 waitlisted for a class of 77 seventh graders, and 45 waitlisted for a class of 73 eighth graders. And demand, particularly at the PS and PK level, is not limited to KIPP: for example, the all-boys public charter school Septima Clark waitlisted approximately 40 children for an 82-student early childhood program (PS and PK) this year.

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[9] DC Prep: Benning Elementary currently serves students in grades PS-1, and will grow up one grade a year until reaching 3rd grade, when a middle school serving grades 4-8 will be added. KIPP's Benning campus currently serves students in grades PK-2 and 4-8, but is growing to serve all grades PS-8. Several stand-alone charter middle schools, which for the most part will not overlap with DC Scholars in terms of student recruitment, are also located in Ward 7. Of the four DC charter schools approved to open in 2011, none serving students within our proposed grade range indicated interest in locating East of the River on their applications. However, the DC Promise Neighborhood Initiative was one of 20 national recipients to receive a planning grant this year from the US Dept. of Education, for its proposal to launch a Promise Neighborhood in the Parkside/Kenilworth community of Ward 7.

[10] DC Prep's Edgewood Middle Campus (Ward 5) had proficiency rates of 78% in math and 75% in reading on the 2010 DC-CAS. Its Edgewood Elementary Campus (Ward 5) had proficiency rates of 54% in math and 57% in reading.

[11] At KIPP, the only grades with waitlists that did not exceed 100 students were 5th (waitlist of 65) and 8th (waitlist of 38). Enrollment and waitlist figures for all schools were acquired through phone or email conversations with CMO staff.

[12] It is also worth noting that while Friendship: Southeast only serves students through 5th grade, another Friendship school located in Ward 8 (Tech Prep) serves grades 6-8. Neither school, however, has over 50% of students proficient in math or reading. Several stand-alone charter middle schools, which again for the most part will not overlap with DC Scholars in terms of student recruitment, are also located in Ward 8.

[13] Again, we use 2010 DC-CAS scores as a benchmark with the caveat that several of the charter schools in Ward 8 are new within the last few years and have not necessarily established a track record for performance.

Assurances Form

(This form must be submitted with the application.)

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

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

Si[redacted]ng Official	[redacted]
[redacted]	Date Submitted 2/11/11

Scholar Academies School-Based Core Values

The core values of Scholar Academies and all of the schools within our network were developed by identifying the traits of effective educators and administrators that lead to impressive results in student achievement. These core values reflect how we should operate individually and collectively to most efficiently and tenaciously meet and exceed our goals as an educational institution.

Outrageous Achievement, No Excuses

We exist to close the achievement gap in and to contribute to national efforts to eradicate educational inequity. We can only do this by holding the highest expectations for ourselves and our students. We are only as good as our results. If our students are not performing at or above grade level and being accepted to top high schools, we're simply not doing our job. We are not satisfied with relative results, such as better than last year or better than the neighborhood school. We are always driving to exceed expectations. We set ambitious, measurable goals and obsess over data to target what we are doing well and where we must improve. We embrace accountability at all times and at all levels. The relentless pursuit of student achievement is our primary focus – it is our raison d'être.

People are Paramount

We can only achieve outrageous achievement if our staff is talented, dedicated, valued and supported. We put a great amount of effort into recruiting and selecting the best people and then investing in each individual to develop and retain them as a team member. Our work environment is professional, collaborative and supportive. Team members work hard, recognize individual and collective achievements, have a voice and are equipped with the tools required to be successful in their role and ultimately lead our students and school to new heights.

Teamwork is an Exponent to Impact

When we work as a team we increase our impact exponentially. We are connected through our work as educators and view student achievement as our common purpose. We care about each other and treat each other with respect. We celebrate our differences, share our strengths and greet feedback and new ideas openly. We stay the course, are supportive and hold each other accountable to the consistency that is necessary to carry out our model. Our team members take collective responsibility for our mission.

Students First

Educating students is our top priority. We commit to doing whatever it takes to equip each child with the skills necessary to access limitless opportunity. We commit to continuously learning and improving as educators and incorporate feedback quickly into our practice. We do not avoid or delay difficult conversations and we face issues holding us back head on. We seek out professional development opportunities, collaborate regularly and take the initiative to improve on a daily basis for the benefit of our kids and school. It is a privilege to work with our students and make a difference in their lives. We must remember this everyday and keep it at the front of our minds with every decision that we make.

Details Deliver

Success doesn't just happen; it is a result of intensive, purposeful planning. Our students suffer when we fail to plan. We do not leave anything to chance. We are over prepared, absurdly organized and see consistency and timeliness as critical to ensuring the smooth and predictable overall function of our environment. Attention to detail is the difference between good and amazing. We commit to sweating the small stuff to guarantee that we achieve our outcomes.

Fun and Balance

We love our jobs and we love life. We must take the time to find joy in our work everyday and to also maintain balance between our personal and professional responsibilities. The work that we do is high stakes and extremely serious, but we believe that we will never create lasting, sustainable impact if we don't have fun along the way. We commit to working hard, but we must also recognize and celebrate the importance of personal, family and community responsibilities and commitments.

Non-Academic Standards at DC Scholars PCS (taken from Vermont's Standards and Learning Opportunities[1])

Standard	Learning Goals	Description
Healthy Choices	Development	Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.
	Healthy Choices	Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.. This is evident when students:
	Physically Active Lifestyle Choices	Students demonstrate competency in many and proficiency in a few of the skills and concepts needed for a lifetime of physical activity.
Making Decisions	Informed Decisions	Students seek information and base decisions on evidence from reliable sources, including prior experience, trying things out, peers, adults, and print and non-print resources
Relationships	Teamwork	Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g., by using consensus-building and cooperation to work toward group decisions).
	Interactions	Students interact respectfully with others, including those with whom they have differences.
	Conflict Resolution	Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.
	Roles and Responsibilities	Students analyze their roles and responsibilities in their family, their school, and their community.
Workplace	Dependability and Productivity	Students attend school on a regular basis, complete assignments on schedule, and participate in classroom and group discussions.
	Career Choices	Collect information about careers, and experience careers directly or indirectly through classroom work and community experiences such as job shadowing, working with a mentor, or performing community service.
Service	Service	Plan, implement, and reflect on activities that respond to community needs
	Democratic Processes	Work cooperatively and respectfully with people of various groups to set community goals and solve common problems

[1] http://education.vermont.gov/new/html/pubs/framework.htm

THIRD GRADE LONG TERM PLAN QUARTER 1
PHONICS, WRITING, SPEAKING & LANGUAGE, and CONVENTIONS

ASSESSMENT KEY (bold learning goals are prioritized learning goals)

SUMMATIVE DC/CAS PEN/PAPER OBSERVATIONAL RUBRIC

WRITING QUARTER 1

	Strand	Standard	Learning Goal
Quarter 1	Text Types and Purposes	W.3.3-Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	**Write narratives to develop real or imagined experiences or events using effective techniques**
			a. Establish a situation and introduce narrator/character
			b. Organize an event sequence that unfolds naturally
			b. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations
			c.Use temporal words and phrases to signal even order
			d. Provide sense of closure
	Production and Distribution of Writing	W.3. 4- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce writing in which the development and organization appropriate to task and purpose
		W.3.5-With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	Develop and strengthen writing as needed by planning, revising, and editing
	Range of Writing	W.3.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	-Write routinely over extended time for a range of discipline-specific tasks, purposes, and audiences.
			-Write routinely shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Scholar Academies - Instructional Standards

1. Develop and lead objective-driven lessons

Strand	Component	Explanation	IMPACT LINK
1.1: High-Quality Objective	Appropriate Objective	Selected objective is feasible, grade-specific, connected to prior learning, and linked to a unit plan and state standards	Teach 1
	Rigorous Objective	Objective challenges students to think critically and pushes beyond independent work comfort level	Teach 1, Teach 3
	Measurable Objective	Objective is constructed to easily allow it to be measured and conveys specific content and student learning expectations	Teach 1
	Explicit Objective	Instructor explicitly calls student attention to given objective and explains its importance to real world or academic learning. Objective is written on blackboard so all students can see it.	Teach 1
1.2: Objective Driven	Driving Objective	Majority of class time is devoted to teaching the objective and the instructor refers back to the objective throughout the lesson	

2. Deliver rigorous, high-quality instruction that adapts to the understanding and needs of students

Strand	Component	Explanation	IMPACT LINK
2.1: Lesson Structure	Lesson Organization	Instruction has distinct lesson components that align with SA approach (Do now, DI that calls attention to objective, GP, IP, closing). See handbook for more information on lesson components - some lower elementary instruction has a similar structure with different nomenclature	Teach 1, Teach 2
	Deliver Clear Content	Teacher has a solid presence in classroom and delivers content that is factually correct, well-organized, and accessible and challenging to most students	
	Pacing/Time Management	Instructor displays urgency by maximizing classroom time devoted to rigorous instruction and engaged student independent practice	Teach 3, Teach 8
	Worksheets/Materials	Materials/Handouts are of appropriate rigor, logically connect with the objective and unit plan, and contribute to student learning.	Teach 3
	Homework	HW is of appropriate rigor, logically connects with the objective and unit plan, and reinforce concepts from class. HW is not used to introduce new material	Teach 3
2.2: Differentiate Instruction	Multiple Learning Styles	Instructor targets multiple learning styles by providing students with different opportunities to engage with the content. Instructor's teaching strategies help a range of learners move towards objective-mastery	Teach 4
	Differentiate Effectively	When appropriate, instructor adjusts instruction and work to ensure that students at different levels are all appropriately challenged and engaged	Teach 4

Scholar Academies - Instructional Standards

3. Effectively lead and manage classroom to maximize time and enhance the learning environment

Strand	Component	Explanation	IMPACT LINK
3.1: Classroom Environment	Procedures	SA procedures are used for bathroom, handraising, etc. Other teacher specific procedures are effective at maximizing time	Teach 8
	Systems	Systems are in place for collecting/distributing papers, group activity work, transitions, etc. Class time is valued because no moment is wasted.	Teach 8
	Organization/Neatness	Classroom is orderly, clean, and conducive to student learning environment. All necessary SA components are in place and careful attention is paid to aesthetic details.	

4. Promote student investment in learning through positive interactions and classroom culture

Strand	Component	Explanation	IMPACT LINK
4.1: Student Investment	Ready to Learn	Students have necessary learning materials (pen, paper, books), are properly seated, and ready to engage in lesson	
	Participation	Students are actively participating in lesson and appear engaged in rigorous work	Teach 3
	On Task	90% of students are on task during each component of the lesson	
	Interaction	Instructor comments to students and actions display respect, authority, positive affect, and rapport. Instructor reinforces positive behavior	Teach 9
	Culture	Instructor reinforces positive behavior and creates a supportive, learning-focused classroom culture. Students are respectful and behavior reflects core values. Instructor sets high expectations for class behavior and effectively uses SA systems (including PATH Points, Paychecks, PATH rewards, etc.) to invest students in their success and emphasize the connections to learning	Teach 9

5. Continuously check for understanding to inform instruction, drive critical thinking and evaluate lesson success

Strand	Component	Explanation	IMPACT LINK
5.1: Check for Understanding	Check for Understanding	Frequent formal and informal checks for understanding help instructor assess student learning and actively adjust lesson. Instructor uses a variety of methods to check for understanding (signals, cold call, etc)and asks questions to students of differing ability levels.	Teach 5
	Respond to Misunderstanding	Teacher questioning leads students to correct answer through scaffolding and addresses needs of individual students. Teacher uses wait time and other strategies (Break it Down) as necessary.	Teach 6
	Higher-Level Questioning	Teacher challenges students by asking higher-level questions after correct responses	Teach 7
	Assess Objective	Objective mastery is assessed by the instructor (formally or informally) at the close of the lesson in a manner that provides helpful information/data to the instructor	

The Scholar Academies Instructional Standards and related documents were heavily influenced by Mastery Charter Schools' Instructional Standards, the DCPS Teaching and Learning Framework, Teach for America's Teaching as Leadership, and best practice research and observations at Excel Academy in Boston and schools within the Uncommon network.

Scholar Academies - Preparation and Planning Standards

Preparation/Planning	
Components	**Definition**
Actively communicates with parents	Teacher contacts x% of parents on a weekly basis and keeps them updated on student progress
Manages time and resources according to school priorities and vision	Meets relevant deadlines in terms of lesson planning, graded work, and other time sensitive actions.
Proactively develops contingency plans in advance of unforeseen circumstances	Teacher prepares emergency lesson plans and is adaptable to school wide needs
Collaborates with staff to achieve team goals	Teacher actively works with colleagues towards group outcomes
Strategically uses data to inform decision-making and increase student achievement	Teacher uses interim and classroom based data to adapt lessons, re-teach objectives, and drive student learning. Teacher engages in backward planning to ensure short and long term goals are met
Drives classroom culture with big goals	Teacher has developed big goals for the class that have been consistently communicated and reinforced throughout the year

The Scholar Academies Instructional Standards and related documents were heavily influenced by Mastery Charter Schools' Instructional Standards, the DCPS Teaching and Learning Framework, Teach for America's Teaching as Leadership, and best practice research and observations at Excel Academy in Boston and schools within the Uncommon network.

Prep and Planning Rubric		
Rating Scale	**Explanation**	**Value**
Needs Attention	(Almost Never)	1
Developing	(Sometimes)	2
Proficient	(Frequently)	3
Advanced	(Almost Always)	4
Exemplary	(Always)	5

Scholar Academies - Observation Form

Instructor:	Date
Period:	Observer
Subject:	Objective

Rating Scale

1 = Needs Attention, 2 = Developing, 3 = Proficient, 4 = Advanced, 5 = Exemplary

1. Develop and Lead objective-driven lessons

Strand	Strand Explanation	Components	Notes/Comments	Rating (1-5)
1.1: High Quality Objective	The objective is challenging, grade appropriate, linked to standards, and easy to measure. The teacher explicitly calls attention to the objective during lesson.	Appropriate Objective Rigorous Objective Measurable Objective Explicit Objective		
1.2: Objective Driven	The objective represents the clear focus and driver of class time. The instructor refers back to the objective throughout the lesson to ensure students remain clear of the goal.	Driving Objective		

2. Deliver rigorous, high-quality instruction that adapts to the understanding and needs of students

Strand	Strand Explanation	Components	Notes/Comments	Rating (1-5)
2.1: Lesson Structure	Instruction includes distinct lesson components presented in a clear and logical manner to help students learn. Class time is maximized as instructor demonstrates urgency. Worksheets, materials, and homework are rigorous, and meaningfully linked to the objective and long term plan.	Lesson Organization Deliver Clear Content Pacing/Time Management Worksheets/Materials Homework		
2.2: Differentiate Instruction	Instructor targets varied styles by providing students with a range of opportunities to engage with the content. Instructor's teaching strategies push learners move towards objective-mastery. When appropriate, instructor adjusts instruction to ensure that students at different levels are all appropriately challenged.	Multiple Learning Styles Differentiate Effectively		

3. Effectively lead and manage classroom to maximize time and enhance the learning environment

Strand	Strand Explanation	Components	Notes/Comments	Rating (1-5)
Strand 3.1: Classroom Environment	Classroom procedures, systems and the physical environment support and drive student achievement. SA procedures save time and teacher/school specific systems facilitate distributing papers, transitions, etc. Class time is valued because no moment is wasted. Classroom is orderly, clean, and conducive to student learning environment.	Procedures Systems Organization/Neatness		

Scholar Academies - Observation Form

4. Promote student investment in learning through positive interactions and classroom culture

Strand	Strand Explanation	Components	Notes/Comments	Rating (1-5)
4.1: Student Investment	SA students are invested and engaged. Students have proper materials and are on task and actively participating in lesson. Instructor's comments to students display respect, authority, and rapport while reinforcing positive behavior. Student misbehavior is explicitly addressed (when appropriate) and SA discipline systems are used. Instructor creates a supportive, learning-focused classroom culture. Students are respectful and behavior reflects core values.	Ready to Learn Participation On Task Interaction Culture		

5. Continuously check for understanding to inform instruction, drive critical thinking and evaluate lesson success

Strand	Strand Explanation	Component	Notes/Comments	Rating (1-5)
5.1: Check for Understanding	Are students learning? Instructor uses frequent formal and informal checks for understanding to assess student learning and actively adjusts lesson when needed. Students of differing ability levels answer questions and teacher scaffolding leads students to the correct answer, prompts higher order thinking skills, and addresses the needs of individual students. Teacher uses exit ties and other strategies as necessary. Objective mastery is assessed by the instructor (formally or informally) at the close of the lesson.	Check for Understanding Respond to Misunderstanding Higher-Level Questioning Assess Objective		

Overall Score (avg of standards):	#DIV/0!
Strengths:	
Areas for Improvement:	

Strand/Standard Rubric

Exemplary - 5	Advanced - 4	Proficient - 3	Developing - 2	Needs Attention - 1
All of the strand components were observed at the highest level to help move students towards mastery; overall, teacher actions serve as an exemplary model of the standard/strand.	All of the strand components were observed to help move students towards mastery; overall, teacher actions demonstrate mastery of the standard/strand.	All of the strand components were observed, but 1 component was weak and could be improved to help move students to mastery; overall, the integrity of the standard/strand was maintained.	2 strand components were absent, weak, or missing key details that could inhibit student mastery. Overall, the integrity of the standard/strand was questionable.	3 or more strand components were absent, weak, or missing key details that directly impede student mastery. Overall, the integrity of the standard/strand was not maintained.

The Scholar Academies Instructional Standards and related documents were heavily influenced by Mastery Charter Schools' Instructional Standards, the DCPS Teaching and Learning Framework, Teach for America's Teaching as Leadership, and best practice research and observations at Excel Academy in Boston and schools within the Uncommon network.

Scholar Academies - Instructional Standards Rubric

Standard/Strand Rubric

(score given to each individual strand; standard scores are an average of applicable strands, when more than 1 exists.)

Exemplary	Advanced	Proficient	Developing	Needs Attention
5	4	3	2	1
All of the strand components were observed at the highest level to help move students towards mastery; overall, teacher actions serve as an exemplary model of the standard/strand	All of the strand components were observed to help move students towards mastery; overall, teacher actions demonstrate mastery of the standard/strand	All of the strand components were observed, but 1 component was weak and could be improved to help move students to mastery; overall, the integrity of the standard/strand was maintained	2 strand components were absent, weak, or missing key details that could inhibit student mastery. Overall, the integrity of the standard/strand was questionable.	3 or more strand components were absent, weak, or missing key details that directly impede student mastery. Overall, the integrity of the standard/strand was not maintained

Overall Score

(average of standard scores)

Exemplary	Advanced	Proficient	Developing	Needs Attention
5	4	3	2	1
Total score	Total score	Total score	Total score	Total score
4.5-5	4-4.49	3-3.99	2.-2.99	1-1.99

The Scholar Academies Instructional Standards and related documents were heavily influenced by Mastery Charter Schools' Instructional Standards, the DCPS Teaching and Learning Framework, Teach for America's Teaching as Leadership, and best practice research and observations at Excel Academy in Boston and schools within the Uncommon network.

Scholar Academies
Community Accountability Contract

The mission of DC Scholars Public Charter School is to prepare middle school students to attend and succeed academically in the best high schools and colleges, and to provide our students with a foundation of life skills required to become productive members of their communities.

The Community Accountability Contract describes the shared commitment of families, students and staff to hard work and consistent support of one another. By signing this contract, we are committing to upholding our responsibilities in this partnership as DC Scholars provides every student with a high quality education that will land each student on the path to college.

School Commitment:

High Quality Education

- We will work tirelessly to ensure that our students get the excellent education they deserve. We will neither make nor accept excuses.
- We will work a longer school day, longer school year, offer students extra support, and do whatever it takes to ensure that they are equipped with the knowledge and skills necessary to succeed and go on to attend and succeed academically in high school and college.

Respect and Fairness

- We will encourage and respect every student. We will listen to students and their needs. We will not tolerate students disrespecting each other or adults in the building.
- We will teach and enforce DC Scholars' PATH values and STAR behavior code consistently and fairly. We will communicate with families when students fail to meet expectations just as when they when they exceed expectations. Decisions, including consequences, will be made in the best interest of our students.
- We will give students recognition, incentives, and privileges if they do well and give consequences and remove privileges if they do not.

Communication

- We will communicate regularly with families about their child's progress and make ourselves available in person and on the phone.
- We will return parent phone calls as soon as possible, usually within 24 hours and commit not to exceed 48 hours.
- We maintain an "Open Door Policy". Parents are welcome to schedule a time to visit the school, sit in on classes, and meet with any administrator or staff member to address academic or behavioral concerns about your child.

Homework and Academic Support

- We will assign quality homework every night to reinforce and support skills and concepts learned in class.
- We will support students with excellent teaching and additional help before or after school as needed.

Safety

- We will always work to provide a safe learning environment. We will always work to protect the safety, dignity, and rights of all individuals.

Parent/Guardian Commitment:

Attendance and Promotion:

- I will ensure that my child comes to school every day on time to begin the day's activities by 7:50am.
- I will not schedule vacations during school time. I will do my best to schedule important appointments for out of school time.
- I will make alternative transportation plans if my child is required to stay at school until 5:30pm Monday-Thursday.
- My child will honor all after school commitments. My child will only be excused in case of emergency.
- I understand that if my child is absent more than 18 days, the school reserves the right to retain my child.
- I will make sure that if my child is absent (excused or unexcused), the work missed will be completed and ready to turn in within one day after he/she returns to school.

Homework & Tutoring

- I understand that it is my responsibility to provide a quiet place for my child to study and ensure that my child successfully completes his/her homework each night.
- I will check my child's planner and homework every night. If it meets the standards of DC Scholars Public Charter School, I will sign my child's planner.
- I will support after school tutoring required for my child if they are in need of extra assistance in an academic area.
- I will support Homework Club as a necessary intervention for students to be successful students and meet all expectations for homework at DC Scholars.

Dress Code

- I will send my child in the proper dress code everyday.
- If my child arrives out of uniform, I'll arrange for someone to bring proper attire.

Behavior

- I understand that Detention and all consequences are mandatory if my child's choices or performance requires him/her to attend these requirements or be subject to certain disciplinary procedures
- I have read and acknowledge all School Rules, Policies and Procedures as outlined during Parent University and will work with DC Scholars to ensure that my child abides by these Rules, Policies and Procedures at all times.
- I understand that if my child is given an Out-of-School Suspension, I must come and remove him/her from the building immediately. I understand that, upon my student's return to school, I will bring my child for a reinstatement meeting with an Administrator.
- I understand that DC Scholars has a no tolerance policy for school violence.

Communication and Family Support

- I will be professional and respectful in my communication with DC Scholars faculty and staff. I will schedule meetings to address any academic or behavioral concerns about my child and honor these meetings.

- I agree to respond to all contacts (phone, email or letters) promptly and review and sign all documentation that is sent home including PATH Paychecks and progress reports.
- I will attend all parent-teacher conferences and meetings about my child.
- I will let the school administration know of any changes in address, phone number or family status immediately upon the change.
- I agree any parent orientations or required meetings held by DC Scholars

High School Placement (8th Grade Parents)

- I agree to attend one high school information session
- I agree to attend a one on one meeting(s) as scheduled by the Director of Student Life
- I am responsible for timely completion of high school applications with guidance of the High School Placement Director

Parent Survival Guide

- I have read in full, understand and acknowledge all of the procedures, policies and requirements set forth in DC Scholars Survival Guide.

Parent/Guardian Initial(s) _____ _____

Student Commitment:

- I understand that my education is important. I will always work, think and behave in a professional and respectful manner that will allow me to the best that I can be.
- I will come to school ready to learn by 7:50 a.m.
- I will wear the proper uniform everyday and remain in uniform throughout the day.
- I will complete all of my homework and reading every night.
- If I miss class or school, I understand it is my responsibility to find out what I missed and to complete my class work and homework within 1 day of returning to school. It is my responsibility to make sure I have all of the assignments that I missed.
- I will stay after-school for Homework Club, Homework ZAP,Tutoring and/or Detention when my choices or performance require me to do so.
- I understand that if I skip Homework Academy or Detention I will be placed on In-School suspension.
- I will follow the school rules to protect the safety and rights of all individuals and to not detract from the educational opportunities of others.
- If I need help, I will ask for it. If I can give help, I will give it. I won't criticize other students, but will provide constructive support and encouragement.
- If I make a mistake, I will tell the truth and accept responsibility for my actions.
- I understand the four critical expectations of PATH and the STAR behavior code and I will live up to them everyday.
- I will accept the consequences if I do not live up to our PATH student core values or STAR Behavior code.
- I will put my best effort forward every day and I believe in myself to live up to all of the expectations DC Scholars has for me.

Parent/Guardian Name(s): _____ _____

Signature(s): _____ _____

Date: _____

Student Name: _____ Date: _____

Signature: _____

Homeroom Teacher Name: _____ Date: _____

Signature: _____

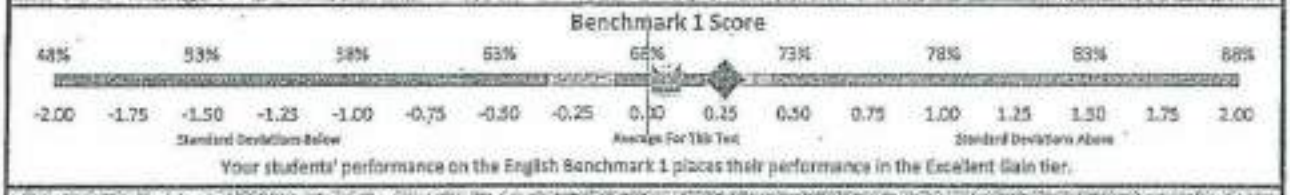
Administrator Name: _____ Date: _____

Signature: _____

Teacher Report

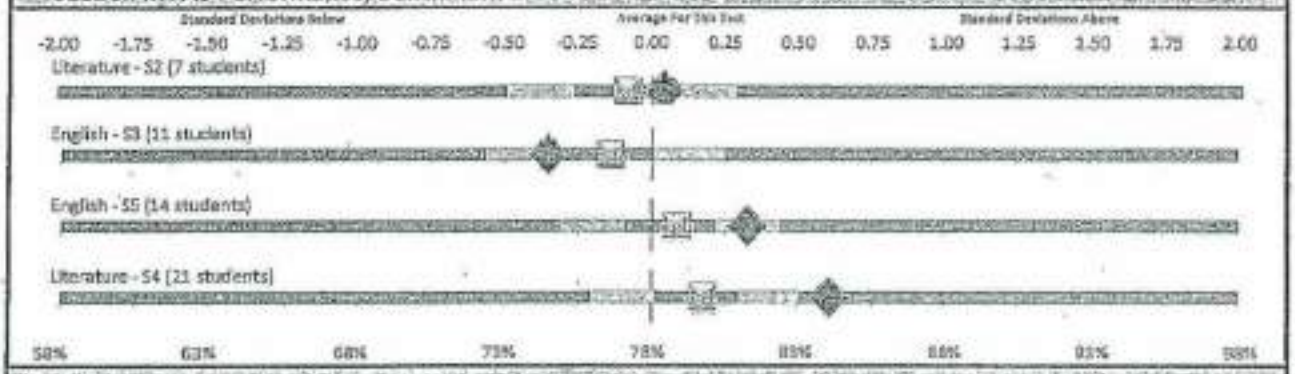
John Doe (Campus ABC)
English – Benchmark 1

Overall Weighted MVAS Performance, Benchmark 1



Your students' performance on the English Benchmark 1 places their performance in the Excellent Gain tier.

Section MVAS Performance, Benchmark 1

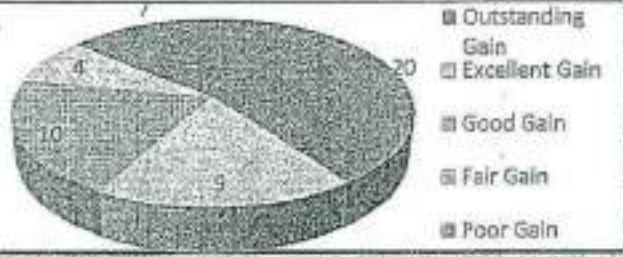


Legend

Test Forecast

Test Performance

Student Distribution of Performance Gains



Color Tiers

Outstanding Gain
Excellent Gain
Good Gain
Fair Gain
Poor Gain

- Student gain tiers are based on each student's performance gain relative to their expected performance. Your overall tier is based on the average of all your students.

Full Year Performance View

BM1	BM2	BM3	BM4	BM5	BM6	2009-10
	30-Nov	21-Jan	4-Mar	29-Apr	10-Jun	

Students Exceeding Expectations

Student	Sec.	Target	Test Score
Brown, S	S3	71%	82%
Cole, N	S4	73%	84%
Hanson, J	S5	76%	88%
Ablamiri, V	S4	67%	75%
Justice, W	S4	81%	89%

Students Performing Below Expectations

Student	Sec.	Target	Test Score
Andrews, S	S3	77%	62%
Fokou, M	S3	68%	57%
Avant, J	S3	80%	73%
Buckley, E	S4	82%	78%
Babin, J	S3	83%	79%

VAS Description

The Value Added System (VAS) establishes personalized thresholds for each student based on their past test performance. Historical test scores were used to determine the appropriate performance expectation for each student. You can use the information on this report to understand more about the performance of your students and sections, including which students fared better or worse than expected on this exam.

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Student Detail Report

John Doe (Campus ABC)
English
Benchmark 1

Student Details

Name	Section	Forecast	Actual	Difference	Growth Tier
Andrews, S	English - S3	77% (-0.09 SD)	62%	-15%	Poor Gain
Avant, J	English - S3	80% (0.16 SD)	73%	-7%	Poor Gain
Babin, J	English - S3	83% (0.48 SD)	79%	-4%	Poor Gain
Brown, R	English - S3	88% (0.97 SD)	86%	-2%	Fair Gain
Brown, S	English - S3	71% (-0.65 SD)	82%	11%	Outstanding Gain
Dixon, A	English - S3	No prediction	81%	N/A	N/A
Dorenbos, J	English - S3	No prediction	76%	N/A	N/A
Dunlap, K	English - S3	No prediction	73%	N/A	N/A
Fokou, M	English - S3	63% (-1.48 SD)	57%	-6%	Poor Gain
Gibson, B	English - S3	78% (-0.01 SD)	79%	1%	Good Gain
Goeong, C	English - S3	73% (-0.46 SD)	71%	-2%	Fair Gain
Hanson, J	English - S5	76% (-0.26 SD)	86%	9%	Outstanding Gain
Harris, M	English - S5	80% (0.21 SD)	88%	8%	Outstanding Gain
Herremans, T	English - S5	83% (0.46 SD)	89%	6%	Outstanding Gain
Kolb, K	English - S5	75% (-0.27 SD)	80%	5%	Outstanding Gain
Laws, T	English - S5	82% (0.38 SD)	86%	4%	Outstanding Gain
Maclin, J	English - S5	80% (0.21 SD)	81%	1%	Good Gain
Mays, J	English - S5	80% (0.17 SD)	78%	-2%	Fair Gain
McCoy, L	English - S5	77% (-0.15 SD)	78%	2%	Good Gain
McGlynn, M	English - S5	77% (-0.05 SD)	80%	2%	Excellent Gain
Patterson, M	English - S5	74% (-0.36 SD)	77%	2%	Excellent Gain
Rocca, S	English - S5	81% (0.30 SD)	78%	-3%	Poor Gain
Smith, A	English - S5	76% (-0.21 SD)	73%	-3%	Fair Gain
Weaver, L	English - S5	83% (0.48 SD)	86%	3%	Excellent Gain
White, T	English - S5	80% (0.24 SD)	79%	-1%	Good Gain
Mikell, Q	Literature - S2	80% (0.20 SD)	79%	-1%	Good Gain
Parker, J	Literature - S2	77% (-0.09 SD)	78%	1%	Good Gain
Patterson, D	Literature - S2	78% (0.02 SD)	80%	2%	Excellent Gain
Peters, J	Literature - S2	74% (-0.37 SD)	75%	0%	Good Gain
Samuel, A	Literature - S2	75% (-0.30 SD)	76%	1%	Good Gain
Vick, M	Literature - S2	75% (-0.34 SD)	79%	4%	Excellent Gain
Westbrook, B	Literature - S2	81% (0.32 SD)	83%	1%	Excellent Gain
Abiamiri, V	Literature - S4	67% (-1.14 SD)	75%	8%	Outstanding Gain
Akers, D	Literature - S4	79% (0.07 SD)	84%	5%	Outstanding Gain
Buckley, E	Literature - S4	82% (0.40 SD)	78%	-4%	Poor Gain
Bunkley, B	Literature - S4	88% (0.97 SD)	90%	2%	Excellent Gain
Calek, B	Literature - S4	82% (0.40 SD)	87%	5%	Outstanding Gain
Clemons, C	Literature - S4	80% (0.24 SD)	86%	5%	Outstanding Gain
Cole, N	Literature - S4	73% (-0.53 SD)	84%	11%	Outstanding Gain
Cole, T	Literature - S4	81% (0.28 SD)	85%	4%	Outstanding Gain
Curtis, K	Literature - S4	92% (1.44 SD)	90%	-2%	Poor Gain
Demps, Q	Literature - S4	97% (1.87 SD)	100%	3%	Outstanding Gain
Gaither, O	Literature - S4	78% (0.01 SD)	78%	0%	Good Gain
Garcia, J	Literature - S4	81% (0.32 SD)	84%	3%	Excellent Gain
Hobbs, E	Literature - S4	76% (-0.23 SD)	81%	6%	Outstanding Gain
Howard, D	Literature - S4	74% (-0.43 SD)	78%	5%	Outstanding Gain
Jackson, D	Literature - S4	77% (-0.11 SD)	81%	4%	Excellent Gain
Jackson, J	Literature - S4	78% (0.04 SD)	86%	8%	Outstanding Gain
Jean-Gilles, M	Literature - S4	74% (-0.40 SD)	79%	5%	Outstanding Gain
Jones, S	Literature - S4	82% (0.42 SD)	90%	8%	Outstanding Gain
Jordan, A	Literature - S4	80% (0.17 SD)	87%	7%	Outstanding Gain
Justice, W	Literature - S4	81% (0.28 SD)	89%	8%	Outstanding Gain
McNabb, D	Literature - S4	74% (-0.39 SD)	75%	1%	Good Gain

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DC Scholars Public Charter School Board of Trustees Job Descriptions

Chair:

DC Scholars Charter School Board of Trustees Chair will be responsible to preside over Board. The Chair will call and preside over Board meetings; ensure that The School is abiding all legal and financial regulations set forth by the DCSCS Charter and applicable District of Columbia and Federal Law.

Vice Chair:

It is the duty of the Vice Chair of the DCSCS Board of Trustees to assist the Chair of the Board in his/her responsibilities. The Vice Chair will specifically be responsible for the management of the Board of Trustee sub-committees. If the Chair is absent or disabled, the Vice Chair shall perform all duties relegated to the Chair and, when acting as Chair, shall have the same powers and be subject to the same restrictions.

Secretary:

It is the duty of the Secretary of the DCSCS Board of Trustees to document the minutes of Board Meetings. The Secretary shall record the time and place of each meeting, whether it was a regularly scheduled meeting or a special meeting (and if special, how authorized and the cause), the names of those present and the proceedings. The Secretary shall also keep or cause to be kept a copy of the School's Charter and Bylaws with amendments. He/She will work closely with the Scholar Academies staff to communicate and keep in consistent contact with all members of the Board.

Treasurer:

It is the duty of the Treasurer of the DCSCS Board of Trustees to manage the finances and operational systems of DCSCS. The Treasurer shall render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; prepare or cause to be prepared any reports of financial issues required by an agreement on loans. The Treasurer is the custodian of school funds.

Other Trustees:

It is the duty of all Trustees to steward the mission of DC Scholars PCS. Each trustee will be called upon to provide insight, expertise, and management to the organization. Each trustee is expected to act responsibly on behalf of DC Scholars PCS and commit to serving the school's students and families. Trustees will be called upon to serve on a committee that best meets their qualifications. Every trustee will serve as an ambassador for DC Scholars PCS and will be encouraged to identify and recruit additional resources and support on behalf of the school.

DC Scholars Public Charter School

Duties and Responsibilities of the Board of Directors

Responsibilities of the Board of Trustees

The primary responsibilities of the Board of Trustees are to govern the organization in a manner responsive to the needs of its students, employees and the community and to ensure that DC Scholars Public Charter School has the financial resources required to fulfill its mission.

The Board is therefore responsible for:

1. Setting the mission and overall policies and determining specific long term goals and objectives.
2. Developing in collaboration with the Executive Director a strategic plan which proposes practical strategies reflective of organizational goals and objectives.
3. Ensuring that the school has the financial resources to achieve those agreed-upon goals or modifying the strategic plan to a level at which the goals and objectives can be predictably sustained.
4. Utilizing Board members' expertise, contacts, and resources to generate the required financial resources and representing the school to the community at large.
5. Ensuring the legal and ethical integrity of the school and maintaining accountability.
6. Identifying and recruiting prospective Board members who share a commitment to achieving the school's mission and who are willing to accept the serious responsibilities of Board membership.
7. Managing the relationship between DC Scholars Public Charter School and the management organization Scholar Academies

The Board's work will be done principally through committees that may consist of both board and non-board members. The Board's work will be supported by staff led by the Executive Director.

Responsibilities of Individual Board Members

Overview

A Board Member is expected to serve as an ambassador for the school. Trustees should be well versed in the school's mission, goals and objectives, programs, governance, and finances. Furthermore, a Board Member is expected to provide ideas and efforts to facilitate fund raising efforts.

A Board Member is therefore expected to:

1. Serve actively on one (or more) Board committees or task forces or accept an assignment requiring his or her special expertise.
2. Make an annual meaning financial contribution
3. Be willing to collaborate with staff and/or other Board Members in the identification, cultivation, and solicitation of appropriate (i.e., pre-qualified) corporate, foundation, or individual gift prospects and in the implementation of major special events.
4. Participate in the identification and recruitment of prospective Board Members.
5. Attend in person or by phone 75% of Board meetings. A Board Member should attend at least one meeting in person
6. Remain well-informed about the school's business affairs, especially regarding fiscal, legal, and contractual matters.
7. Serve as a public ambassador for DC Scholars Public Charter School

Planning

1. Approve the school's mission and vision and review management's performance in achieving it.
2. Annually assess the school's environment and approve the strategic plan developed in collaboration with the Scholar Academies
3. Annually review and approve the school's financial plan, including long-term financial goals.
4. Review and approve major policies.

Organization

1. Select, advise, monitor, support, reward and when necessary make changes to the leadership of the school
2. Approve appropriate compensation and benefit policies and practices.
3. Identify prospective individuals as additions to the Board and make them known to the Nominating Committee, filling vacancies when needed.
4. Annually approve the performance review of the School Director and establish
5. Determine eligibility for and appoint Board Committees in response to recommendations of the Nominating Committee.

6. Annually review the performance of the Board and determine how to improve its performance.

Operations

1. Review the school's performance and analyze the degree to which the results meet the annual and long-term goals, mission, and vision of the school as established by the Board.
2. Determine that the financial structure of the school adequately meets its current needs and contributes to the long-term strategy.
3. Provide candid and constructive criticism, advice, and comments to school leadership
4. Approve major program and service changes as proposed by Scholar Academies

Audit

1. Be assured that the Board and its committees are adequately and currently informed – by reports or other methods – of the condition of the school and its operations.
2. Be assured that published reports properly reflect the operating results and financial condition of the school.
3. Ascertain that school leaders have established appropriate policies to define, identify, and address conflicts of interest throughout the school
4. Appoint independent auditors subject to approval by members
5. Review compliance with laws affecting the school.

Committee and meeting participation

1. Attend and actively participate in quarterly board meetings, planning to be present in person for at least fifty percent of them.
2. Actively serve on at least one board committee, attending at least 2/3 of the meetings in person or by telephone. Committees will meet separately from, and in some cases more frequently than, the entire board.
3. Participate as available and requested in ad hoc board committees as needs arise.

DRAFT ARTICLES OF INCORPORATION – PENDING LEGAL REVIEW AND BOARD APPROVAL

1. Entity Name:

DC Scholars Public Charter School

2. Your signatures on this form indicate that the articles exist in perpetuity.

3. Describe the corporation's specific purposes:

See Rider A.

4. This corporation will not have members

5. The manner in which directors shall be elected or appointed:

The Board of Trustees shall consist of an odd number of trustees and not more than fifteen trustees. Two of the Trustees must be parents of a student who attends the public charter school.

A majority of trustees shall residents of the District of Columbia.

Members of the Interim Board of Trustees shall be founding members of the Board of Trustees and shall be at least twenty-one (21) years of age, and vitally interested in the educational advancement and well-being of youth.

The selection of the two Trustees who must be parents of a student who attends the public charter school shall occur on the earliest practicable date after classes at the school have commenced.

New members shall be elected by vote of the Board of Trustees.

6. The regulation of internal affairs of the corporation shall be conducted in the following manner: Internal affairs shall be regulated by the appropriate committees of the board of trustees and reported to the board as necessary at board meetings. Final vote on all internal affairs shall be held at by the board of trustees.

6a. The manner of dissolution or final liquidation of the corporation in which remaining assets of the corporation shall be distributed:

Should the charter for the school be revoked or not renewed by the authorizing entity, the distribution of assets upon dissolution shall be in accordance with § 29-301.48 and § 38-1802.13a of the D.C. School Reform Act of 1995.

7. Give the name and registered office address (not a PO Box) of a Registered Agent in the District.

Founding Director, 600 New Hampshire, NW, Washington, DC 20037

8. The number of directors constituting the initial board of directors and the name and address of the person who is to serve as director until the first annual meeting or until successor is elected (At least three directors are required).

All Directors	Physical Street Address

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

All Incorporators	Physical Street Address	Date	Signatures

DRAFT
BYLAWS
OF THE
DC SCHOLARS PUBLIC CHARTER SCHOOL
A DISTRICT OF COLUMBIA NONPROFIT CORPORATION
(PENDING LEGAL REVIEW AND APPROVAL OF THE INTERIM BOARD OF TRUSTEES)

ARTICLE I
NAME AND LOCATION

Section 1.01. **Name:**

The name of this organization shall be the DC Scholars Charter School (the "Corporation" or the "school").

Section 1.02. **Location:**

The temporary address of the Corporation is 600 New Hampshire, NW, Washington, DC 20037

ARTICLE II
PURPOSES AND ENROLLMENT

Section 2.01. **Purposes:**

The purposes of the Corporation shall be:

2.01. 1 To establish, support, manage and supervise personnel and services to provide educational based programs of academic instruction to children, ages 5-14, from the District of Columbia's most disadvantaged neighborhoods, without regard to race, creed, color, sex or national origin.

2.01.2 To provide a nurturing educational environment for students who have the potential and desire to excel in high quality pre-college programs.

2.01.3 To develop extracurricular activities to supplement the Corporation's educational initiatives.

2.01.4 To operate and maintain a not-for profit corporation organized exclusively for charitable, scientific and educational purposes, whose activities shall be conducted in such a manner that no part of its reserve funds shall inure to the benefit of any member, Trustee, officer or other individual.

Section 2.02 **Enrollment:**

As per § 38-1802.06 of The District of Columbia School Reform Act of 1995, student enrollment in the school shall be open to all students who are residents of the District of Columbia and, if space is available, to nonresident students who meet the tuition rate as described in § 38-1802.06(e) of The District of Columbia School Reform Act of 1995. The corporation shall not discriminate in the enrollment process, or in any way limit enrollment, based on a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs. The corporation will limit enrollment to specific grade levels as outlined in the corporation's charter. If there are more applications to enroll in the school from students who are residents of the District of Columbia than there are spaces available, students shall be admitted using a random selection process, except that a preference in admission is given to an applicant who is a sibling of a student already attending or selected for admission to the school.

ARTICLE III
BOARD OF TRUSTEES

Section 3.01. **Powers:**

Unless otherwise provided by statute, all powers vested by law in the Corporation shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Trustees.

Section 3.02. **Number, Election, Term and Qualifications of Trustees:**

3.02.1 The first Board of Trustees shall consist of the founding members. Thereafter, members at large will be selected according to community interest and desire to serve. Vacancies will be posted at the site of the Corporation. Any natural person, at least twenty-one (21) years of age, and vitally interested in the educational advancement and well-being of youth, shall be eligible to be selected as a Trustee. The CEO shall be an ex-officio Trustee with eligibility to vote.

3.02.2 The Board shall consist of an odd number of trustees, with not more than fifteen (15) Trustees. A majority of trustees shall be residents of the District of Columbia. Two (2) trustees shall be parents of a student at the school. The number of Trustees shall include ex-officio Trustees and shall not include Honorary Trustees.

3.02.3 In the case of the first Board of Trustees of a public charter school to be elected or selected after the date on which the school is granted a charter, the election or selection of the two trustees who are parents of a student who attends the charter school shall occur on the earliest practicable date after classes at the school have commenced. Until such a date, any other members who have been elected or selected shall serve as an interim

Board of Trustees. Such an interim Board of Trustees may exercise all of the powers, and shall be subject to all of the duties, of a Board of Trustees.

3.02.4 The terms of members of the Board of Trustees shall be staggered so that each year, to the extent possible, one-third (1/3) of the Trustees shall be elected. Subject to the provisions of the District of Columbia School Reform Act of 1995, each Trustee shall serve for a term of three (3) years and until his/her successor shall have been elected and qualified or until his/her earlier death, resignation or removal.

3.02.5 No Trustee shall hold office for more than two (2) consecutive three-(3) year terms except that the CEO shall continue for as long as she/he is employed as CEO. A Trustee who is elected or appointed to serve a partial term of less than three (3) years may be elected to serve two (2) consecutive full terms in addition to such partial term.

3.02.6 Any person who has served two (2) consecutive three-(3) year terms as a Trustee of the Corporation shall be eligible for election as a Trustee without limitation because of his/her previous service, if at least one-(1) year has passed since the expiration of his/her second consecutive three-(3) year term in office.

3.02.7 No person who is a member of the Board of School Directors of a School District with which the Corporation has entered into a Charter may serve as a Trustee.

Section 3.03. **Vacancies:**

Vacancies occurring on the Board, including those by resignation or removal, and any vacancy created by an increase in the number of Trustees shall be filled by the affirmative vote of a majority of the remaining Trustees, even though they constitute less than a quorum of the Board. A Trustee elected to fill a vacancy shall hold office only until the next annual meeting of the Corporation at which time he/she shall be elected to hold office for the remainder of the original Trustee's term.

Section 3.04. **Resignation or Removal:**

A Trustee may resign at any time by tendering his/her resignation in writing to the Corporation. His/her resignation shall become effective upon receipt by the Corporation at its principal place of business. The Board, by a two-thirds (2/3) affirmative vote, may, but shall not be required to, remove any Trustee from office who has failed to attend four consecutive meetings of the Board. Resignation or removal of the President shall also constitute his/her resignation or removal as a Trustee. Resignation or removal of a

Trustee shall also constitute his/her resignation or removal as an officer and as a member of any committee of the Board, as applicable.

Section 3.05 **Failure to Organize or Neglect of Duty:**

A Trustee may be removed, by a two-thirds (2/3) vote of the Board, if he/she fails to perform his/her duties; neglects assigned duties as assigned by the President for more than 30 days; or commits fraud, or is found guilty of a felony.

Section 3.06. **Compensation of Trustees and Committee Members:**

Trustees and members of all committees shall receive no compensation for any services rendered in those capacities.

Section 3.07. **Honorary Trustees:**

The Board may from time to time elect certain individuals to be Honorary Board members in recognition of meritorious or faithful service to the Corporation or in recognition of distinguished achievement. Honorary Board members may attend meetings of the Board but shall not vote and shall not be counted towards a quorum.

Section 3.08. **Transactions with Trustees and Officers:**

3.08.1 Any transactions between the Corporation and one or more of its Trustees or officers, or between the Corporation and any other corporation, partnership, association or other organization in which one or more of its Trustees are directors, trustees, or officers or have a financial interest, shall comply with the conflict of interest policy which has been approved by the Board of Trustees from time to time.

3.08.2 No Trustee, other than the CEO, shall, as a private person, engage in any business transaction with the Corporation, be employed in any capacity by the Corporation, or receive from the Corporation any pay for services rendered to the Corporation.

Section 3.09 **The Board shall institute procedures to provide for:**

3.09.1 Orientation of newly elected Board members;

3.09.2 Implementation, dissemination and enforcement of a student's bill of rights in accordance with applicable laws and regulations pertaining to the same.

ARTICLE IV
MEETINGS OF THE BOARD

This section will be amended based on any applicable requirements or regulations of the District of Columbia Charter School Board

Section 4.01. **Annual Meeting:**

4.01.1 The Annual Meeting of the Board shall be held in the month of September for the purpose of electing Trustees and officers and for the transaction of such other business as may properly come before the meeting.

4.01.2 The Annual Meeting and all other meetings shall be open to attendance by the general public. Public notice shall, however, not be required in the case of emergency meetings. In order to inform the general public, meeting time, place and location shall be well-publicized in the Legal section of a newspaper that is widely circulated in the community at least twenty-four (24) hours in advance of the meeting date.

Section 4.02. **Regular Meetings:**

Regular meetings of the Board shall be held not less often than quarterly (including the Annual Meeting) at such place and time as shall be approved by resolution of the Board.

Section 4.03 **Open Meetings:**

All official actions and all deliberations by a quorum of the Board shall take place at a meeting open to the public, except in cases where executive sessions are authorized. Generally speaking, the Board may conduct in executive session meetings or portions of meetings devoted solely to matters involving (a) discussions of employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or discipline of any specific prospective or current or former employee; (b) discussions of employment labor relations or arbitration; (c) discussions of the purchase or lease of real property; (d) consultation with the Corporation's attorney or other professional advisors regarding litigation or potential litigation; (e) discussions of confidential information regarding current, prospective or former student (f) discussion of the Corporation's business which if conducted would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law.

Section 4.04. **Special Meetings:**

Special meetings of the Board may be called at any time by the President and shall be called upon receipt of the written request of four or more Trustees. The business to be transacted at any special meeting shall be limited to those items of business set forth in the notice of the meeting.

Section 4.05. **Quorum:**

Except as provided in Section 4.03 of this Article, a majority of Trustees shall constitute a quorum for the transaction of business. The act of a majority of the Trustees

present and voting at a meeting at which a quorum is present shall be the act of the Board. After a quorum has been established at a meeting of the Board, the subsequent withdrawal of a Trustee from the meeting so as to reduce the number of Trustees present to fewer than the number required for a quorum shall not affect the validity of any action taken by the Board the meeting or any adjournment thereof A majority of the Trustees present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to those who are not present at the time of adjournment.

Section 4.06 **Board and Board Committee Action Without a Meeting:**

Any action which may be taken at a meeting of the Board or a Board committee may be taken without a meeting prior to such action, if a consent in writing setting forth such action is signed by all of the members of the Board or committee, as the case may be, and is filed in the minutes of the proceedings of the Board or of the Committee.

Section 4.07. **Minutes:**

Minutes of each meeting of the Board and the Executive Committee shall be taken by the Secretary or his designee and be disseminated to each Board member as soon as practical after the conclusion of the meeting.

ARTICLE V
GOVERNANCE AND PLANNING

Section 5.01. **Planning Process:**

The provisions of the District of Columbia School Reform Act of 1995 § 38-1802, et seq. related to formation and development of Charter Schools in the District of Columbia mandate that the Board of Trustees of a charter school governs the operations of the school. Written policies related to programs, administrative constraints (prudence and ethical limitations binding upon staff), governance, executive linkage, and assurance of staff performance are required. Accordingly, specific, affirmative votes by a majority of the members of the Trustees shall be used in order to take action on the following subjects:

5.01.1 School Calendar: The Board must approve the school calendar prior to the start of each school year.

5.01.2 Textbooks: The Board must approve textbooks or courses of study.

5.01.3 Appointment or dismissal of school administrators.

5.01.4 Adopting the annual budget.

5.01.5 Purchasing or selling land.

5.01.6 Locating new buildings or changing the location of old ones.

5.01.7 Creating or increasing indebtedness.

5.01.8 Designating depositories for school funds.

5.01.9 Entering into contracts that have a value equal to or greater than $10,000.

5.01.10 Fixing salaries or compensation of administrators, teachers, or other employees of the charter school.

ARTICLE VI
OFFICERS

Section 6.01. **Officers:**

The officers of the Corporation shall consist of President, Secretary and Treasurer. Such officers shall be Board members and shall hold office for the term of one year or until their successors are elected and qualified. Additional offices may be created at any Board meeting and filled by action of the Board.

Section 6.02. **Vacancies:**

A vacancy in office because of death, resignation, or removal shall be filled by the Board for the unexpired term of such office.

Section 6.03. **Resignation or Removal of Officers:**

An officer of the Corporation may resign at any time by tendering his/her resignation in writing to the President of the Board. The resignation becomes effective immediately upon receipt. An officer may be removed at any time with or without cause by a vote of not less than two-thirds (2/3) of the Board at any meeting of the Board.

Section 6.04. **President:**

The President shall preside at all meetings of the Board of Trustees and shall appoint all committees and their chairperson in accordance with these bylaws. The President must be a member of the Board and serves as an ex-officio member of all committees.

Section 6.05. **Secretary:**

The Secretary shall keep all of the records of the Corporation except the financial records, shall record the minutes of the meetings of the Corporation, sends out all notices

of meetings, and performs such other duties as may be prescribed by the Board. The Secretary must be a member of the Board.

Section 6.06. **Treasurer:**

The Treasurer is responsible for maintaining an accurate accounting of the financial transactions of the Corporation and shall insure that a true and accurate accounting is presented to and made available to the Board. The Treasurer must be a Trustee, and at the discretion of the Board, may be required to be bonded.

The Treasurer shall oversee the receipt of all funds including local, state and federal funds and privately donated funds. The Treasurer shall also oversee payments out of the same on proper orders approved by the Board of Trustees, signed by the President. The Treasurer may pay out such funds on orders which have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the school will receive a discount or other advantage.

Section 6.07. **Other Officers:**

The Board may elect one or more Vice Presidents, Assistant Secretary, Assistant Treasurer, and such other officers having such duties and responsibilities as the Board shall deem advisable. Such officers need not be members of the Board.

Section 6.08. **CEO:**

The CEO shall be a member of the Board ex officio with vote. The CEO shall have all authority and responsibility necessary to operate the Corporation in all its activities and departments, subject only to such policies as may be issued by the Board. The CEO shall act as the duly authorized representative of the Board in all matters in which the Board has not formally designated some other person to act. The CEO shall report as directed to the President between Board meetings and to the Board at each meeting. The CEO shall sign in with the Secretary or any other proper officer of the Corporation authorized by the Board, any deeds, mortgages, bonds, contracts, or other instruments that the Board has authority to execute except in cases where signing or execution shall have been expressly delegated, by the Board, these bylaws, or statute, to some other officer or agent of the Corporation. In addition, the CEO shall have the following specific powers:

6.08.1 To hire, fire, suspend employees.

6.08.2 To implement educational initiatives within the purview of the program.

6.08.3 To direct the daily activities of the Corporation.

ARTICLE VII
COMMITEES

Section 7.01. Executive and Other Committees.

7.01.1 The Board of Trustees may, by resolution adopted by a majority of the Trustees in office, establish an Executive Committee and one or more other committees, each committee to consist of two or more Trustees of the Corporation. The President shall designate all members and chairpersons of such committees and may designate one or more Trustees as alternate members of any committee, who may replace any absent or disqualified member at any meeting of the committee. In the absence or disqualification of a member, and the alternate or alternates, if any, designated for such member, of any committee, the member or members thereof present at any meeting and not disqualified from voting, whether or not the member or members constitute a quorum, may unanimously appoint another Trustee to act at the meeting in the place of any such absent or disqualified member. Each committee of the Board shall serve at the pleasure of the Board.

7.01.2. The Executive Committee shall have and exercise all of the powers and authority of the Board of Trustees in the management of the business and affairs of the corporation, except that the Executive Committee shall not have any power or authority as to the following:

7.01.2.1. The filling of vacancies in the board of Trustees.

7.01.2.2 The adoption, amendment or repeal of the bylaws.

7.01.2.3 The amendment or repeal of any resolution of the Board.

7.01.2.4 Action on matters committed by the bylaws or a resolution of the Board of Trustees exclusively to another committee of the Board of Trustees.

7.01.3. No committee of the Board of Trustees, other than the Executive Committee, shall, pursuant to resolution of the Board of Trustees or otherwise, exercise any of the powers or authority vested by these bylaws or the Nonprofit Corporation Law of 1988 in the Board of Trustees as such, but any other committee of the Board of Trustees may make recommendations to the Board of Trustees or Executive Committee concerning the exercise of such powers and authority.

7.01.4. The establishment of any committee of the Board of Trustees and the delegation thereto of power and authority shall not alone relieve any Trustee of the fiduciary duty of such Trustee to the Corporation.

7.01.5. A majority of the Trustees in office designated to a committee, or Trustees designated to replace them as provided in this section, shall be present at each meeting to constitute a quorum for the transaction of business and the acts of a majority of the Trustees in office designated to a committee or their replacements shall be the acts of the committee.

7.01.6 Each committee shall keep regular minutes of its proceedings and report such proceedings periodically to the Board of Trustees.

7.01.7 The President shall be a member of all committees ex officio, with vote.

Section 7.02. **Special Committees:**

Special committees may be created as required, by the President of the Board. The purpose, duties, number of members and reporting requirement of the committee shall be specified in the creation of the committee.

Section 7.03. **Committee Members Term of Office:**

Each member of committee shall be appointed for a year (unless otherwise specified in these bylaws), and shall continue in office until the next annual meeting of the Board and until his/her successor is appointed unless the committee of which he/she is a member shall be sooner terminated by the Board or until his/her death, resignation or removal as a committee member or board member, whichever first occurs.

Section 7.04. **Committee Meetings:**

Meetings of any committee of the Board may be called by the Chairperson of such committee by giving notice of such meeting setting forth its time and place, delivered personally or by mail or telephone to the resident or place of business of the committee member as listed in the CEO's office at least two days prior to such meeting. Unless otherwise provided in these bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 7.05. **Resignation or Removal of Committee Members:**

A member of any committee may resign at any time by tendering his resignation in writing to the President of the Board. Resignation as a Board member shall also constitute resignation as a member of any committee of the Board. The Board may, by a majority vote, remove any member from a committee, with or without cause, and may also remove any such member for failing to attend four consecutive meetings of a committee.

Section 7.06 **Advisory Board:**

The President of the Board may create such advisory boards and appoint to them such persons as it deems appropriate. Persons serving in such advisory capacity shall not exercise any of the powers granted to the Board of Trustees in these Bylaws.

ARTICLE VIII
GENERAL

Section 8.01. **Fiscal Year:**

The fiscal year of the Corporation shall begin on the first of July and end on the 30th of June in each year

Section 8.02. **Seal:**

The seal of the Corporation shall have the name of the Corporation between two concentric circles and the words "Incorporated" and "Non-Profit Corporation" together with the year and state of incorporation.

Section 8.03. **Registered Office:**

The registered office of the Corporation shall be at 600 New Hampshire Ave, NW, Washington, DC 20037 (temporary address).

Section 8.04. **Audit:**

The Treasurer of the Corporation shall be required periodically and no less than once a year to employ a certified public accountant to audit the accounts of the Corporation.

Section 8.05. **Execution of Contracts:**

The Board may authorize any officer, employee or agent, in the name of and one behalf of the Corporation, to enter into any contract or execute and deliver any instrument, and such authority may be general or coined to specific instances. Unless so authorized by the Bylaws or by the Board, no officer, employee or agent shall have any power to bind the Corporation by any contract or, engagement or to pledge its credit or to render it liable pecuniary for any purpose or in any amount. Any contract equal to or

exceeding $25,000 must follow the processes outlined in § 38-1802.04 of District of Columbia School Reform Act of 1995.

Section 8.06. **Commercial Paper:**

All checks, drafts and other orders for the payment of money out of the funds of the Corporation, and all notes or evidences of indebtedness of the Corporation, shall be executed on behalf of the Corporation by such officer or officers, or employee or employees, as the Board may, by resolution, from time to time determine.

Section 8.07. **Deposits:**

All finds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may from time to time select or as may be selected by any officer or employee of the Corporation to whom such power may from time to time be delegated by the Board; and for the purpose of such deposit, any officer, or any employee to whom such power may be delegated by the Board, may endorse assign and deliver checks, drafts and other orders for the payment of money which is payable to the order of the Corporation.

ARTICLE IX
INDEMNIFICATION

Section 9.01 **Indemnification and Insurance.**

The Corporation shall, to the fullest extent permitted by law, indemnify any present or former trustee, officer, employee or agent or any person who may have served at its request as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, whether for profit or not for profit, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement, actually and reasonably incurred by him or her in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative, or investigative (other than an action by or in the right of corporation), to which he or she may be or is made a party by reason of being or having been such Trustee, officer, employee or agent if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. However, there shall be no indemnification in respect of any claim, issue or matter as to which he or she shall have been adjudged to be liable to the Corporation unless and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which such court shall deem proper.

The Corporation shall have the power to purchase and maintain insurance to indemnify the Corporation and its Trustees and officers to the full extent such indemnification is permitted by law.

The Corporation shall pay expenses (including attorneys' fees) incurred by an officer or Trustee in defending any civil, criminal, administrative or investigative action, suit or proceeding in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such officer or Trustee to repay such amount if it shall ultimately be determined that he is not entitled to be indemnified by the Corporation under this Article. Such expenses (including attorneys' fees) incurred by other employees and agents may be paid upon such terms and conditions, if any, as the Board of Trustees deems appropriate.

In no case, however, shall the Corporation indemnify, reimburse, or insure any person for any taxes imposed on such individual under chapter 42 of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended ("the Code"). Further, if at any time the Corporation is deemed to be a private foundation within the meaning of § 509 of the Code then, during such time, no payment shall be made under this Article if such payment would constitute an act of self-dealing or a taxable expenditure, as defined in § 4941(d) or § 4945(d), respectively, of the Code.

If any part of this Article shall be found in any action, suit, or proceeding to be invalid or ineffective, the validity and the effectiveness of the remaining parts shall not be affected.

Section 9.02 Interpretation.

The provisions of this Article are intended to constitute bylaws authorized by 15 Pa.C.S. § 5746(a).

ARTICLE X
LIMITATION OF TRUSTEE LIABILITY

Section 10.01. Personal Liability of Trustees:

10.01.1 General Rule: A Trustee of the Corporation shall not be personally liable for monetary damages for any action taken or any failure to take any action, except to the extent that exemption from liability for monetary damages is not permitted under the laws of District of Columbia School Reform Act of 1995, § 38-1802.04.17 as now or hereafter in effect. The provisions of this Subsection (10.01) are intended to exempt the Trustees of the Corporation from liability for monetary damages to the maximum extent permitted under the District of Columbia School Reform Act of 1995, § 38-180 or under any other law now or hereinafter in effect.

10.012 Specific Rules Under the District of Columbia School Reform Act of 1995:

Without limitation of Subsection (a) above, a Trustee of the Corporation shall not be personally liable for the monetary damages for any action taken or any failure to take any action, unless: (i) the act or omission constitutes gross negligence, (ii) constitutes an intentional tort, or (iii) is criminal in nature. The provisions of the preceding sentence shall not exempt a Trustee from: (i) the responsibility or liability of a Trustee pursuant to any criminal statute; or the liability of a Trustee for the payment of taxes pursuant to local state or federal law.

10.01.3 Standard of Care: Justifiable Reliance: A Trustee shall stand in a fiduciary relation to the Corporation and shall perform his or her duties as a Trustee, including duties as a member of any committee of the Board upon which the Trustee may serve, in good faith, in a manner the Trustee reasonably believes to be in the best interests of the Corporation and with such care, including reasonable inquiry, skill and diligence as a person of ordinary prudence would use under similar circumstances. In performing her or her duties a Trustee shall be entitled to rely in good faith on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by any of the following:

10.03.3.1 One or more officer or employees of the Corporation whom the Trustee reasonably believes to be reliable and competent in the matters presented.

10.03.3.2 Counsel, public accountants or other persons as to matters which the Trustee reasonably believes within the professional or expert competence of such person.

10.03.3.3 A committee of the Board upon which the Trustee does not serve, duly designated in accordance with law, as to matters with in its designated authority, which committee the Trustee reasonably believes to merit confidence.

10.01.4 Acting in Good Faith: A Trustee shall not be considered to be acting in good faith if the Trustee has knowledge concerning the matter in question that would cause his or her reliance to be unwarranted.

10.01.5 Consideration of Factors: In discharging the duties of their respective positions, the Board of Trustees, committees of the Board and individual Trustees may, in considering the best interests of the Corporation, consider the effects of any action upon employees, upon suppliers and customers of the Corporation and upon committees in which offices or other establishments of the Corporation are located, and all other pertinent factors. The consideration of those facts shall not constitute a violation of subsection 10.01.3.

Section 10.02. **Presumption:**

Absent breach of fiduciary duty, lack of good faith or self-dealing actions taken as a Trustee or any failure to take any action shall be presumed to be in the best interests of the Corporation.

Section 10.03. **Modification or Repeal:**

The provisions of this Article may be modified or repealed in accordance with the procedures for amending these Bylaws; provide, however, that any such modification or repeal shall not have any effect upon the liability of a Trustee relating to any action taken, any failure to take any action, or events which occurred prior to the effective date of such modification or repeal.

ARTICLE XI
CHARITABLE PURPOSE OF CORPORATION

Section 11.01. **Purpose:**

This Corporation is organized exclusively for charitable religious, educational and scientific purposes, including, for such purposes the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the I Code.

Section 11.02. **Earnings:**

No part of the net earnings of the Corporation shall inure to the benefit of; or be distributed to its members, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the preceding paragraph.

Section 11.03. **Political Activity:**

No substantial part of the activities of the Corporation shall be involved in carrying out of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

Section 11.04. **Corporate Activity:**

Not withstanding any other provision of these bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a Corporation exempt from Federal income tax under Section 501(c) (3) of the Code or (b) by a Corporation, contributions to which are deductible under Section 170 (c) (2) of the Code .

Section 11.05. **Dissolution:**

Should the charter for the school be revoked or not renewed by the authorizing entity, the distribution of assets upon dissolution shall be in accordance with § 29-301.48 and § 38-1802.13a of the D.C. School Reform Act of 1995. Any assets to be distributed pursuant to a plan of distribution under § 29-201.48(3) of the D.C. School Reform Act of 1995, shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

ARTICLE XII
AMENDMENTS

These Bylaws may be altered, amended, supplemented or repealed only by majority vote of the Board of Trustees.

DC Scholars Public Charter School

Conflict of Interest Policy

DC Scholars Public Charter School ("PCS") is a charitable and educationally oriented organization whose Trustees, and staff members ("Covered Persons") serve the public purposes to which it is dedicated. These persons have a duty to conduct the affairs of PCS in a manner consistent with such purposes and not to advance their personal interests. This conflict of interest policy is intended to permit PCS to identify, evaluate, and address any real, potential, or apparent conflicts of interest that might, in fact or in appearance, call into question each Covered Person's duty of undivided loyalty to PCS.

1. Definition of Conflict of Interest

A conflict of interest exists whenever there is any proposed transaction of PCS in which a Covered Person has any actual or potential involvement, interest or relationship, either directly or indirectly. A Covered Person shall have an indirect interest in a proposed transaction if:

(a) the other party to the transaction is a family member, including a spouse, parent, sibling, child, stepchild, grandparent, grandchild, great-grandchild, in-law, or domestic partner to such Covered Person;

(b) the other party is an entity in which the Covered Person has a material financial interest, including entities in which the Covered Person and all individuals or entities having significant relationships with the Covered Person own, in the aggregate, more than 15%; or

(c) the Covered Person is an officer, director, general partner, managing member, or employee of such other party.

A conflict of interest may also exist when the interests or concerns of any Covered Person, or such Covered Person's immediate family, or any party, group or organization to which such person has allegiance, may be seen as competing with the interests or concerns of PCS.

2. Conflict of Interest by Trustee

2.1 Each Trustee of PCS has a duty to disclose to the Board of Trustees and to any applicable Committee of the Board the existence and material facts of any proposed transaction in which such Trustee has any actual or potential conflict of interest.

2.2 The disclosure required under § 2.1 above must be made prior to any consideration of such proposed transaction by the Board or by any applicable Committee of the Board.

2.3 The Trustee shall refrain from using his or her personal influence to encourage PCS to enter into the proposed transaction.

2.4 The Trustee shall physically excuse himself or herself from participation in any discussions regarding the transaction with Trustees, and employees of PCS and at meetings of the Board or Committees of the Board, except to respond to requests for information about the proposed transaction.

2.5 Any proposed transaction in which a Trustee has a conflict of interest must be approved by a majority of the members of the Board of Trustees or of the applicable Committee of the Board entitled to vote other than the interested Trustee(s) at a meeting at which a quorum is present, even though the disinterested Trustees may constitute less than a quorum. Such interested Trustee(s), if present, may be counted solely for purposes of determining whether a quorum is present.

2.6 The minutes of the meeting of the Board of Trustees or the Committee of the Board shall reflect that the conflict of interest was disclosed and that the interested person was not present during the deliberation and vote.

2.7 Where there is a doubt as to whether a conflict of interest exists, the matter shall be resolved by a vote of the Board of Trustees or the Committee of the Board, excluding the person concerning whose situation the doubt has arisen.

2.8 In order to assist PCS in identifying potential conflicts of interest and as required by the Commonwealth of Pennsylvania's State Ethics Commission because PCS receives public funds, each Trustee shall annually complete a Statement of Financial Interest ("Statement") provided by PCS. Completed Statements shall be available for inspection by any Trustee, and may be reviewed by PCS' legal counsel.

3. Conflict of Interest by Staff

3.1 Each staff member has a duty to disclose to the Chief Executive Officer of PCS the material facts of any proposed transaction of PCS in which such person has any actual or potential conflict of interest. Such staff member shall, upon request, respond to questions regarding the matter at issue.

3.2 The disclosure required under § 3.1 above must be made prior to any consideration of such proposed transaction by PCS.

3.3 A staff member having an actual or proposed conflict of interest shall not participate in the deliberation or decision by PCS regarding the matter under consideration.

3.4 The Chief Executive Officer of PCS shall take such additional action as may be required to ensure that the conflict of interest is resolved, and shall maintain a record of the existence and resolution of the conflict.

3.5 When there is any doubt as to whether a conflict of interest exists, the matter shall be resolved by the Chief Executive Officer.

* * *

A copy of this conflict of interest statement shall be furnished to each Trustee, and staff member who is presently serving PCS, or who may hereafter become associated with it. New Trustees and staff members shall be advised of the policy upon undertaking the duties of office.

Young Scholars ... ter School
Description of Curriculum
8th Grade Math Procedures and Problem Solving Scope and Sequence
Resources: Prentice Hall Math

Ca	SWBAT...	PA Standards (aligned to Common Core)	Assessments
Unit 1 **Numbers and Number Sense** **13 Days** **Essential Questions:** What are my "big goals" for this year as a math student? How do I organize my work to be more understandable for myself and for others? What is the relationship between addition and multiplication and multiplication and exponents? What is the purpose and benefit of using scientific notation? What operation is represented each time a decimal point is "moved"?	• Set big goals for themselves and learn to track progress towards goals. o Operate with numbers in equivalent forms • Understand and apply standards of organization and completion in math work. o Operate with numbers in equivalent forms • Differentiate between and use estimation strategies. o Operate with numbers in equivalent forms • Predict and estimate answers to problems before computing. o Operate with numbers in equivalent forms • Identify, describe and demonstrate the identity and inverse properties of addition. • Identify, describe and demonstrate the identity and inverse properties of multiplication. • Apply rules for adding and subtracting integers. • Apply rules for multiplying and dividing integers. • Express numbers in exponential form and find squares and cubes of integers. • Find square roots of perfect squares. • Operate with powers of ten by moving the decimal point within a number. • Rewrite numbers in standard notation to scientific notation. • Rewrite numbers in scientific notation to standard notation.	M8.A.1.1 Represent numbers in equivalent forms (CC 8.EE.1) M8.A.1.1.1 Represent numbers using scientific notation and/or exponential forms. (CC 8.EE.4) M8.A.1.1.2 Find the square or cube of a whole number (single digit) and/or the square root of a perfect square (without a calculator) and explain the relationship between the two (i.e., square and square root). (CC 8.EE.4) M8.A.3.1 Determine the appropriateness of overestimating, underestimating or calculating an exact answer in problem-solving situations. (CC 7.SP) M8.A.3.1.1 Identify, use and/or explain when it is appropriate to round up or round down (CC 7.EE.3) M8.A.3.1.2 Identify, apply and/or explain when an exact answer is needed or when estimation is appropriate [PROBLEM SOLVING] (CC 7.EE.3) M8.A.3.3 Compute and/or explain operations with integers, fractions and/or decimals (CC 7.NS) M8.A.3.3.1 Add, subtract, multiply and/or divide integers, fractions and/or decimals with and without a calculator (straight computation or word problems). (CC 7.NS.1-3)	[Quarter 1 Exam] Unit 1 Assessment: 9/20 Three Quizzes 9/3, 9/10, 9/17 Do Now, Classwork, Homework Notebook Check

Young Scholars Charter School
Description of Curriculum
8th Grade Math Procedures and Problem Solving Scope and Sequence
Resources: Prentice Hall Math

Ca	SWBAT	PA Standards (aligned to Common Core)	Assessments
Unit 2 **Simplifying Expressions** **8 days** **Essential questions:** What is a variable? What is the difference between an expression and equation? How is a math expression or equation like a sentence or phrase? What does it mean to simplify an expression? Why is it important or useful to simplify expressions?	• Apply the order of operations to simplify expressions. • Differentiate between an expression and an equation (know simplifying versus solving); differentiate between a constant and a variable term • Identify and demonstrate the commutative and associative properties. • Identify and demonstrate the distributive property. • Interpret what is happening in an algebraic expression—Match a written situation to its numeric or algebraic expression. / Match a numeric or algebraic expression to its written situation. • Interpret what is happening in an algebraic expression—Write an algebraic expression from a written situation. / Write a verbal description of an algebraic expression. • Simplify an expression by combining like terms (integers practice)	M8.A.2.1 Complete calculations by applying the order of operations **(7.EE)** M8.A.2.1.1 Simplify numeric expressions involving integers, using the order of operations. **(7.EE.3)** M8.D.2.2 Create and/or interpret expressions equations or inequalities that model problem situations. **(7.EE.4)** M8.D.2.2.1 Match a written situation to its numeric and/or algebraic expression, equation or inequality (up to two variables in equations or expressions—one variable with inequalities). **(7.EE.3)** M8.D.2.2.2 Write and/or solve an equation for a given problem situation (one variable only) only writing equations this unit **(7.EE.4)**	[Quarter 1 Exam] Unit 2 Assessment: 10/1 One Quiz: 9/24 Do Now, Classwork, Homework Notebook Check

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

To Whom It May Concern:

The Woodland Terrace Community offers its support of Scholar Academies' application to open a PS-8 public charter school in Washington, DC. We firmly believe in growing quality school options for the children living in our neighborhood and in the surrounding communities, and agree that the proposed DC Scholars Public Charter School will present a strong choice for our students.

We believe that Scholar Academies understands what is necessary to put students on the path to and through college. While the students in our community have incredible promise, they have been underserved for too long by existing education options. We have been impressed by Scholar Academies' dedication to the turnaround work at Stanton Elementary this year, and support the establishment of a new public charter school that can provide a high-quality education to even more students.

As leaders in the Ward 8 community, we wholeheartedly lend our support to Scholar Academies in this undertaking. High-quality schools are the key to closing the achievement gap in this city, and we believe that Scholar Academies will give many previously underserved students the foundation for a successful future.

Sincerely,

[redacted]

The Woodland Terrace Community

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

Dear Members of the Public Charter School Board:

I am writing in support of Scholar Academies' petition to open and operate a new PS-8 public charter school, DC Scholars PCS, in Washington, DC. As a teacher at Young Scholars Frederick Douglass in its inaugural year, I have seen Scholar Academies in action, and whole-heartedly believe in its mission and model. Based on my personal experience working in a Scholar Academies school, I feel supremely confident that a new DC Scholars PCS will provide students with a high-quality education that sets them on the path to college.

Throughout my time teaching at Young Scholars Frederick Douglass, I have always felt supported in my day-to-day work by leaders at both the school and network level. I consciously left a position in the School District of Philadelphia to find the level of professionalism and expertise that Scholar Academies has developed. I feel that Scholar Academies is fully committed to its mission of closing the achievement gap, and invested in helping teachers to be as effective in accomplishing this mission as possible. At Scholar Academies, my voice is genuinely respected and my opinions are taken seriously. As an employee, I feel valued in my practice and I truly believe that everyone on staff is working to send this nation's high need, low income students to excellent high schools and colleges. I am proud to work in a collaborative environment where everyone is striving with energy and determination to help students succeed in both in school and in life.

In short, I support Scholar Academies' application to open DC Scholars PCS because I believe in the work that I see taking place around me every day. If approved, this school will give more children in DC the opportunity to learn and grow in a supportive and academically rigorous environment where students are supported by teachers and staff to achieve at the highest levels.

Kindly,

Abigail Rockey

Teacher, Scholar Academies School

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

Dear Members of the Public Charter School Board:

I am writing in support of Scholar Academies' petition to open and operate a new PS-8 public charter school, DC Scholars PCS, in Washington, DC. As a teacher at Young Scholars Charter School for 5 years, I have seen Scholar Academies in action and whole-heartedly believe in its mission and model. Seeing the successes of many students while I have been at Young Scholars is one of the reasons I believe in Scholars Academies. Watching students come to us achieving below grade level expectations and graduate at or above grade level heading to some of the best high schools is such a positive experience it is one of the many reasons I believe in and continue working here. Based on my personal experience working in a Scholar Academies school, I feel confident that a new DC Scholars PCS will provide students with a high-quality education that sets them on the path to college.

Throughout my time teaching at Young Scholars Charter School, I have always felt supported in my day-to-day work by leaders at both the school and network level. I feel that Scholar Academies is fully committed to its mission of closing the achievement gap, and invested in helping teachers to be as effective in accomplishing this mission as possible. There have been times while teaching at other schools where I have noticed a disconnect between the teachers and administration. At Young Scholars, I have always felt supported by the administration and teachers alike as is in undeniable we are all working together to achieve the same mission. At Scholar Academies, my voice is genuinely respected and my opinions are taken seriously. I am proud to work in a collaborative environment where everyone is striving with energy and determination to help students succeed in both in school and in life.

In short, I support Scholar Academies' application to open DC Scholars PCS because I believe in the work that I see taking place around me every day. If approved, this school will give more children in DC the opportunity to learn and grow in a supportive and academically rigorous environment where students are supported by teachers and staff to achieve at the highest levels.

Kindly,

[redacted]

7th and 8th grade Social Studies Teacher,
Young Scholars Charter School

Charter Board Partners
1001 Pennsylvania Ave, NW
Washington, DC 20004

January 29, 2011

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

Dear DC Public Charter School Board Members:

We, the founders of Charter Board Partners, are writing in support of the Scholar Academies application to open and operate DC Scholars Public Charter School.

Based on our understanding of the Scholar Academies model, we think that a partnership between Charter Board Partners (CBP) and Scholar Academies in the future could fit well with our mission. We are a non-profit organization dedicated to identifying, recruiting, training and supporting charter school board members and promoting effective governance in charter schools in DC. We believe that the students of Washington, DC, need many more high-quality options for excellent education. We are hopeful that Scholar Academies can help fill this need, given their track record of success serving the students most at-risk.

The Scholar Academies partnership with DC Public Schools to operate DC Scholars Stanton, and their desire to continue to grow and serve this market, indicates to us their commitment to the children of DC, and we are interested in exploring a partnership with them if they receive a charter.

If Scholar Academies is approved to open DC Scholars PCS in the fall of 2012, CBP will explore the possibility of working with the organization's leadership to maximize their existing contacts in the Washington, DC marketplace, identify gaps in the makeup of their Board of Trustees, and assist in the identification and recruitment of candidates.

We are delighted that there is an opportunity to work with bringing a new high-performing charter network to the DC landscape and are eager to help ensure their success through our focus on effective governance and strong charter school boards.

Thank you.

[redacted]
Claire Irvin
President
Charter Board Partners
cirvin@charterboards.org

[redacted]
Executive Director
Charter Board Partners
slettre@charterboards.org

buildinghope

Sallie Mae's commitment to K-12 education

January 25, 2011

Brian W. Jones, J.D.
Chair
District of Columbia Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

RE: DC Scholars PCS Facility Support

Dear Mr. Jones,

As you know, Building Hope was created to help quality District of Columbia public charter schools overcome the significant facilities barriers that exist in D.C.'s competitive real estate market. These barriers prevent schools from serving more students in environments most conducive to learning. Building Hope helps charter schools overcome these facilities barriers by 1) lending money at below market rates; 2) acquiring and developing buildings at below market rates; 3) extending credit and lease guarantees; and 4) providing professional services.

For start-up charter schools such as the DC Scholars PCS, a lack of operating history and low number of students in the early years only add to an already challenging environment. While our credit enhancement program is specifically targeted to helping new schools acquire and renovate facilities, the resources in this program are limited. Through our partnership with the Office of the State Superintendent of Education, we have created the Charter School Incubator Initiative specifically to meet needs of start up schools like DC Scholars PCS. Through this initiative, we have been able to develop a total of six incubator locations throughout the District. We have talked in detail with DC Scholars' team about the charter school facility options available and the pros and cons of each option. We are confident that the incubator initiative will be able to meet DC Scholars PCS' space needs for Fall, 2012 with one of the existing sites.

In the event that we are unable to meet DC Scholars PCS' space needs with an existing site, we are continually looking to develop other incubator opportunities through commercial, co-location, and DCPS options to meet the demand for short term charter school space.

Once DC Scholars PCS is granted a charter, Building Hope will immediately begin working with their team to ensure that they have adequate space to open in the Fall, 2012.

Sincerely,

[redacted]

Thomas E. Porter
Director, Real Estate and Operations

910 17th Street, NW, Suite 1100 • Washington, D.C. 20006 • Tel: 202-457-1999 • Fax: 202-457-1980 • E: info@bhope.org

THE NEIGHBORHOODS OF

EYA

January 28, 2011

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

To Whom It May Concern:

Since my days on the DC Committee for Public Education over fifteen years ago, I have been frustrated by the slow pace of public school reform our City. Far too many District of Columbia students are still not receiving the quality education they will need to succeed in today's world. There is hope, however, in that high quality Charter Management Organizations now in DC, like KIPP and DC Prep have demonstrated that it is possible to get excellent academic results for inner city children with the right mix of top teachers, more time on task, and a strong culture of learning.

Recent results at DC Prep CMO have been good. The 2010 DC-CAS ranks DC Prep's 8th graders #1 in all of Washington in both Math and Reading, and its low-income students *in all grades* posted higher combined Math and Reading scores than their peers at any other public school in the City. In addition, all graduating eighth graders go on to college prep high schools, and roughly 60% receive scholarship support to attend independent schools or are accepted to DC magnet high schools. These outcomes are especially impressive since over 99% of DC Prep students are minority, 80% have family incomes at or below the poverty level, and roughly half are being raised in single parent homes. DC Prep is doing much to close the achievement gap.

I believe results like the above are generated because DC Prep is a Charter Management Organization operating several charter campuses. At this scale DC Prep is large enough to both understand and utilize best practices and attract top teachers. Independent CMO's are free of bureaucratic, union, and political issues, and large enough to be sustainable. My only for concern for DC public education is that there are not enough high quality CMO's operating here to more rapidly improve student outcomes.

I write to whole-heartedly support the Scholar Academies' petition to open and operate a new public charter school in Washington, DC. Scholar Academies now operates other high quality charter schools outside of DC, and would like to bring their expertise here. Scholar Academies is exactly the sort of high quality CMO that is much needed in DC to strengthen the efforts of KIPP, DC Prep and other quality CMO's to impact more children in our City.

I believe that the proposed DC Scholars Public Charter School will prove a valuable addition to the reform effort here in DC. Scholar Academies will help to drive this city towards a day when all students – no matter their background – can and will achieve at the highest levels. I fully support Scholar Academies and I urge you to warmly welcome them to Washington.

[redacted]

Board Chair, DC Preparatory Academy
Chair and CEO, EYA, LLC

PAL

People. Animals. Love.

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

January 31, 2011

To Whom It May Concern:

I enthusiastically and without reservation support Scholar Academies' application to open and operate DC Scholars Public Charter School, a proposed PS-8 school in Washington, DC.

PAL has an afterschool program and summer camp at Stanton Elementary serving more than 200 children annually, with 163 regular attendees and an average daily attendance of 126. In addition, DC Public Schools serves 50 pre-schoolers with an average daily attendance of 30. Scholar Academies (SA) was entrusted in June of 2010 by DC Public Schools with the responsibility for ending a decade's long history of school failure.

As someone who worked at Stanton before and after the arrival of Scholar Academies (SA) I have seen firsthand the professionalism, good humor and relentless drive SA brings to the mission of educating some of the District's most vulnerable children. DC needs high quality schools and SA can deliver.

A best practice, identified by ChildTrends, national evidence based child advocacy organization, says that high-performing afterschool programs have a cohesive management team to integrate the daytime and afterschool activities. After SA came to Stanton, PAL began meeting weekly with Principal Carolyn John, DCPS Out-of-School Time Office, and City Year. We all have responsibility for the afterschool environment together we identify and solve problems. Together, we are building an integrated approach so that the kids at Stanton – who face all of the risks associated with poverty – can fulfill their human potential to achieve academically and socially.

SA does not just talk collaboration, it acts. Just a few examples of how SA sends the message that it believes afterschool is valuable include:

- SA provides PAL and OST with office space and storage space.
- PAL has a designated classroom equipped for a large kindergarten class.
- PAL has five additional spaces are used for classrooms and tutoring.
- PAL and OST use the auditorium, the playground.

4900 Massachusetts Avenue, NW
Suite 330
Washington, DC 20016
Phone 202.966.2171
Fax 202.966.2171
www.peopleanimalslove.org

- PAL has as storage tanker on the parking lot.
- PAL staff joins SA staff for trainings.
- PAL and SA coordinate the purchase of equipment so that it can benefit both daytime and afterschool learning, and on the hiring of outside contractors.
- PAL and OST have a coordinated strategy for tutors, so that OST and Supplemental Education Services tutors are able to tutor more than 70 children for two or more hours of tutoring a week, while ensure that the tutoring occurs in a safe and orderly manner.

Just one recent example of how SA is able to identify and solve problems is our joint decision to hire Playworks, a nonprofit that is now working during the daytime and afterschool to ensure that recess and auditorium time promote both good health and positive social skills. PAL and SA decided to jointly hire SA because we were not satisfied with the quality of what was happening for children on the playground, the field and the auditorium. We agreed that the negative impacts were extending beyond the playground and into the classroom. Neither of us could have addressed this problem alone, yet, together, we met the needs of the children we are both committed to helping.

This willingness to welcome other organizations as true partners is, sadly, too often missing as organizations tackle the complex and intractable problems associated with poverty. It is a joy to work with an organization that brings the energy, the knowledge and the perseverance to a task that is so demanding that many have fled in fear.

In addition to the practical implementation, SA's role as a nonprofit turnaround organization at one of the District's worst-performing elementary schools will uniquely position it to succeed as both a charter school and a public school manager. Scholar Academies has a solid understanding of the Ward 8 landscape and thoroughly understands the challenges it faces. A charter school is the perfect complement to Scholar Academies' work at Stanton and will provide a vehicle to serve more students who are in pursuit of a meaningful education and allow SA to make valuable policy contributions as it will be in the unique position of being in both systems.

I urge you to respond favorable to the application presented by Scholar Academies to open DC Scholars Public Charter School.

Kindly,

[redacted]

Rene Wallis
Executive Director

DC School Reform Now

1720 Massachusetts Ave. NW
Washington, DC 20036

(202) 315-2424

www.dcschoolreform.org

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

Dear Public Charter School Board Members:

I am writing in support of the Scholar Academies' application to open and operate DC Scholars Public Charter School, a proposed PS-8 school in Washington, DC.

As long time educator and dedicated patron to the community,I know firsthand the need for high-quality school options in all of our neighborhoods. In order to provide the varied high-quality options that our children deserve, it is imperative that we as a City continue to seek and engage school operators with proven track-records to drive results in traditionally underserved communities.

It is for this reason, that I support the application presented by Scholar Academies to open DC Scholars Public Charter School. Scholar Academies already has a solid understanding of the Ward 8 landscape through their partnership school, DC Scholars Stanton. The charter school is the perfect complement to Scholar Academies' work at Stanton and will provide a vehicle to serve more students who are in pursuit of a meaningful education.

DC School Reform Now has engaged in a partnership with DC Scholars Stanton in an effort to build on their efforts to engage families and the surrounding community. My team and I have had the pleasure of numerous visits to DC Scholars Stanton and look forward to the chance to walk the halls of DC Scholars Public Charter School.

Scholar Academies brings to DC the commitment that we need to take on the toughest work in education—closing the achievement gap—and face it head on.

Kindly,

[redacted]

David Pickens
Executive Director

EXHIBIT B

Appendix C: Random Selection Process

Enrollment/Withdrawal

Any student who is of appropriate age and grade level and is a resident of the District of Columbia will be eligible to apply to and attend DC Scholars PCS. Prospective students will be considered without regard to aptitude, achievement, ethnicity, national origin, gender, disability, language proficiency, sexual orientation or any other basis prohibited by law.

If DC Scholars PCS receives more applications than there are spaces, a lottery will be held. In year one, the lottery will be held for any grades, Preschool through 3rd, for which we receive more applications than there are spaces. Following year one, the lottery will only be to fill the Preschool classes and any open seats up through 6th grade. If any spaces are still open after the lottery is held, non-District residents may enroll but will pay tuition as established by the Office of the School Superintendent. Students will not be permitted to enter DC Scholars PCS in any grade after 6th.

DC Scholars lottery will be held in a public setting. Each student with a completed application will be assigned a number. Numbers will be drawn at random until all available spots are filled. Each number drawn after will be placed in order on the DC Scholars waitlist. Students and parents will be notified via letter of their status after the lottery is held.

DC Scholars PCS will have the following application requirements:

_____ (1) Complete one page application packet with minimal information required so as to promote practice of non-discrimination.

DC Scholars PCS will have the following enrollment requirements (all occur after having been selected through lottery):

_____ (1) Attend a school information session to review the school's materials, expectations and plans for the upcoming year. For those unable to attend a scheduled information session, the school will make exceptions including home visits.

_____ (2) Proof of residency in Washington, DC (DC Scholars PCS will follow OSSE's proof of residency policy)

_____ (3) Latest report card (if applicable)

_____ (4) Current Immunization Records

_____ (5) If Applicable: Special Education Records

_____ (6) If Applicable: 504 Service Agreement (optional)

_____ (7) Free and reduced lunch application (optional)

_____ (8) Home Language Survey (optional)

DC Scholars PCS leadership will work with each family to ensure the collection and completion of these documents. DC Scholars PCS will ensure that all ELL families have access to translated materials. DC Scholars PCS will work to ensure that homeless families in the neighborhood we serve are receiving application information. Additionally, following the lottery, DC Scholars PCS will make necessary enrollment extensions for homeless students and their families.

EXHIBIT C

EXHIBIT C

Insurance Requirements

On securing the facility for the school, DC Scholars Public Charter School ("DC Scholars PCS") will work with an insurance broker to secure the necessary insurance as determined by the Board of Trustees. DC Scholars PCS will carry insurance for the following areas in the minimum stated amounts:

Type	Estimated Amount
General Liability	$1,000,000
Umbrella Coverage	$6,000,000
Directors and Officers Liability	$2,000,000
Educators' Legal Liability	$2,000,000
Property Lease Insurance	$25,000,000
Boiler and Machinery Insurance	$550,000
Auto Liability	$1,000,000
Workers' Compensation	$2,000,000
Computer/technology insurance	$200,000

EXHIBIT D

DC Scholars PCS Initial Budget

		2012-2013
Income		
Per Pupil Charter Payments		
Grade-Level Funding		
Grades PS/PK	$	798,070
Grade K	$	570,050
Grades 1-5	$	350,800
Grades 6-8	$	-
Total Grade-Level Funding	$	1,718,920
Add-On Funding		
Level 1 Special Ed	$	43,780
Level 2 Special Ed	$	11,085
Level 3 Special Ed	$	-
Level 4 Special Ed	$	-
LEP/NEP	$	-
Summer	$	-
Total Add-On Funding	$	54,865
Facility Funding		
Non-Residential Facilities Allotment	$	448,000
Total Facility Funding	$	448,000
Total Per Pupil Charter Payments	$	2,221,785
Federal Entitlements		
Title I	$	120,939
Title II	$	23,966
Title V-B	$	222,000
IDEA-B	$	29,149
Total Federal Entitlements	$	396,054
Contributions		
Individuals	$	80,000
Corporate	$	-
Foundations	$	220,000
Total Contributions	$	300,000
Activity Fees		
Student Payments - Uniforms	$	4,000
Student Payments - Trips	$	3,200
Student Payments - Supply Fees	$	3,200

Student Payments - Lunch	$	9,600
Total Activity Fees	$	20,000
Other Revenue		
National School Breakfast	$	36,171
National School Lunch	$	66,630
National School Snack	$	21,904
Bank Interest	$	370
Total Other Revenue	$	125,075
Total Income	$	3,062,914
Expense		
Compensation		
Salaries		
School Leadership	$	290,000
General Ed Instruction	$	812,000
Special Ed Instruction	$	117,500
Instructional Support	$	55,000
Non-Instructional Staff	$	39,000
After School Stipends	$	4,000
Substitute Stipends	$	1,600
Summer Teaching Stipends	$	-
Total Salaries	$	1,319,100
Bonuses		
School Leadership	$	9,000
General Ed Instruction	$	38,250
Special Ed Instruction	$	4,500
Instructional Support	$	2,250
Non-Instructional Staff	$	2,250
Total Bonuses	$	56,250
Total Compensation	$	1,375,350
Benefits		
Taxes	$	110,028
Retirement Contributions	$	27,507
Health Insurance	$	165,042
Education Stipends	$	15,000
Total Benefits	$	317,577
Contracted Personnel & Services		

Contracted Labor		
School Leadership	$	-
General Ed Instruction	$	17,500
Special Ed Instruction	$	15,000
Instructional Support	$	-
Non-Instructional Staff	$	2,500
Student Health	$	17,600
Food Services	$	137,175
Total Contracted Labor	**$**	**189,775**
Contracted Consultants	**$**	**10,000**
Total Contracted Personnel & Services	**$**	**199,775**
Curriculum & Classroom		
Uniforms	$	4,120
Curriculum	$	15,000
Books	$	10,000
Assessments	$	8,000
Instructional Software	$	10,000
Supplies	$	10,000
School Culture Materials	$	2,500
Furniture	$	5,000
Student Trips	$	16,000
Student Transportation	$	1,600
Events	$	4,000
After School Programs	$	4,000
Parent Involvement Programs	$	4,000
Total Curriculum & Classroom	**$**	**94,220**
General & Administrative		
Regular & Overnight Mail	$	4,000
Photocopier Services	$	24,000
Professional Services	$	30,000
Insurance	$	19,200
Team Building / Staff Meals	$	7,875
Staff Travel	$	5,000
Total General & Administrative	**$**	**90,075**
Technology & Communication		
Telephone Services	$	6,000
Internet Services	$	5,000
Computer & Network Equipment	$	70,000
Student Database Systems	$	16,700

IT Consultants	$	27,000
Total Technology & Communication	$	124,700
Marketing & Recruitment		
Staff Recruitment	$	2,500
Student Recruitment	$	10,000
Total Marketing & Recruitment	$	12,500
Development	$	10,000
Facility		
Lease	$	236,004
Facility Operations	$	96,000
Maintenance & Repairs	$	8,000
Total Facility	$	340,004
Management Fees	$	222,179
DCPS Admin Fee		130,892
Total Expense	$	2,917,272
Total Income	$	3,062,914
Total Expense	$	2,917,272
Surplus/Deficit	$	145,643
Contingency Fund	$	45,944
% of Total Revenue		4.8%
Fund Balance	$	118,199

EXHIBIT E

Appendix F: List of Key Personnel

BOARD OF TRUSTEES 2011-2012

Mieka Wick
Executive Director, CityBridge Foundation

Roger Zuckerman
Partner, Zuckerman Spaeder LLP

Dan Magder
Director of US Investments, Lone Star Group

Natalie Wexler
Author & Historian

Hardy Vieux
Attorney, Blank Rome LLP

School Leadership

School Director: Rebecca Crouch

Director of Operations: Samantha Greenwald

Director of Culture: Tayo Adeeko

Scholar Academies, CMO

Lars Beck, CEO Scholars Academies

EXHIBIT F

Initial File #: N00005465571

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION

CERTIFICATE

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:

DC Scholars Community Schools

Effective Date: 6/23/2016

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 6/23/2016 9:48 AM

Business and Professional Licensing Administration

[redacted]

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Muriel Bowser
Mayor

Tracking #: NxFph83h

DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS

District of Columbia Government

Corporations Division

Articles of Incorporation of Domestic Nonprofit Corporation

Form DNP-1, Version 3, January 2012.

One or more persons acting as the incorporator or incorporators under the provisions of the Title 29 of D.C. Code (Business Organizations Act) adopt the following Articles of Incorporation:

1. Corporation Name.

   DC Scholars Community Schools

2. The corporation will have members.

   Yes (No)

3. Registered Agent's name and address in the District Columbia.

   CT Corporation System, 1015 15th Street NW, Suite 1000, Washington, DC, 20005

4. The corporation is incorporated as a nonprofit corporation under D.C. Code Title 29 Chapter 4.

5. Miscellaneous Provisions. (may attach the statement)

   Please see attached Articles of Incorporation.

If you sign this form you 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.

6. Incorporators Name & Address.	6A. Incorporators Signature and Date.
Robert Weinberg 805 15th Street NW, 10th Floor, Washington, DC 20005	[redacted] 6/22/2016
7. Incorporators Name & Address.	7A. Incorporators Signature and Date.
	DCRA Corp. Div. JUN 23 2016 FILE COPY

Mail all forms and required payment to:
Department of Consumer and Regulatory Affairs
Corporations Division
PO Box 92300
Washington, DC 20090
Phone: (202) 442-4400

Corporate Online Services Information:
Many corporate filings are available by using CorpOnline Service.
Go to CorpOnline site at https://corp.dcra.dc.gov. Create the profile, access the online services main page and proceed. Online filers must pay by using the credit card.

Please check dcra.dc.gov to view organizations required to register, to search business names, to get step-by-step guidelines to register an organization, to search registered organizations, and to download forms and documents. Just click on "Corporate Registrations."

ARTICLES OF INCORPORATION

OF

DC SCHOLARS COMMUNITY SCHOOLS

The undersigned, a citizen of the United States, desiring to form a non-profit corporation under the District of Columbia Nonprofit Corporation Act of 2010, adopts the following Articles of Incorporation:

ARTICLE I

NAME: The name of the corporation is DC Scholars Community Schools (hereinafter referred to as the "Corporation").

ARTICLE II

DURATION: The period of the Corporation's duration is perpetual.

ARTICLE III

PURPOSE: The Corporation is organized and shall be operated exclusively for charitable, educational, religious and/or scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (hereinafter referred to as the "Code," the meaning of which shall include any amendments to the applicable section or any corresponding section of any future United States tax code), and shall have the power to make grants, expenditures and distributions exclusively for such purposes either directly or by making contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code. It is intended that the Corporation shall have the status of a corporation that is exempt from federal income taxation under Section 501(a) of the Code as an organization described in Section 501(c)(3) of the Code and that is other than a private foundation by reason of being described in Section 509(a) of the Code. These Articles shall be construed accordingly, and all powers and activities of the Corporation shall be limited accordingly.

In furtherance of the foregoing purposes and objects but not otherwise, the Corporation shall have and may execute all such powers expressly or impliedly conferred upon nonprofit corporations organized under the District of Columbia Nonprofit Corporation Act of 2010, except as limited by these Articles of Incorporation and including, without limiting the general nature of the foregoing, receiving from any source whatsoever, maintaining and dealing with in any matter whatsoever, real or personal property, provided that such use be exclusively and irrevocably applied to the aforementioned exempt purposes of the Corporation.

The Corporation may engage in any and all charitable, educational, religious, scientific, and/or other activities permitted to an organization exempt from federal income tax under Section 501(c)(3) of the Code.

DCRA Corp. Div.
JUN 23 2016

No part of the income or principal 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 rendered to it and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof. No substantial part of the activities of the Corporation shall be in 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 in opposition to, any candidate for public office by publishing or distributing statements or in any other way.

ARTICLE IV

MEMBERS: The Corporation shall have no members.

ARTICLE V

BOARD OF DIRECTORS: The Board of Directors shall manage the business and the conduct of the affairs of the Corporation in accordance with these Articles and the Bylaws of the Corporation. The initial Bylaws of the Corporation shall be adopted by the Incorporator or by the Board of Directors. Such Bylaws may contain provisions for the regulation or management of the affairs of the Corporation that are not inconsistent with the law or these Articles of Incorporation, as the same may from time to time be amended. The Board of Directors shall consist of no less than three Directors.

MANNER OF ELECTION: Except for the initial Board of Directors, whose names and addresses are set forth in these Articles of Incorporation, the Board of Directors shall be selected in the manner and for the term provided in the Bylaws. Each initial Director shall serve until his or her successor has been elected or appointed. Directors may serve successive terms.

ARTICLE VI

DISSOLUTION AND DISTRIBUTION:

A. If for any reason the Corporation is to be dissolved or otherwise terminated, no part of the property of the Corporation or any of the proceeds shall be distributed to, or inure to the benefit of, any of the Officers, Directors or employees of the Corporation, but all property and proceeds of the Corporation, subject to the discharge of valid obligations of the Corporation and to applicable provisions of the District of Columbia Nonprofit Corporation Act of 2010, shall be distributed exclusively among one or more organizations which would then qualify under the provisions of Section 501(c)(3) of the Code.

B. Although the period of duration of the Corporation is perpetual, voluntary dissolution may be accomplished by the vote of a majority of the entire

DCRA Corp. Div.

JUN 2 3 2016

Board of Directors cast at a duly noticed meeting of the Board of Directors of the Corporation at which a quorum is present. If for any other reason the Corporation must be dissolved or terminated, such shall be accomplished according to the provisions of the District of Columbia Nonprofit Corporation Act of 2010.

ARTICLE VII

REGISTERED OFFICE AND AGENT: The address of the initial registered office in the District of Columbia is 1015 15th Street, NW, Suite 1000, Washington, DC 20005. The name of the initial registered agent is CT Corporation System.

ARTICLE VIII

INITIAL DIRECTORS: There shall be three (3) Directors to serve on the initial Board of Directors who shall serve until the second annual meeting of Directors or until their successors are elected and qualified. The names of such initial Directors are:

Stephanie Carnot
Robert Weinberg
Micka Wick

ARTICLE IX

INCORPORATOR: The name and address of the incorporator is:

Name	Address
Robert Weinberg	805 15th Street NW, 10th Floor, Washington, D.C. 20005

ARTICLE X

AMENDMENT TO BYLAWS: In addition to other powers expressly granted by statute, the Board of Directors is authorized to adopt, amend or repeal the Bylaws of the Corporation.

AMENDMENTS TO ARTICLES OF INCORPORATION: From time to time any of the provisions of these Articles may be amended, altered or repealed by a vote of at least two-thirds majority of the Directors in office cast at a duly noticed meeting of the Board of Directors at which a quorum is present.

ARTICLE XI

INDEMNIFICATION:
The Corporation shall indemnify its Directors and Officers to the fullest extent permitted by the District of Columbia Nonprofit Corporation Act of 2010, as the same exists or may hereafter be amended.

DCRA Corp. Div.
JUN 2 3 2016
FILE COPY

***

In witness whereof, I have hereunto subscribed my name this 22 day of June 2016.

[redacted]

Title: Incorporator

DCRA Corp. Div.
JUN 23 2016
FILE COPY

EXHIBIT G

Attachment C

DC Scholars PCS Revised Bylaws – Clean Version

AMENDED AND RESTATED BYLAWS OF DC SCHOLARS
PUBLIC CHARTER SCHOOL, INC.
A DISTRICT OF COLUMBIA NONPROFIT CORPORATION

ARTICLE I
NAME AND LOCATION

Section 1.01. Name:

The name of this organization shall be the DC Scholars Public Charter School, Inc. (the "Corporation" or the "School").

Section 1.02. Location:

The temporary address of the Corporation is 600 New Hampshire Avenue, NW, Washington, DC 20037.

ARTICLE II
PURPOSES AND ENROLLMENT

Section 2.01.
Purposes:

The purposes of the Corporation shall be:

2.1.1 To establish, support, manage and supervise personnel and services to provide educational based programs of academic instruction to children, ages 3-19, from the District of Columbia's most disadvantaged neighborhoods, without regard to race, creed, color, sex or national origin.

2.1.2 To provide a nurturing educational environment for students who have the potential and desire to excel in high quality pre-college programs.

2.1.3 To develop extracurricular activities to supplement the Corporation's educational initiatives.

2.1.4 To operate and maintain a not-for profit corporation organized exclusively for charitable, scientific and educational purposes, whose activities shall be conducted in such manner that no part of its reserve funds shall inure to the benefit of any member, trustee, officer or other individual.

Section 2.02 Enrollment:

As per § 38-1802.06 of The District of Columbia School Reform Act of 1995 (the "Act"), student enrollment in the school shall be open to all students who are residents of the District of Columbia and, if space is available, to nonresident students who meet the tuition rate as described in § 38-1802.06(e) of the Act. The corporation shall not discriminate in the enrollment process, or in any way limit enrollment, based on a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs. The corporation will limit enrollment to specific grade levels as outlined in the corporation's charter. If there are more applications to enroll in the school from students who are residents of the District of Columbia than there are spaces available, students shall be admitted using a random selection process, except that a preference in admission is given to an applicant who is a sibling of a student already attending or selected for admission to the school.

ARTICLE III

BOARD OF TRUSTEES

Section 3.01. Powers:

Unless otherwise provided by statute, all powers vested by law in the Corporation shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Trustees ("Board'').

Section 3.02. Number, Election, Term and Qualifications of Trustees:

3.2.1 The first Board shall consist of the founding members. Thereafter, and pursuant to § 38.1802.0S(c) of the Act, members at large will be selected according to their desire to serve. Vacancies will be posted at the site of the Corporation.

3.2.2 The Board shall consist of an odd number of trustees, with not more than fifteen (15) trustees. Any natural person, at least twenty-one (21) years of age, and vitally interested in the educational advancement and well-being of youth, shall be eligible to be selected as a trustee. The Board shall consist of: (i) a majority of trustees shall be residents of the District of Columbia; (ii) two (2) trustees shall be parents of one or more students at the school; and (iii) a majority of trustees shall not simultaneously serve as trustees, board members, directors, officers or employees of or have a financial interest in DC Scholars Community Schools ("Community Schools"). The Board shall not include honorary trustees.

3.2.3 In the case of the first Board of a public charter school to be elected or selected after the date on which the school is granted a charter, the election or selection of the two (2) trustees who are parents of one or more students who attends the charter school shall occur on the earliest practicable date after classes at the school have commenced. Until such a date, any other members who have been elected or selected shall serve as an interim

Board. Such an interim Board may exercise all of the powers, and shall be subject to all of the duties, of a Board.

3.2.4 The terms of members of the Board shall be staggered so that each year, to the extent possible, one-third (1/3) of the trustees shall be elected. Subject to the provisions of the Act, each trustee shall serve for a term of three (3) years and until his/her successor shall have been elected and qualified or until his/her earlier death, resignation or removal.

3.2.5 No trustee shall hold office for more than two (2) consecutive three-(3) year terms. A trustee who is elected or appointed to serve a partial term of less than three (3) years may be elected to serve two (2) consecutive full terms in addition to such partial term.

3.2.6 Any person who has served two (2) consecutive three-(3) year terms as a trustee of the Corporation shall be eligible for election as a trustee without limitation because of his/her previous service, if at least one-(1) year has passed since the expiration of his/her second consecutive three-(3) year term in office.

3.2.7 No person who is a member of the Board of School Directors of a School District with which the Corporation has entered into a Charter may serve as a trustee.

Section 3.03. Vacancies:

Vacancies occurring on the Board, including those by resignation or removal, and any vacancy created by an increase in the number of trustees shall be filled by the affirmative vote of a majority of the remaining trustees on the Board, even though they constitute less than a quorum of the Board. A trustee elected to fill a vacancy shall hold office only until the next annual meeting of the Corporation at which time he/she shall be elected to hold office for the remainder of the original trustee's term.

Section 3.04. Resignation or Removal:

A trustee may resign at any time by tendering his/her resignation in writing to the Corporation. His/her resignation shall become effective upon receipt by the Corporation at its principal place of business. The Board, by a two-thirds (2/3) affirmative vote, may, but shall not be required to, remove any trustee from office who has failed to attend four consecutive meetings of the Board. Resignation or removal of the Chairman shall also constitute his/her resignation or removal as a trustee. Resignation or removal of a trustee shall also constitute his/her resignation or removal as an officer and as a member of any committee of the Board, as applicable.

Section 3.05 Failure to Organize or Neglect of Duty:

A trustee may be removed, by a two-thirds (2/3) vote of the Board, if he/she fails to perform his/her duties; neglects assigned duties as assigned by the Chairman for more than 30 days; or commits fraud, or is found guilty of a felony.

Section 3.06. Compensation of Trustees and Committee Members:

Trustees and members of all committees shall receive no compensation for any services rendered in those capacities.

Section 3.07. Transactions with Trustees, Officers and Community Schools:

3.7.1 Any transactions between the Corporation and one or more of its trustees or officers, or between the Corporation and any other corporation, partnership, association or other organization in which one or more of its trustees are directors, trustees, or officers or have a financial interest, shall comply with the conflict of interest policy which has been approved by the Board from time to time.

3.7.2 Except for 3.08.1, no trustee shall, as a private person, engage in any business transaction with the Corporation, be employed in any capacity by the Corporation, or receive from the Corporation any pay for services rendered to the Corporation.

3.7.3 Before the Board approves any contract or transaction between the

Corporation and Community Schools, the Board shall satisfy the following conditions: (i) any trustee of the Corporation who is also a trustee or board member of or has a financial interest in Community Schools ("Interested Trustee") shall disclose the material facts as to his or her conflicting relationship or interest in Community Schools before the Board meeting at which the contract or transaction ("Conflicting Interest Transaction") is authorized; (ii) the Board shall authorize the Conflicting Interest Transaction in good faith by an affirmative vote of a majority of trustees who are not Interested Trustees ("Disinterested Trustees"); and (iii) the Conflicting Interest Transaction is fair to the Corporation as of the time it is authorized.

3.7.4 The minutes of a Board meeting at which a Conflicting Interest Transaction is authorized shall reflect (i) the material facts relating to the Conflicting Interest Transaction; and (ii) the identity and vote of each Disinterested Trustee who voted on the Conflicting Interest Transaction. The Board shall report any Conflicting Interest Transaction it authorizes to DC PCSB within three (3) days of authorization.

Section 3.08 The Board shall institute procedures to provide for:

3.08. 1 Orientation of newly elected Board members;

3.08.2 Implementation, dissemination and enforcement of a student's bill of rights in accordance with applicable laws and regulations pertaining to the same;

ARTICLE IV MEETINGS OF THE BOARD

Section 4.01. Annual Meeting:

4.1.1 The annual meeting of the Board shall be held in the month of September, but no later than September 30 if the Board does not set an earlier date, for the purpose of electing trustees and officers and for the transaction of such other business as may properly come before the meeting.

4.1.2 The annual meeting and all other meetings (except for those associated with executive sessions) shall be open to attendance by the general public. Public notice shall, however, not be required in the case of emergency meetings or executive sessions. In order to inform the general public, meeting time, place and location shall be well-publicized in the Legal section of a newspaper that is widely circulated in the community at least twenty-four (24) hours in advance of the meeting date.

Section 4.02. Regular Meetings:

Regular meetings of the Board shall be held not less often than quarterly (including the annual meeting) at such place and time as shall be approved by resolution of the Board.

Section 4.03 Open Meetings:

All official actions and all deliberations by a quorum of the Board shall take place at a meeting open to the public, except in cases where executive sessions are authorized. Generally speaking, the Board may conduct in executive session meetings or portions of meetings devoted solely to matters involving (a) discussions of employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or discipline of any specific prospective or current or former employee; (b) discussions of employment labor relations or arbitration; (c) discussions of the purchase or lease of real property; (d) consultation with the Corporation's attorney or other professional advisors regarding litigation or potential litigation; (e) discussions of confidential information regarding current, prospective or former students; (f) discussions of the Corporation's business which if conducted would violate a lawful privilege or lead to the disclosure of information or confidential material protected by law or agreement with one or more independent third parties.

Section 4.04. Special Meetings:

Special meetings of the Board may be called at any time by the Chairman and shall be called upon receipt of the written request of four or more trustees. The business to be transacted at any special meeting shall be limited to those items of business set forth in the notice of the meeting.

Section 4.05. Quorum:

Except as provided in Section 3.03 of Article III, a majority of trustees shall constitute a quorum for the transaction of business by the Board. Except as provided in Section 3.7.3 of Article III, the act of a majority of the trustees present and voting at a meeting at which a quorum is present shall be the act of the Board. After a quorum has been established at a meeting of the Board, the subsequent withdrawal of a trustee from the meeting so as to reduce the number of trustees present to fewer than the number required for a quorum shall not affect the validity of any action taken by the Board the meeting or any adjournment thereof. A majority of the trustees present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to those who are not present at the time of adjournment.

Section 4.06 Board and Board Committee Action Without a Meeting:

Any action which may be taken at a meeting of the Board or a Board committee may be taken without a meeting prior to such action, if a consent in writing setting forth such action is signed by all of the members of the Board or committee, as the case may be, and is filed in the minutes of the proceedings of the Board or of the Committee.

Section 4.07. Minutes:

Minutes of each meeting of the Board and, as the case may be, the Committee of the Board shall be taken by the Secretary or his designee and be disseminated to each Board member as soon as practical after the conclusion of the

meeting.

ARTICLE V GOVERNANCE AND PLANNING

Section 5.01. Planning Process:

The provisions of the Act related to formation and development of Charter Schools in the District of Columbia mandate that the Board of a charter school governs the operations of the school. Written policies related to programs, administrative constraints (prudence and ethical limitations binding upon staff), governance, executive linkage, and assurance of staff performance are required. Accordingly, specific, affirmative votes by a majority of the members of the Board shall be used in order to take action on the following subjects:

5.1.1 Approval of the school calendar prior to the start of each school year.

5.1.2 Approval of textbooks or courses of study.

5.1.3 Appointment or dismissal of school administrators.

5.1.4 Adopting the annual budget.

5.1.5 Purchasing or selling land.

5.1.6 Locating new buildings or changing the location of old ones.

5.1.7 Creating or increasing indebtedness.

5.1.8 Designating depositories for school funds.

5.1.9 Entering into non-staff contracts that have a value equal to or greater than $10,000.

5.1.10 Fixing salaries or compensation of administrators, teachers or other employees of the charter school.

5.1.11 In the event that the Board Chair is an Interested Trustee, designating one of the Disinterested Trustees to represent the Corporation in any discussion or communication with the D.C. Public Charter School Board ("DC PCSB") relating to a material issue that has been raised by DC PCSB with respect to Community Schools. The Disinterested Trustee who is designated by the Board for the foregoing purpose shall not have any authority to bind or commit the Board or the Corporation to any matter discussed with DC PCSB.

ARTICLE VI OFFICERS OF THE CORPORATION

Section 6.01. Officers:

The officers of the Corporation shall consist of the Chairman, the Secretary and the Treasurer. Such officers shall be Board members and shall hold office for the term of one year or until their successors are elected and qualified. Additional offices may be created at any Board meeting and filled by action of the Board.

Section 6.02. Vacancies:

A vacancy in office because of death, resignation, or removal shall be filled by the Board for the unexpired term of such office.

Section 6.03. Resignation or Removal of Officers:

An officer of the Corporation may resign at any time by tendering his/her resignation in writing to the Chairman of the Board. The resignation becomes effective immediately upon receipt. An officer may be removed at any time with or without cause by a vote of not less than two-thirds (2/3) of the Board at any meeting of the Board.

Section 6.04. Chairman:

The Chairman shall preside at all meetings of the Board and shall appoint all committees and their chairperson in accordance with these bylaws. The Chairman must be a member of the Board with vote and shall serve as an ex-officio member of all committees.

Section 6.05. Secretary:

The Secretary shall keep all of the records of the Corporation except the financial records, record the minutes of the meetings of the Corporation, send out all notices of meetings, and perform such other duties as may be prescribed by the Board. The Secretary must be a member of the Board.

Section 6.06. Treasurer:

The Treasurer is responsible for maintaining an accurate accounting of the financial transactions of the Corporation and shall insure that a true and accurate accounting is presented to and made available to the Board. The Treasurer must be a trustee, and at the discretion of the Board, may be required to be bonded.

The Treasurer shall oversee the receipt of all funds including local, state and federal funds and privately donated funds. The Treasurer shall also oversee payments out of the same on proper orders approved by the Board, signed by the Chairman. The Treasurer may pay out such funds on orders which have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the school will receive a discount or other advantage.

Section 6.07. Other Officers:

The Board may elect one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, and such other officers having such duties and responsibilities

as the Board shall deem advisable. Such officers need not be members of the Board.

ARTICLE VII
COMMITEES

Section 7.01. Executive and Other Committees:

7.01.1 The Board may, by resolution adopted by a majority of the trustees in office, establish an Executive Committee and one or more other committees, each committee to consist of two or more trustees of the Corporation. The Chairman shall designate all members and chairpersons of such committees, and may designate one or more trustees as alternate members of any committee who may replace any absent or disqualified member at any meeting of the committee. In the absence or disqualification of a member, and the alternate or alternates, if any, designated for such member, of any committee, the member or members thereof present at any meeting and not disqualified from voting, whether or not the member or members constitute a quorum, may unanimously appoint another trustee to act at the meeting in the place of any such absent or disqualified member. Each committee of the Board shall serve at the pleasure of the Board.

7.1.2. The Executive Committee shall have and exercise all of the powers and authority of the Board in the management of the business and affairs of the corporation, except that the Executive Committee shall not have any power or authority as to the following:

7.1.2.1. The filling of vacancies in the Board.

7.1.2.2 The adoption, amendment or repeal of the bylaws.

7.1.2.3 The amendment or repeal of any resolution of the Board.

7.1.2.4 Action on matters committed by the bylaws or a resolution of the Board exclusively to another committee of the Board.

7.1.3. No committee of the Board, other than the Executive Committee, shall, pursuant to resolution of the Board or otherwise, exercise any of the powers or authority vested by these bylaws or the Act in the Board as such, but any other committee of the Board may make recommendations to the Board or Executive Committee concerning the exercise of such powers and authority.

7.1.4. The establishment of any committee of the Board and the delegation thereto of power and authority shall not alone relieve any trustee of the fiduciary duty of such trustee to the Corporation.

7.1.5. A majority of the trustees in office designated to a committee, or trustees designated to replace them as provided in this section, shall

be present at each meeting to constitute a quorum for the transaction of business and the acts of a majority of the trustees in office designated to a committee or their replacements shall be the acts of the committee.

7.1.6 Each committee shall keep regular minutes of its proceedings and report such proceedings periodically to the Board.

7.1.7 The Chairman shall be a member of all committees ex officio, with

vote. Section 7.02. Special Committees:

Special committees may be created as required, by the Chairman of the Board. The purpose, duties, number of members and reporting requirement of the committee shall be specified in the creation of the committee.

Section 7.03. Committee Members Term of Office:

Each member of committee shall be appointed for a year (unless otherwise specified in these bylaws), and shall continue in office until the next annual meeting of the Board and until his/her successor is appointed unless the committee of which he/she is a member shall be sooner terminated by the Board or until his/her death, resignation or removal as a committee member or board member, whichever first occurs.

Section 7.04. Committee Meetings:

Meetings of any committee of the Board may be called by the chairperson of such committee by giving notice of such meeting setting forth its time and place, delivered personally or by mail or telephone to the residence or place of business of the committee member as listed in the CEO's office at least two days prior to such meeting. Unless otherwise provided in these bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 7.05. Resignation or Removal of Committee Members:

A member of any committee may resign at any time by tendering his resignation in writing to the Chairman. Resignation as a Board member shall also constitute resignation as a member of any committee of the Board. The Board may, by a majority vote, remove any member from a committee, with or without cause, and may also remove any such member for failing to attend four consecutive meetings of a committee.

Section 7.06 Advisory Board:

The Chairman may create such advisory boards and appoint to them such persons as it deems appropriate. Persons serving in such advisory capacity shall

not exercise any of the powers granted to the Board in these bylaws.

ARTICLE VIII
GENERAL

Section 8.01. Fiscal Year:

The fiscal year of the Corporation shall begin on the first of July and end on the 30th of June in each year.

Section 8.02. Seal:

The seal of the Corporation shall have the name of the Corporation between two concentric circles and the words "Incorporated" and "Non-Profit Corporation" together with the year and state of incorporation.

Section 8.03. Registered Office:

The registered office of the Corporation shall be at 600 New Hampshire Ave, NW, Washington, DC 20037 (temporary address).

Section 8.04. Audit:

The Treasurer of the Corporation shall be required periodically and no less than once a year to employ a certified public accountant to audit the accounts of the Corporation.

Section 8.05. Execution of Contracts:

The Board may authorize any officer, employee or agent, in the name of and one behalf of the Corporation, to enter into any contract or execute and deliver any instrument, and such authority may be general or coined to specific instances. Unless so authorized by the bylaws or by the Board, no officer, employee or agent shall have any power to bind the Corporation by any contract or, engagement or to pledge its credit or to render it liable pecuniary for any purpose or in any amount. Any contract equal to or exceeding $25,000 must follow the processes outlined in § 38-1802.04 the Act, as well as Section 5.01.9.

Section 8.06. Commercial Paper:

All checks, drafts and other orders for the payment of money out of the funds of the Corporation, and all notes or evidences of indebtedness of the Corporation, shall be executed on behalf of the Corporation by such officer or officers, or employee or employees, as the Board may, by resolution, from time to time determine.

Section 8.07. Deposits:

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may from time to time select or as may be selected by any officer or employee of the Corporation to whom such power may from time to time be delegated by the Board; and for the purpose of such deposit, any officer, or any employee to whom such power may be delegated by the Board,

may endorse, assign and deliver checks, drafts and other orders for the payment of money which is payable to the order of the Corporation.

ARTICLE IX
INDEMNIFICATION

Section 9.01 Indemnification and Insurance:

The Corporation shall, to the fullest extent permitted by law, indemnify any present or former trustee, officer, employee or agent or any person who may have served at its request as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, whether for profit or not for profit, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement, actually and reasonably incurred by him or her in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative, or investigative (other than an action by or in the right of corporation), to which he or she

may be or is made a party by reason of being or having been such trustee, officer, employee or agent if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. However, there shall be no indemnification in respect of any claim, issue or matter as to which he or she shall have been adjudged to be liable to the Corporation unless and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which such court shall deem proper.

The Corporation shall have the power to purchase and maintain insurance to indemnify the Corporation and its trustees and officers to the full extent such indemnification is permitted by law.

The Corporation shall pay expenses (including attorneys' fees) incurred by an officer or trustee in defending any civil, criminal, administrative or investigative action, suit or proceeding in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such officer or trustee to repay such amount if it shall ultimately be determined that he or she is not entitled to be indemnified by the Corporation under this Article. Such expenses (including attorneys' fees) incurred by other employees and agents may be paid upon such terms and conditions, if any, as the Board deems appropriate.

In no case, however, shall the Corporation indemnify, reimburse, or insure any person for any taxes imposed on such individual under chapter 42 of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended ("the Code"). Further, if at any time the Corporation is deemed to be a private foundation within the meaning of § 509 of the Code then, during such time, no payment shall be made under this Article if such payment would constitute an act of self-dealing or a taxable expenditure, as defined in §494l (d) or § 4945(d), respectively, of the Code.

If any part of this Article shall be found in any action, suit, or proceeding to be invalid or ineffective, the validity and the effectiveness of the remaining parts shall not be affected.

Section 9.02 Interpretation:

The provisions of this Article are intended to constitute bylaws authorized by
D.C. Code § 29-301. I 3.

ARTICLE X

LIMITATION OF TRUSTEE LIABILITY

Section l 0.0 I. Personal Liability of Trustees:

10.1.1 General Rule: A trustee of the Corporation shall not be personally liable for monetary damages for any action taken or any failure to take any action, except to the extent that exemption from liability for monetary damages is not permitted under the laws of the Act, § 38-1802.04.17 as now or hereafter in effect. The provisions of this Subsection (10.01) are intended to exempt the trustees of the Corporation from liability for monetary damages to the maximum extent permitted under the Act, § 38- 180 or under any other law now or hereinafter in effect.

10.1.2 Specific Rules Under the District of Columbia School Reform Act of 1995:

Without limitation of Subsection (a) above, a trustee of the Corporation shall not be personally liable for the monetary damages for any action taken or any failure to take any action, unless: (i) the act or omission constitutes gross negligence, (ii) constitutes an intentional tort, or (iii) is criminal in nature. The provisions of the preceding sentence shall not exempt a trustee from the responsibility or liability of a trustee pursuant to any criminal statute, or the liability of a trustee for the payment of taxes pursuant to local state or federal law.

10.1.3 Standard of Care: Justifiable Reliance: A trustee shall stand in a fiduciary relation to the Corporation and shall perform his or her duties as a trustee, including duties as a member of the Board and any committee of the Board upon which the trustee may serve, in good faith, in a manner the trustee reasonably believes to be in the best interests of the Corporation and with such care, including reasonable inquiry, skill and diligence as a person of ordinary prudence would use under similar circumstances. In performing his or her duties, a trustee shall be entitled to rely in good faith on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by any of the following:

10.03.3.l One or more officer or employees of the Corporation whom the trustee reasonably believes to be reliable and competent in the matters presented.

10.03.3.2 Counsel, public accountants or other persons as to matters which the trustee reasonably believes within the professional or expert competence of such person.

10.03.3.3 A committee of the Board upon which the trustee does not serve, duly designated in accordance with law, as to matters with in its designated authority, which committee the trustee reasonably believes to merit confidence.

I 0.01.4 Acting in Good Faith: A trustee shall not be considered to be acting in good faith if the trustee has knowledge concerning the matter in question that would cause his or her reliance to be unwarranted.

10.01.5 Consideration of Factors: In discharging the duties of their respective positions, the Board, committees of the Board and individual trustees may, in considering the best interests of the Corporation, consider the effects of any action upon employees, upon suppliers and customers of the Corporation, and upon committees in which offices or other establishments of the Corporation are located, and all other pertinent factors. The consideration of those facts shall not constitute a violation of subsection 10.01.3.

Section 10.02. Presumption:

Absent breach of fiduciary duty, lack of good faith or self-dealing, actions taken as a trustee or any failure to take any action shall be presumed to be in the best interests of the Corporation.

Section 10.03. Modification or Repeal:

The provisions of this Article may be modified or repealed in accordance with the procedures for amending these bylaws; provided, however, that any such modification or repeal shall not have any effect upon the liability of a trustee relating to any action taken, any failure to take any action, or events which occurred prior to the effective date of such modification or repeal.

ARTICLE XI
CHARITABLE PURPOSE OF CORPORATION

Section 11.01. Purpose:

This Corporation is organized exclusively for charitable, religious, educational and scientific purposes, including, for such purposes the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code.

Section 11.02. Earnings:

No part of the net earnings of the Corporation shall inure to the benefit of; or be distributed to, its members, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the preceding paragraph, Section 11.01.

Section 11.03. Political Activity:

No substantial part of the activities of the Corporation shall be involved in the carrying out of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.

Section 11.04. Corporate Activity:

Notwithstanding any other provision of these bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a Corporation exempt from Federal income tax under Section 50l(c)(3) of the Code or (b) by a Corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Section 11.05. Dissolution:

Should the charter for the school be revoked or not renewed by the authorizing entity, the distribution of assets upon dissolution shall be in accordance with § 29-301.48 and § 38-1802.13a of the Act. Any assets to be distributed pursuant to a plan of distribution under § 29-201.48(3) of the Act, shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

ARTICLE XII
AMENDMENTS

These bylaws may be altered, amended, supplemented or repealed only by majority vote of the Board.

EXHIBIT H

EXHIBIT H

Rules and Policies for Governance and Operation of School Corporation

DC Scholars Public Charter School's ("DC Scholars PCS") Board of Trustees is the chief governing body of the organization, with ultimate accountability and fiduciary responsibility for the school's charter. The Board of Trustees holds the school's charter in trust for the citizens of the District of Columbia and holds the administrative team accountable for the school's performance. The Board sets the overall policy of the school consistent with state and federal laws. The Boards duties include: monitoring operations of the school; ensuring that the school complies with applicable laws and provisions of its charter; monitoring progress of the school in meeting students' academic achievement expectations and goals specified in its charter; and ensuring that the school is fiscally sound, in accordance with the School Reform Act. The Board of Trustees Chair is the President of the Board, and the School Director is an ex-officio Board of Trustees member and reports to the Board. All other employees report to the School Director.

DC Scholars PCS entered into a management agreement with DC Scholars Community Schools ("Community Schools"). Community Schools provides management and administrative support services to DC Scholars PCS. The Board Chair is the head of the Board, provided that if the Chair is an Interested Director (as defined by below), then the Board shall select one of the Disinterested Directors (as defined below) to serve as the liaison between the Board and the DC Public Charter School Board ("DC PCSB") with regards to the management agreement between DC Scholars and Community Schools and the services Community Schools provides.

The Board of Trustees has adopted a conflict of interest policy to protect the corporation's interest consistent with DC law.

The Board of Trustees, or designated Committee, will make conflict of interest decisions in alignment with the mission of the school, and in compliance with local and Federal laws and DC PCSB policies.

Before the Board approves any contract or transaction between the School Corporation and Community Schools, the Board shall satisfy the following conditions: (i) any trustee of the Corporation who is also a trustee or board member of or has a financial interest in Community Schools ("Interested Trustee") shall disclose the material facts as to his or her conflicting relationship or interest in Community Schools before the Board meeting at which the contract or transaction ("Conflicting Interest Transaction") is authorized; (ii) the Board shall authorize the Conflicting Interest Transaction in good faith by an affirmative vote of a majority of trustees who are not Interested Trustees ("Disinterested Trustees"); and (iii) the Conflicting Interest Transaction is fair to the Corporation as of the time it is authorized. The minutes of a Board meeting at which a Conflicting Interest Transaction is authorized shall reflect (i) the material facts relating to the Conflicting Interest Transaction; and (ii) the identity and vote of each Disinterested Trustee who voted on the

Conflicting Interest Transaction. The Board shall report any Conflicting Interest Transaction it authorizes to DC PCSB within three (3) days of authorization.

Community Schools Management

One of the key services provided to DC Scholars PCS through its planned management contract with Community Schools is financial management services. This will account for all accounting, budgeting, cash-flow management and access to and management of lines of credit, if necessary.

Description of Management Contract

DC Scholars PCS will be entering into a management contract with Community Schools, a non-profit school management organization. Community Schools will provide management operations and instructional program consulting services to DC Scholars PCS.

Community Schools will be responsible for providing the overall academic program and tools to execute and apply at DC Scholars PCS. To ensure fidelity to the model and to support the school staff in the model delivery, the Board will contract the day-to-day management of the School Director to Community Schools. Community Schools will also provide direct support services in the form of instructional support to the school's academic leaders. Additionally, Community Schools will manage all business operations of the school including financial management, facility, and human resources.

Community Schools will work with DC Scholars PCS to delineate the performance measures that will be used to evaluate the contractual relationship. These measures will include the school successfully meeting all of its student achievement goals, hitting its target on leading indicators such as attendance, as well as ensuring that the school remains in solid financial standing.

Financial Management

Community Schools will handle all accounting and financial matters for DC Scholars PCS. Community Schools will provide monthly financial reports to the Finance Committee of the Board. These meetings are intended to dig into the details of the school's financial picture and prepare for any shortfalls. Additionally, Community Schools will provide regular financial reports including a statement of activities, a statement of financial position and budget vs. actual reports to DC PCSB in the frequency requested.

The financial controls outlined in detail in Exhibit A section B.3(c) will be used to maintain internal financial controls at DC Scholars PCS. DC Scholars PCS will operate as a separate and distinct organization whose financial resources will be entirely separate from Community Schools.

EXHIBIT I

The goals exhibit could not be found and it is unclear why it was included in the agreement.
February 2018

Appendix 1.2

ATTACHMENT D

Charter Agreement Amendment

SECOND AMENDMENT TO THE 2012 CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND DC SCHOLARS PUBLIC CHARTER SCHOOL

This Amendment (the "**Amendment**") is entered into by and between DC Scholars Public Charter School, a District of Columbia nonprofit corporation (the "**School Corporation**") and the DC Public Charter School Board ("**DC PCSB**" or the "**Charter Board**"; collectively, the "**Parties**"). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on July 1, 2012 (the "**Charter Agreement**"), wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the "**Act**").

WHEREAS, on November 17, 2014, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to increase the enrollment ceiling.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows.

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 The following section shall be added to the charter agreement as Section 2.7.

2.7 Goals and Academic Achievement Expectations. The School Corporation's goals and academic achievement expectations are as follows. These goals replace and supersede all previous goals adopted by the School Corporation.

A. Performance Management Framework. The School Corporation has selected as its goals and academic achievement expectations for its pre-kindergarten 3 ("PK3") through eighth grade programming the Early Childhood, Elementary, and Middle School Performance Management Framework ("**EC/ES/MS PMF**").

B. Teacher interaction score. The full description of the EC/ES/MS PMF is contained in the associated technical guide. However DC PCSB staff wishes to emphasize that, per the EC/ES/MS PMF, DC PCSB will use a teacher interaction score to assess prekindergarten ("PK") instruction in schools with PK programs as follows:

Domain	Measure/Assessment			Counts in Scoring?
Pre-kindergarten through kindergarten Emotional Support	Classroom Assessment Scoring System (CLASS) Emotional Support Domain scored by an external vendor as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.			Yes
Pre-kindergarten Classroom Organization	Classroom Assessment Scoring System (CLASS) Classroom Organization Domain scored by an external vendor as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.			Yes
Pre-kindergarten Instructional Support	Classroom Assessment Scoring System (CLASS) Instructional Support Domain scored by an external vendor as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.			Yes
Pre-kindergarten Literacy Student Outcomes	**Teaching Strategies GOLD (2012-13)** as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year	**Every Child Ready (SY 2013-14 and beyond)** as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.		No
Pre-kindergarten Math Student Outcomes	N/A – The school had no prekindergarten math goal in **SY 2012-13.**	**Every Child - Ready (SY 2013-14 and beyond)** as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.		No
Pre-kindergarten Social Emotional Student Outcomes	N/A – The school had no Social Emotional Learning goal in **SY 2012-13 or SY 2013-14.**	**Positive Behavior Rating Scale (PBRS) (SY 2014-15)** as designated by the publisher and detailed in	N/A - The Social Emotional Learning goal was removed in **2015-16.**	No

		the EC/ES/MS PMF Policy & Technical Guide for that given year.[5]		
Kindergarten – Second Grade Reading Student Outcomes	**Fountas and Pinnell (2012-13 and 2013-14)** as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year	**AIMSweb (2014-15)** as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.	**NWEA MAP assessment (SY 2015-16 and beyond)** as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.	No
Kindergarten-Second Grade Math Student Outcomes	**G-Made (2012-13)** as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year	**AIMSweb (2013-14 and 2014-15) as** designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.	**NWEA MAP assessment (SY 2015-16 and beyond)** as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.	No

[5] Although the school elected to display a Social Emotional Learning goal for 2014-15, it did not give the assessment. Thus the goal was removed for 2015-16.

(a) 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, formulas, and weights will automatically become part of the measurement of the school's academic achievement expectations. However, if changes other than those listed above are made to any PMF that the 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).

(b) If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section. ("**Campus**" is defined as a distinct grade-span, such as early childhood, elementary, or middle, or high school, or a combination of the above. These may be in the same facility or different facilities).

C. Standard for charter review and renewal. In order to be considered as having met its goals and academic expectations, the School Corporation will be accountable to the following for each year:

School Year	Criteria
2012-13	**DC Scholars PCS (PK3-3)** • N/A – There was no early childhood PMF, as it was in the pilot stage for school year 2012-13. • The school met the floor of seven out of nine pilot PMF measures, prior to the full implementation of the Early Childhood PMF.
2013-14	**DC Scholars PCS – Early Childhood PMF (PK3 through 2nd grade)** • Each measure within the EC PMF will be considered an individual charter goal. A school will be considered to have met its goals if it meets or exceeds the floor for each individual measure for grades prekindergarten through second grade. The school did not meet the criteria for the Early Childhood PMF. The school met the floor of 8 of 10 measures. Specifically, the school did not meet the floor for its K – 2 Literacy and Mathematics measures. **DC Scholars PCS – ES PMF (3rd-4th grade)** In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF as goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its fifth-year charter review, the school will need to have earned at least 40% of the possible PMF points in at least two of the most recent three

	years (two of the most recent four years from the 2014-15 review cycle through the 2017-2018 review cycle). Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures. The school earned **50.9%** of the possible points, meeting the ES PMF criteria.
2014-15	**DC Scholars PCS – EC/ES/MS PMF** Hold Harmless Provision: DC PCSB will not score or tier the EC/ES/MS or HS PMF for the 2014-15 PMF. The school's performance on each measure will be displayed separately without percentages of total points.
2015-16	**DC Scholars PCS – EC/ES/MS PMF** **Five Year Charter Review** In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF as goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its fifth-year charter review, the school will need to have earned at least 40% of the possible PMF points in at least two of the most recent three years (two of the most recent four years from the 2014-15 review cycle through the 2017-2018 review cycle. DC Scholars PCS met the 40% threshold in school year 2013-14 for the ES/MS PMF but did not meet the equivalent threshold for the EC PMF, which was to meet the floor of each measure. Therefore, it is imperative that DC Scholars PCS earn at least 40% of the EC/ES/MS PMF in school year 2015-16.
2016-17 2017-18, 2018-19, 2019-20, 2020-21	**DC Scholars PCS – EC/ES/MS PMF** **Ten Year Charter Review** In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF as its goals and student academic achievement expectations to be considered as having met its goals and student academic achievement expectations at its tenth-year charter review, the school will need to have: • earned at least 50% of the possible PMF points in two of the most recent three years; and • earned at least 45% in any four of the previous five years

2021-22, and beyond (15 Year Charter Renewal will be conducted in SY 2026-27)	**DC Scholars PCS – EC/ES/MS PMF** **Fifteen Year Charter Renewal** In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF as its goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its 15-year charter renewal, the school will need to have: • earned at least 55% of the possible PMF points in two of the most recent three years; and • earned at least 45% in four of the previous five years.

D. In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

E. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to DC PCSB in a timely manner, if DC PCSB does not receive them directly from OSSE.

F. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by PCSB, or the manner in which the School will conduct district-wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

2.3 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

2.4 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

2.5 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

2.6 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 No Third Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

2.8 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

2.9 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

2.10 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter Agreement pursuant to D.C. Code § 38-1802.13.

2.11 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010

Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

DC Scholars PCS
5601 East Capitol Street SE
Washington, DC 20019
Attention: Carlie Fisherow, Executive Director
cfisherow@scholaracademies.org
Telephone: (202) 812-2232

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

DC SCHOLARS PUBLIC CHARTER SCHOOL

By: [redacted]

Robert Weinberg

DC SCHOLARS PCS Board Chair

Date: March 28, 2016

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

By: [redacted]

Darren Woodruff, Ph.D

DC PCSB Board Chair

Date: 4/6/2016

Appendix 1.3

An amended and restated agreement was created in response to the governance amendment. Please refer to the agreements folder.

Appendix 1.4

FIRST AMENDMENT TO THE 2016 AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND DC SCHOLARS PUBLIC CHARTER SCHOOL

This Amendment (the "**Amendment**") is entered into by and between DC Scholars Public Charter School a District of Columbia nonprofit corporation (the "**School Corporation**") and the DC Public Charter School Board (originally "PCSB", hereinafter "**DC PCSB**" or the "**Charter Board**"; collectively, the "**Parties**"). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on July 1, 2012, wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the "**Act**"); and

WHEREAS, the Parties entered into an amended and restated contract on September 7, 2016 (the "**Charter Agreement**"), wherein the School Corporation agreed, among other things, to continue operating a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the "**Act**").

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Schedule I of the amended and restated charter school agreement is struck in its entirety.

1.2 Section 2.2 of the amended and restated charter school agreement is struck in its entirety and replaced with the following:

2.2 Age-Grade.

A. Under § 38-1802.04(c)(14) of the Act, in its first Academic Year, the School shall provide instruction to students in grades preschool through grade three. In each of the succeeding Academic Years, the School may provide instruction to students in agreement with **Schedule I** below. "**Academic Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year. At capacity, the School shall provide instruction to a total of 556 students in grades PK3 through grade 8.

Grade	2016-17	2017-18 and Beyond
PK3	30	30
PK4	40	40
K	54	54
1	54	54
2	54	54
3	54	54
4	54	54
5	54	54
6	54	54
7	54	54
8		54
LEA Total	**502**	**556**

The School Corporation reserves the right to adjust the number of students in each grade while staying within the confines of the total local educational agency ("**LEA**") enrollment for each school year.

B. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act in order to instruct students in any other grade.

1.3 Section 2.3 of the amended and restated charter school agreement is struck in its entirety and replaced with the following:

2.3 Enrollment.

A. Enrollment in the School shall be open to all students of ages or in grades as outlined in Section 2.2 above who are residents of the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by § 38-1802.06 of the Act. The School Corporation shall determine whether each student resides in the District of Columbia according to guidelines established by OSSE.

B. If eligible applicants for enrollment at the School for any Academic Year exceed the number of spaces available at the School for such Academic Year, the School Corporation shall select students through the random selection process in **Exhibit B** and in agreement with the requirements of the Act. The random selection process shall include i.an annual deadline for enrollment applications that is fair and set in advance of the deadline; andii. a process for selecting

students for each Academic Year (a)if applications submitted by the deadline exceed available spaces, and(b) if spaces become available after the beginning of the Academic Year. The School Corporation has submitted a description of its current random selection process to DC PCSB (see **Exhibit B**) and shall provide notice to DC PCSB if there are material changes made to the current random selection process. The School Corporation shall provide DC PCSB with a written notice of any material change to the random selection process at least thirty days before the date of the proposed implementation and may consider any comments of DC PCSB staff, and its agents in connection with the proposed changes. Under its *Open Enrollment Policy*, DC PCSB may observe and monitor the random selection process.

C. The School shall maintain an enrollment substantially by **Schedule I** above. The School Corporation shall provide DC PCSB a written request for approval for an increase in the maximum enrollment of the School under DC PCSB's *Enrollment Ceiling Increase Policy*. The School Corporation will not receive funding for students served more than its approved maximum enrollment.

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

2.3 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

2.4 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

2.5 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

2.6 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB no longer has authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 No Third Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

2.8 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

2.9 Construction. This Amendment shall be construed fairly as to both Parties and not for or against either Party, regardless of which Party drafted the underlying document.

2.10 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter under § 38-1802.13 of the Act, or to exercise any other authority under the Charter Agreement, this Amendment, or the law.

2.11 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

5601 East Capitol Street Southeast
Washington, District of Columbia, 20010
Attention: Rebecca Crouch
rcrouch@dcscholars.org
(202) 559-6138

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

DC SCHOLARS PUBLIC CHARTER SCHOOL

By: [redacted]

Robert Weinberg

DC Scholars Board Chair

Date: January 11, 2017

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

By: [redacted]

Darren Woodruff, Ph.D

DC PCSB Board Chair

Date: 1/23/2017

Appendix 1.5

SECOND AMENDMENT TO THE 2016 AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND DC SCHOLARS PUBLIC CHARTER SCHOOL

This Amendment (the "**Amendment**") is entered into by and between DC Scholars Public Charter School, a District of Columbia nonprofit corporation (the "**School Corporation**") and the DC Public Charter School Board ("**DC PCSB**;" collectively, the "**Parties**"). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on July 1, 2012, wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the "**Act**");

WHEREAS, the Parties entered into an amended and restated contract on September 7, 2016 (the "**Charter Agreement**"), wherein the School Corporation agreed, among other things, to continue operating the School in accordance with the Act; and

WHEREAS, on December 19, 2016, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to correct its enrollment ceiling and grades served.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 The Certificate of Incorporation attached to this amendment is inserted as a new page at the end of Exhibit F attached to the Charter Agreement.

1.2 Section 2.7 of the Charter Agreement is struck and replaced with the following:

2.7 Goals and Academic Achievement Expectations.

A. The School Corporation has selected as its measure of academic achievement expectations for its PK-3 through eighth grade programming the PK-8 Performance Management Framework ("**PMF**").

(i) Changes to the PMF implemented by DC PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights automatically become part of the measurement of the School's academic achievement expectations. However, if changes other than those listed above are made to any PMF that the School Corporation elects not to accept, the School Corporation shall provide DC PCSB a petition for a charter revision pursuant to § 38-1802.04(c)(10).

(ii) The school currently operates one campus. If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated individually by DC PCSB using the measurement of academic achievement expectations and goals outlined in this Section. ("**Campus**" is defined by DC PCSB's *Definition of School, Campus and Facility Policy* as having: a distinct grade range; a single school leader responsible for the academic program for the entire grade span of the campus; distinct goals to measure progress and attainment; student matriculation from one grade to the next in a clear progression that does not require internal lotteries; an LEA identifier; and a unique campus-identifier assigned to it by the DC Office of the State Superintendent of Education ("**OSSE**"). A campus may have a distinct grade span, such as early childhood, elementary, middle, or high school, or a combination of the above. A campus may be in the same facility or different facilities.)

B. Teacher Interaction Score and Additional Measures. The full description of the PMF is contained in the associated Policy & Technical Guide ("PMF Guide"). Pursuant to the PMF Guide, DC PCSB will use a teacher interaction score to assess prekindergarten ("PK") instruction in schools with PK programs as shown in the chart below. If a measure is not included in the School Corporation's PMF scoring, it will be displayed on the School's Score Card as an un-tiered measure. The table below includes both the teacher interactive score, which is part of the PMF score, and the additional measures that may be considered as part of review and renewal but are not part of the school's score.

Domain	Measure/Assessment		Counts in Scoring?
Pre-kindergarten through kindergarten Emotional Support	Classroom Assessment Scoring System (CLASS) Emotional Support Domain scored by an external vendor as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.		Yes
Pre-kindergarten Classroom Organization	Classroom Assessment Scoring System (CLASS) Classroom Organization Domain scored by an external vendor as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.		Yes
Pre-kindergarten Instructional Support	Classroom Assessment Scoring System (CLASS) Instructional Support Domain scored by an external vendor as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.		Yes
Pre-kindergarten Literacy Student Outcomes	**Teaching Strategies GOLD (2012-13)** as designated by	**Every Child Ready (SY 2013-14 and beyond)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.	No

	the publisher and detailed in the PMF Policy & Technical Guide for that given year			
Pre-kindergarten Math Student Outcomes	N/A – The school had no prekindergarten math goal in **SY 2012-13.**	**Every Child - Ready (SY 2013-14 and beyond)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.		No
Pre-kindergarten Social Emotional Student Outcomes	N/A – The school had no Social Emotional Learning goal in **SY 2012-13 or SY 2013-14.**	**Positive Behavior Rating Scale (PBRS) (SY 2014-15)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.[1]	N/A - The Social Emotional Learning goal was removed for **2015-16.**	No
Kindergarten – Second Grade Reading Student Outcomes	**Fountas and Pinnell (2012-13 and 2013-14)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year	**AIMSweb (2014-15)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.	**NWEA MAP assessment (SY 2015-16 and beyond)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.	No

[1] Although the school elected to display a Social Emotional Learning goal for 2014-15, it did not give the assessment. Thus the goal was removed for 2015-16.

Kindergarten-Second Grade Math Student Outcomes	**G-Made (2012-13)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year	**AIMSweb (2013-14 and 2014-15) as** designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.	**NWEA MAP assessment (SY 2015-16 and beyond)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.	No

C. Standard for charter review and renewal. The School Corporation's ten-year charter review will occur in school year 2021-22 and its fifteen-year charter renewal will occur in school year 2026-27. The School Corporation as a whole will be deemed to have met its goals and academic achievement expectations if each individual campus:

Ten-Year Charter Review: At its ten-year charter review, obtains an average PMF score for school years 2016-17, 2017-18, 2018-19, 2019-20, and 2020-21 equal to or exceeding 45%.

Charter Renewal: At its fifteen-year charter renewal, obtains an average PMF score for school years 2021-22, 2022-23, 2023-24, 2024-25, and 2025-26 equal to or exceeding 50%.

Improvement Provision: In cases where a School has not achieved the above thresholds, the DC PCSB Board may, at its discretion, determine that a School has met its goals and academic achievement expectations if it has demonstrated consistent improvement on overall PMF scores over the course of the most recent five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of untiered measures.

D. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to DC PCSB in a timely manner, if DC PCSB does not receive them directly from OSSE.

E. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives,

performance indicators, measures, or other bases against which the School will be evaluated by DC PCSB, or the manner in which the School will conduct district-wide assessments, in accordance with DC PCSB's *Charter Amendments for Revised Goals and Academic Achievement Expectations Policy* and no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

SECTION 3. OTHER PROVISIONS

3.1 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

3.2 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

3.3 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

3.4 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

3.5 No Third-Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

3.6 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

3.7 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

3.8 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-1802.13 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

3.9 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, DC 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
(202) 328-2660

If to the School Corporation:

DC Scholars Public Charter School
5601 East Capitol St, SE
Washington, DC 20019
Attention: Jennifer Leonard, Executive Director
jleonard@dcscholars.org
(202) 812-2232

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

DC SCHOLARS PUBLIC CHARTER SCHOOL	**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**
By: [redacted]	[redacted]
Robert Weinberg	Darren Woodruff, PhD
DC Scholars PCS Board Chair	**DC PCSB** Board Chair
Date: 10-18-2017	Date:

GOVERNMENT OF THE DISTRICT OF COLUMBIA

CERTIFICATE

THIS IS TO CERTIFY

IN WITNESS WHEREOF, I

[redacted]

Appendix 1.6

THIRD AMENDMENT TO THE 2016 AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND DC SCHOLARS PUBLIC CHARTER SCHOOL

This Amendment (the "**Amendment**") is entered into by and between DC Scholars Public Charter School, a District of Columbia nonprofit corporation (the "**School Corporation**"), and the DC Public Charter School Board ("**DC PCSB**," collectively, the "**Parties**"). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on July 1, 2012, wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the "**Act**");

WHEREAS, the Parties entered into an amended and restated contract on September 7, 2016 (the "**Charter Agreement**"), wherein the School Corporation agreed, among other things, to continue operating the School in accordance with the Act;

WHEREAS, on December 19, 2016, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to correct its enrollment ceiling and grades served; and

WHEREAS, on October 23, 2017, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to revise its goals and articles of incorporation.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section 3.1(B) of the Charter Agreement is struck and replaced with the following:

> **B.** The School Corporation shall follow the requirements of § 38-1802.04(c)(10) of the Act prior to entering into a contract with a third party for the management of the School (a "**School Management Contract**"). The School Corporation shall submit a written request for approval to DC PCSB before entering into; canceling; terminating; or materially amending, modifying, or supplementing any contract with a third party for the management of the School. The school has terminated its relationships with Scholar Academies and DC Scholars Community Schools and currently does not have a School Management Contract with any entity.

1.2 The Exhibit G attached to the Charter Agreement is struck and replaced with the Exhibit G attached to this amendment.

1.3 The Exhibit H attached to the Charter Agreement is struck and replaced with the Exhibit H attached to this amendment.

SECTION 2. CHARTER AGREEMENT

2.1 **Reservation of Rights**. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 **Continuing Effectiveness**. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

SECTION 3. OTHER PROVISIONS

3.1 **Representations and Warranties.** The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

3.2 **Counterparts and Electronic Signature**. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

3.3 **Severability**. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

3.4 **Assignment**. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

3.5 **No Third-Party Beneficiary**. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other

organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

3.6 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

3.7 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

3.8 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-1802.13 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

3.9 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, DC 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
(202) 328-2660

If to the School Corporation:

DC Scholars Public Charter School
5601 East Capitol St., SE
Washington, DC 20019
Attention: Jennifer Leonard, Executive Director
jleonard@dcscholars.org
(202) 559-6138

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

DC SCHOLARS PUBLIC CHARTER SCHOOL

By: [redacted]

Robert Weinberg

DC Scholars PCS Board Chair

Date: **4/13/19**

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

By: [redacted]

Rick Cruz

DC PCSB Board Chair

Date:

Exhibit G

AMENDED AND RESTATED BYLAWS OF DC SCHOLARS PUBLIC CHARTER SCHOOL, INC.

A DISTRICT OF COLUMBIA NONPROFIT CORPORATION

(as of February 7, 2019)

ARTICLE I
NAME AND LOCATION

Section 1.1. Name:

The name of this organization shall be the DC Scholars Public Charter School, Inc. (the "Corporation" or the "School").

Section 1.2. Location:

The address of the Corporation is 5601 East capitol Street, S.E., Washington, D.C. 20019

ARTICLE II
PURPOSES AND ENROLLMENT

Section 2.1. Purposes:

The purposes of the Corporation shall be:

2.1.1 To establish, support, manage and supervise personnel and services to provide educational based programs of academic instruction to children, ages 3-19, from the District of Columbia's most disadvantaged neighborhoods, without regard to race, creed, color, sex or national origin.

2.1.2 To provide a nurturing educational environment for students who have the potential and desire to excel in high quality pre-college programs.

2.1.3 To develop extracurricular activities to supplement the Corporation's educational initiatives.

2.1.4 To operate and maintain a not-for profit corporation organized exclusively for charitable, scientific and educational purposes, whose activities shall be conducted in such manner that no part of its reserve funds shall inure to the benefit of any member, trustee, officer or other individual.

Section 2.2 Enrollment:

As per § 38-1802.06 of The District of Columbia School Reform Act of 1995 (the "Act"), student enrollment in the school shall be open to all students who are residents of the District of Columbia and, if space is available, to nonresident students who meet the tuition rate as described in § 38-1802.06(e) of the Act. The corporation shall not discriminate in the enrollment process, or in any way limit enrollment, based on a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs. The corporation will limit enrollment to specific grade levels as outlined in the corporation's charter. If there are more applications to enroll in the school from students who are residents of the District of Columbia than there are spaces available, students shall be admitted using a random selection process, except that a preference in admission is given to an applicant who is a sibling of a student already attending or selected for admission to the school.

ARTICLE III
BOARD OF TRUSTEES

Section 3.1 Powers:

Unless otherwise provided by statute, all powers vested by law in the Corporation shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Trustees ("Board").

Section 3.2. Number, Election, Term and Qualifications of Trustees:

3.2.1 The first Board shall consist of the founding members. Thereafter, and pursuant to § 38.1802.05(c) of the Act, members at large will be selected according to their desire to serve. Vacancies will be posted at the site of the Corporation.

3.2.2 The Board shall consist of an odd number of trustees, with not more than fifteen (15) trustees. Any natural person, at least twenty-one (21) years of age, and vitally interested in the educational advancement and well-being of youth, shall be eligible to be selected as a trustee. The Board shall consist of: (i) a majority of trustees shall be residents of the District of Columbia; (ii) two (2) trustees shall be parents of one or more

students at the school. The Board shall not include honorary trustees.

3.2.3 In the case of the first Board of a public charter school to be elected or selected after the date on which the school is granted a charter, the election or selection of the two (2) trustees who are parents of one or more students who attends the charter school shall occur on the earliest practicable date after classes at the school have commenced. Until such a date, any other members who have been elected or selected shall serve as an interim Board. Such an interim Board may exercise all of the powers, and shall be subject to all of the duties, of a Board.

3.2.4 The terms of members of the Board shall be staggered so that each year, to the extent possible, one-third (1/3) of the trustees shall be elected. Subject to the provisions of the Act, each trustee shall serve for a term of three (3) years and until his/her successor shall have been elected and qualified or until his/her earlier death, resignation or removal.

3.2.5 No trustee shall hold office for more than three (3) consecutive three-(3) year terms. A trustee who is elected or appointed to serve a partial term of less than three (3) years may be elected to serve two (2) consecutive full terms in addition to such partial term.

3.2.6 Any person who has served three (3) consecutive three-(3) year terms as a trustee of the Corporation shall be eligible for election as a trustee without limitation because of his/her previous service, if at least one-(1) year has passed since the expiration of his/her third consecutive three-(3) year term in office.

3.2.7 No person who is a member of the Board of School Directors of a School District with which the Corporation has entered into a Charter may serve as a trustee.

Section 3.3. Vacancies:

Vacancies occurring on the Board, including those by resignation or removal, and any vacancy created by an increase in the number of trustees shall be filled by the affirmative vote of a majority of the remaining trustees on the Board, even though they constitute less than a quorum of the Board. A trustee elected to fill a vacancy shall hold office only until the next annual meeting of the Corporation at which time he/she shall be elected to hold office for the remainder of the original trustee's term.

Section 3.4. Resignation or Removal:

A trustee may resign at any time by tendering his/her resignation in writing to the Corporation. His/her resignation shall become effective upon receipt by the Corporation at its principal place of business. The Board, by a two-thirds (2/3) affirmative vote, may, but shall not be required to, remove any trustee from office who has failed to attend four consecutive meetings of the Board. Resignation or removal of the Chairman shall also constitute his/her resignation or removal as a trustee. Resignation or removal of a trustee shall also constitute his/her resignation or removal as an officer and as a member of any committee of the Board, as applicable.

Section 3.5 Failure to Organize or Neglect of Duty:

A trustee may be removed, by a two-thirds (2/3) vote of the Board, if he/she fails to perform his/her duties; neglects assigned duties as assigned by the Chairman for more than 30 days; or commits fraud, or is found guilty of a felony.

Section 3.6. Compensation of Trustees and Committee Members:

Trustees and members of all committees shall receive no compensation for any services rendered in those capacities.

Section 3.7. Transactions with Trustees, Officers and Community Schools:

3.7.1 Any transactions between the Corporation and one or more of its trustees or officers, or between the Corporation and any other corporation, partnership, association or other organization in which one or more of its trustees are directors, trustees, or officers or have a financial interest, shall comply with the conflict of interest policy which has been approved by the Board from time to time.

3.7.2 Except for 3.08.1, no trustee shall, as a private person, engage in any business transaction with the Corporation, be employed in any capacity by the Corporation, or receive from the Corporation any pay for services rendered to the Corporation.

3.7.3 The minutes of a Board meeting at which a Conflicting Interest Transaction is authorized shall reflect (i) the material facts relating

to the Conflicting Interest Transaction; and (ii) the identity and vote of each Disinterested Trustee who voted on the Conflicting Interest Transaction. The Board shall report any Conflicting Interest Transaction it authorizes to DC PCSB within three (3) days of authorization.

Section 3.8 The Board shall institute procedures to provide for:

3.8.1 Orientation of newly elected Board members;

3.8.2 Implementation, dissemination and enforcement of a student's bill of rights in accordance with applicable laws and regulations pertaining to the same;

ARTICLE IV
MEETINGS OF THE BOARD

Section 4.1. Annual Meeting:

4.1.1 The annual meeting of the Board shall be held in the month of September, but no later than September 30 if the Board does not set an earlier date, for the purpose of electing trustees and officers and for the transaction of such other business as may properly come before the meeting.

4.1.2 The annual meeting and all other meetings (except for those associated with executive sessions) shall be open to attendance by the general public. Public notice shall, however, not be required in the case of emergency meetings or executive sessions. In order to inform the general public, meeting time, place and location shall be well-publicized in the Legal section of a newspaper that is widely circulated in the community at least twenty-four (24) hours in advance of the meeting date.

Section 4.2. Regular Meetings:

Regular meetings of the Board shall be held not less often than quarterly (including the annual meeting) at such place and time as shall be approved by resolution of the Board.

Section 4.3 Open Meetings:

All official actions and all deliberations by a quorum of the Board shall take place at a meeting open to the public, except in cases where executive sessions are authorized. Generally speaking, the Board may conduct in executive session meetings or portions of meetings devoted solely to matters involving (a) discussions of employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or discipline of any specific prospective or current or former employee; (b) discussions of employment labor relations or arbitration; (c) discussions of the purchase or lease of real property; (d) consultation with the Corporation's attorney or other professional advisors regarding litigation or potential litigation; (e) discussions of confidential information regarding current, prospective or former students; (f) discussions of the Corporation's business which if conducted would violate a lawful privilege or lead to the disclosure of information or confidential material protected by law or agreement with one or more independent third parties.

Section 4.4. Special Meetings:

Special meetings of the Board may be called at any time by the Chairman and shall be called upon receipt of the written request of four or more trustees. The business to be transacted at any special meeting shall be limited to those items of business set forth in the notice of the meeting.

Section 4.5. Quorum:

Except as provided in Section 3.03 of Article III, a majority of trustees shall constitute a quorum for the transaction of business by the Board. Except as provided in Section 3.7.3 of Article III, the act of a majority of the trustees present and voting at a meeting at which a quorum is present shall be the act of the Board. A majority of the trustees present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to those who are not present at the time of adjournment.

Section 4.6 Board and Board Committee Action Without a Meeting:

Any action which may be taken at a meeting of the Board or a Board committee may be taken without a meeting prior to such action, if a consent in writing setting forth such action is signed by all of the members of the Board or committee, as the case may be, and is filed in the minutes of the proceedings of the Board or of the Committee.

Section 4.7. Minutes:

Minutes of each meeting of the Board and, as the case may be, the Committee of the Board shall be taken by the Secretary or his designee and be disseminated to each Board member as soon as practical after the conclusion of the meeting.

ARTICLE V
GOVERNANCE AND PLANNING

Section 5.1. Planning Process:

The provisions of the Act related to formation and development of Charter Schools in the District of Columbia mandate that the Board of a charter school governs the operations of the school. Written policies related to programs, administrative constraints (prudence and ethical limitations binding upon staff), governance, executive linkage, and assurance of staff performance are required. Accordingly, specific, affirmative votes by a majority of the members of the Board shall be used in order to take action on the following subjects:

5.1.1 Approval of the school calendar prior to the start of each school year.

5.1.2 Approval of textbooks or courses of study.

5.1.3 Appointment and dismissal of Head of School. – The Head of School shall have the responsibility and authority to oversee the conduct of all of the staff of the School and shall have the authority, subject to the laws on Conflict of Interest of the United States and the District of Columbia, to hire and terminate any and all members of the staff of the School.

5.1.4 Adopting the annual budget.

5.1.5 Purchasing or selling land.

5.1.6 Locating new buildings or changing the location of old ones.

5.1.7 Creating or increasing indebtedness.

5.1.8 Designating depositories for school funds.

5.1.9 Entering into non-staff contracts that have a value equal to or greater than
$10,000.

5.1.10 Fixing salaries or compensation of administrators, teachers or other employees of the charter school.

ARTICLE VI
OFFICERS OF THE CORPORATION

Section 6.1. Officers:

The officers of the Corporation shall consist of the Chairman, the Secretary and the Treasurer. Such officers shall be Board members and shall hold office for the term of one year or until their successors are elected and qualified. Additional offices may be created at any Board meeting and filled by action of the Board.

Section 6.2. Vacancies:

A vacancy in office because of death, resignation, or removal shall be filled by the Board for the unexpired term of such office.

Section 6.3. Resignation or Removal of Officers:

An officer of the Corporation may resign at any time by tendering his/her resignation in writing to the Chairman of the Board. The resignation becomes effective immediately upon receipt. An officer may be removed at any time with or without cause by a vote of not less than two-thirds (2/3) of the Board at any meeting of the Board.

Section 6.4. Chairman:

The Chairman shall preside at all meetings of the Board and shall appoint all committees and their chairperson in accordance with these bylaws. The Chairman must be a member of the Board with vote and shall serve as an ex-officio member of all committees.

Section 6.5. Secretary:

The Secretary shall keep all of the records of the Corporation except the financial records, record the minutes of the meetings of the Corporation, send out all notices of meetings, and perform such other duties as may be prescribed by the Board. The Secretary must be a member of the Board.

Section 6.6. Treasurer:

The Treasurer is responsible for maintaining an accurate accounting of the financial transactions of the Corporation and shall insure that a true and accurate accounting is presented to and made available to the Board. The Treasurer must be a trustee, and at the discretion of the Board, may be required to be bonded.

The Treasurer shall oversee the receipt of all funds including local, state and federal funds and privately donated funds. The Treasurer shall also oversee payments out of the same on proper orders approved by the Board, signed by the Chairman. The Treasurer may pay out such funds on orders which have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the school will receive a discount or other advantage.

Section 6.7. Other Officers:

The Board may elect one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, and such other officers having such duties and responsibilities as the Board shall deem advisable. Such officers need not be members of the Board.

ARTICLE VII
COMMITEES

Section 7.1. Executive and Other Committees:

7.1.1 The Board may, by resolution adopted by a majority of the trustees in office, establish an Executive Committee and one or more other committees, each committee to consist of two or more trustees of the Corporation. The Chairman shall designate all members and chairpersons of such committees, and may designate one or more trustees as alternate members of any committee who may replace any absent or disqualified member at any meeting of the committee. In the absence or disqualification of a member, and the alternate or alternates, if any, designated for such member, of any committee, the member or members thereof present at any meeting and not disqualified from voting, whether or not the member or members constitute a quorum, may unanimously appoint another trustee to act at the meeting in the place of any such absent or disqualified member. Each committee of the Board shall serve at the pleasure of the Board.

7.1.2. The Executive Committee shall have and exercise all of the powers and authority of the Board in the management of the business and affairs of the corporation, except that the Executive Committee shall not have any power or authority as to the following:

7.1.2.1. The filling of vacancies in the Board.

7.1.2.2 The adoption, amendment or repeal of the bylaws.

7.1.2.3 The amendment or repeal of any resolution of the Board.

7.1.2.4 Action on matters committed by the bylaws or a resolution of the Board exclusively to another committee of the Board.

7.1.3. No committee of the Board, other than the Executive Committee, shall, pursuant to resolution of the Board or otherwise, exercise any of the powers or authority vested by these bylaws or the Act in the Board as such, but any other committee of the Board may make recommendations to the Board or Executive Committee concerning the exercise of such powers and authority.

7.1.4. The establishment of any committee of the Board and the delegation thereto of power and authority shall not alone relieve any trustee of the fiduciary duty of such trustee to the Corporation.

7.1.5. A majority of the trustees in office designated to a committee, or trustees designated to replace them as provided in this section, shall be present at each meeting to constitute a quorum for the transaction of business and the acts of a majority of the trustees in office designated to a committee or their replacements shall be the acts of the committee.

7.1.6 Each committee shall keep regular minutes of its proceedings and report such proceedings periodically to the Board.

7.1.7 The Chairman shall be a member of all committees ex officio, with vote.

Section 7.2. Special Committees:

Special committees may be created as required, by the Chairman of the Board. The purpose, duties, number of members and reporting requirement of the committee shall be specified in the creation of the committee.

Section 7.3. Committee Members Term of Office:

Each member of committee shall be appointed for a year (unless otherwise specified in these bylaws), and shall continue in office until the next annual meeting of the Board and until his/her successor is appointed unless the committee of which he/she is a member shall be sooner terminated by the Board or until his/her death, resignation or removal as a committee member or board member, whichever first occurs.

Section 7.4. Committee Meetings:

Meetings of any committee of the Board may be called by the chairperson of such committee by giving notice of such meeting setting forth its time and place, delivered personally or by mail or telephone to the residence or place of business of the committee member as listed in the CEO's office at least two days prior to such meeting. Unless otherwise provided in these bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 7.5. Resignation or Removal of Committee Members:

A member of any committee may resign at any time by tendering his resignation in writing to the Chairman. Resignation as a Board member shall also constitute resignation as a member of any committee of the Board. The Board may, by a majority vote, remove any member from a committee, with or without cause, and may also remove any such member for failing to attend four consecutive meetings of a committee.

Section 7.6 Advisory Board:

The Chairman may create such advisory boards and appoint to them such persons as it deems appropriate. Persons serving in such advisory capacity shall not exercise any of the powers granted to the Board in these bylaws.

ARTICLE VIII
GENERAL

Section 8.1. Fiscal Year:

The fiscal year of the Corporation shall begin on the first of July and end on the 30th of June in each year.

Section 8.2. Seal:

The seal of the Corporation shall have the name of the Corporation between two concentric circles and the words "Incorporated" and "Non-Profit Corporation" together with the year and state of incorporation.

Section 8.3. Registered Office:

The registered office of the Corporation shall be at 5601 East Capitol Street, S.E., Washington, D.C. 20019.

Section 8.4. Audit:

The Treasurer of the Corporation shall be required periodically and no less than once a year to employ a certified public accountant to audit the accounts of the Corporation.

Section 8.5. Execution of Contracts:

The Board may authorize any officer, employee or agent, in the name of and one behalf of the Corporation, to enter into any contract or execute and deliver any instrument, and such authority may be general or coined to specific instances. Unless so authorized by the bylaws or by the Board, no officer, employee or agent shall have any power to bind the Corporation by any contract or, engagement or to pledge its credit or to render it liable pecuniary for any purpose or in any amount. Any contract equal to or exceeding $25,000 must follow the processes outlined in §38-1802.04 the Act, as well as Section 5.1.9.

Section 8.6. Commercial Paper:

All checks, drafts and other orders for the payment of money out of the funds of the Corporation, and all notes or evidences of indebtedness of the Corporation, shall be executed on behalf of the Corporation by such officer or officers, or employee or employees, as the Board may, by resolution, from time to time determine.

Section 8.7. Deposits:

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may from time to time select or as may be selected by any officer or employee of the Corporation to whom such power may from time to time be delegated by the Board; and for the purpose of such deposit, any officer, or any employee to whom such power may be delegated by the Board, may endorse, assign and deliver checks, drafts and other orders for the payment of money which is payable to the order of the Corporation.

ARTICLE IX
INDEMNIFICATION

Section 9.1 Indemnification and Insurance:

The Corporation shall, to the fullest extent permitted by law, indemnify any present or former trustee, officer, employee or agent or any person who may have served at its request as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, whether for profit or not for profit, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement, actually and reasonably incurred by him or her in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative, or investigative (other than an action by or in the right of corporation), to which he or she may be or is made a party by reason of being or having been such trustee, officer, employee or agent if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. However, there shall be no indemnification in respect of any claim, issue or matter as to which he or she shall have been adjudged to be liable to the Corporation unless and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which such court shall deem proper.

The Corporation shall have the power to purchase and maintain insurance to indemnify the Corporation and its trustees and officers to the full extent such indemnification is permitted by law.

The Corporation shall pay expenses (including attorneys' fees) incurred by an officer or trustee in defending any civil, criminal, administrative or investigative action, suit or proceeding in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such officer or trustee to repay such amount if it shall ultimately be determined that he or she is not entitled to be indemnified by the Corporation under this Article. Such expenses (including attorneys' fees) incurred by other employees and agents may be paid upon such terms and conditions, if any, as the Board deems appropriate.

In no case, however, shall the Corporation indemnify, reimburse, or insure any person for any taxes imposed on such individual under chapter 42 of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended ("the Code"). Further, if at any time the Corporation is deemed to be a private foundation within the meaning of § 509 of the Code then, during such time, no payment shall be made under this Article if such payment would constitute an act of self-dealing or a taxable expenditure, as defined in §4941 (d) or §4945(d), respectively, of the Code.

If any part of this Article shall be found in any action, suit, or proceeding to be invalid or ineffective, the validity and the effectiveness of the remaining parts shall not be affected.

Section 9.2 Interpretation:

The provisions of this Article are intended to constitute bylaws authorized by
D.C. Code §29-301.13.

ARTICLE X
LIMITATION OF TRUSTEE LIABILITY

Section 10.1. Personal Liability of Trustees:

10.1.1 e Corporation shall not be personally liable for monetary damages for any action taken or any failure to take any action, except to the extent that exemption from liability for monetary damages is not permitted under the laws of the Act, § 38-1802.04.17 as now or hereafter in effect. The provisions of this Subsection (10.01) are intended to exempt the trustees of the Corporation from liability for monetary damages to the maximum extent pehitted under the Act, § 38- 180 or under any other law now or hereinafter in effect.

10.1.2 Specific Rules Under the District of Columbia School Reform

Act of 1995.

Without limitation of Subsection (a) above, a trustee of the Corporation shall not be personally liable for the monetary damages for any action taken or any failure to take any action, unless: (i) the act or omission constitutes gross negligence, (ii) constitutes an intentional tort, or (iii) is criminal in nature. The provisions of the preceding sentence shall not exempt a trustee from the responsibility or liability of a trustee pursuant to any criminal statute, or the liability of a trustee for the payment of taxes pursuant to local state or federal law.

10.1.3 Standard of Care; Justifiable Reliance: A trustee shall stand in a fiduciary relation to the Corporation and shall perform his or her duties as a trustee, including duties as a member of the Board and any committee of the Board upon which the trustee may serve, in good faith, in a manner the trustee reasonably believes to be in the best interests of the Corporation and with such care, including reasonable inquiry, skill and diligence as a person of ordinary prudence would use under similar circumstances. In performing his or her duties, a trustee shall be entitled to rely in good faith on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by any of the following:

10.3.3.1 One or more officer or employees of the Corporation whom the trustee reasonably believes to be reliable and competent in the matters presented.

10.3.3.2 Counsel, public accountants or other persons as to matters which the trustee reasonably believes within the professional or expert competence of such person.

10.3.3.3 A committee of the Board upon which the trustee does not serve, duly designated in accordance with law, as to matters with in its designated authority, which committee the trustee reasonably believes to merit confidence.

10.1.4 Acting In Good Faith: A trustee shall not be considered to be acting in good faith if the trustee has knowledge concerning the matter in question that would cause his or her reliance to be unwarranted.

10.1.5 Consideration of Factors: In discharging the duties of their respective positions, the Board, committees of the Board and individual trustees may, in considering the best interests of the Corporation, consider the effects of any action upon employees, upon suppliers and customers of the Corporation, and upon committees in which offices or other establishments of the Corporation are located, and all other pertinent factors. The consideration of those facts shall not constitute a violation of subsection 10.01.3.

Section 10.2. Presumption:

Absent breach of fiduciary duty, lack of good faith or self-dealing, actions taken as a trustee or any failure to take any action shall be presumed to be in the best interests of the Corporation.

Section 10.3. Modification or Repeal:

The provisions of this Article may be modified or repealed in accordance with the procedures for amending these bylaws; provided, however, that any such modification or repeal shall not have any effect upon the liability of a trustee relating to any action taken, any failure to take any action, or events which occurred prior to the effective date of such modification or repeal.

ARTICLE XI

CHARITABLE PURPOSE OF CORPORATION

Section 11.1. Purpose:

This Corporation is organized exclusively for charitable, religious, educational and scientific purposes, including, for such purposes the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code.

Section 11.2. Earnings:

No part of the net earnings of the Corporation shall inure to the benefit of; or be distributed to, its members, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the preceding paragraph, Section 11.01.

Section 11.3. Political Activity:

No substantial part of the activities of the Corporation shall be involved in the carrying out of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.

Section 11.4. Corporate Activity:

Notwithstanding any other provision of these bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a Corporation exempt from Federal income tax under Section 501(c)(3) of the Code or (b) by a Corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Section 11.5. Dissolution:

Should the charter for the school be revoked or not renewed by the authorizing entity, the distribution of assets upon dissolution shall be in accordance with § 29-301.48 and § 38-1802.13a of the Act. Any assets to be distributed pursuant to a plan of distribution under § 29-201.48(3) of the Act, shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

ARTICLE XII
AMENDMENTS

These bylaws may be altered, amended, supplemented or repealed only by majority vote of the Board.

Exhibit H

Rules and Policies for Governance and Operation of School Corporation

DC Scholars Public Charter School's ("DC Scholars PCS") Board of Trustees is the chief governing body of the organization, with ultimate accountability and fiduciary responsibility for the school's charter. The Board of Trustees holds the school's charter in trust for the citizens of the District of Columbia and holds the administrative team accountable for the school's performance. The Board sets the overall policy of the school consistent with state and federal laws. The Board's duties include: monitoring operations of the school; ensuring that the school complies with applicable laws and provisions of its charter; monitoring progress of the school in meeting students' academic achievement expectations and goals specified in its charter; and ensuring that the school is fiscally sound, in accordance with the School Reform Act. The Head of School reports to the Board. All other employees report to the Head of School.

The Board of Trustees has adopted a conflict of interest policy to protect the corporation's interest consistent with DC law. The Board of Trustees, or designated Committee, will make conflict of interest decisions in alignment with the mission of the school, and in compliance with local and Federal laws and DC PCSB policies. Trustees and executive leadership of DC Scholars PCS will be asked to sign the conflict of interest policy annually on which they disclose any actual or potential conflicts of interest. If a Board of Trustees member has a conflict of interest, then he/she must declare this conflict so that a decision as to whether that member may vote on the particular matter can be made.

Appendix 1.7

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Charter Agreement Amendment

FOURTH AMENDMENT TO THE 2016 AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND DC SCHOLARS PUBLIC CHARTER SCHOOL

This Amendment (the "**Amendment**") is entered into by and between DC Scholars Public Charter School, a District of Columbia nonprofit corporation (the "**School Corporation**"), and the DC Public Charter School Board ("**DC PCSB**;" collectively, the "**Parties**"). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on July 1, 2012, wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the "**Act**");

WHEREAS, the Parties entered into an amended and restated contract on September 7, 2016 (the "**Charter Agreement**"), wherein the School Corporation agreed, among other things, to continue operating the School in accordance with the Act;

WHEREAS, on December 19, 2016, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to correct its enrollment ceiling and grades served;

WHEREAS, on October 23, 2017, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to revise its goals and articles of incorporation; and

WHEREAS, on April 15, 2019, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to revise its bylaws and governance structure.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section 2.7 of the Charter Agreement is struck and replaced with the following:

2.7 Goals and Academic Achievement Expectations.

A. The School Corporation has selected as its measure of academic achievement expectations for its PK3 through eighth grade programming the indicators listed in the Early Childhood/Elementary School/Middle School (PK-8) Performance Management Framework ("**PMF**").

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(i) Changes to the PMF implemented by DC PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights automatically become part of the measurement of the School's academic achievement expectations. However, if changes other than those listed above are made to any PMF that the School Corporation elects not to accept, the School Corporation shall provide DC PCSB a petition for a charter revision pursuant to § 38-1802.04(c)(10). Nothing in this paragraph shall be construed to limit the ability of the School Corporation to submit a petition to DC PCSB for charter revision pursuant to § 38-1802.04(c)(10) to amend its goals and academic achievement expectations in accordance with Section 2.3(D) below.

(ii) The School Corporation currently operates one campus. If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated individually by DC PCSB using the measurement of academic achievement expectations and goals outlined in this Section. ("**Campus**" is defined by DC PCSB's *Definition of School, Campus and Facility Policy* as having: a distinct grade range; a single school leader responsible for the academic program for the entire grade span of the campus; distinct goals to measure progress and attainment; student matriculation from one grade to the next in a clear progression that does not require internal lotteries; an LEA identifier; and a unique campus-identifier assigned to it by the DC Office of the State Superintendent of Education ("**OSSE"**). A campus may have a distinct grade span, such as early childhood, elementary, middle, or high school, or a combination of the above. A campus may be in the same facility or different facilities.)

B. Standard for charter review and renewal

The School Corporation's ten-year charter review will occur in school year 2021-22, and its fifteen-year charter renewal will occur in school year 2026-27. The School Corporation as a whole will be deemed to have met its goals and academic achievement expectations if each individual campus:

Tenth-Year Charter Review: At its tenth-year charter review, obtains an average PMF score for school years 2016-17, 2017-18, 2018-19, 2019-20, and 2020-21 equal to or exceeding 45%.

Charter Renewal: At its fifteen-year charter renewal, obtains an average PMF score for school years 2021-22, 2022-23, 2023-24, 2024-25, and 2025-26 equal to or exceeding 50%.

In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has met any of the following:

Improvement Provision: The School Corporation has demonstrated consistent improvement on overall PMF scores during the most recent

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three years of the review period.[1] In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

Demonstrated Promise Provision: At charter renewal, the school has earned a PMF score equal to or exceeding 50 in the most recent year of the PMF (the last year of the review period); OR the school's rating[2] on OSSE's School Transparency and Report (STAR) framework for the most recent year is a 3 or above.[3]

COVID-19 Impact Provision: The school has adopted the PMF as its charter goals and is undergoing charter review or renewal in SY 2021-22 or SY 2022-23. The school has not met its charter goals based on available data, but it has 1) earned an average PMF score equal to or exceeding 40% on data available during the review or renewal period, and 2) earned a PMF score equal to or exceeding 40% in the most recent available year of results.

Any school or campus for which the DC PCSB Board chooses, at its discretion, to apply the COVID-19 Impact Provision shall be subject to the following conditions:

1) The school must submit a plan, in accordance with a timeline and specific requirements to be determined by DC PCSB, that describes:
    a. Areas of improvement identified by the available data in the charter review or renewal report and the specific strategies the school will use to improve student outcomes in those areas.
    b. A description of how the school will measure its academic progress toward meeting its goals noted in the review or renewal report.
2) The school must report its progress on the plan in its annual report each year, displaying disaggregated student achievement data and explaining specific strategies the school is using to improve student outcomes in the area(s) of deficiency.
3) DC PCSB will consider the school's progress as reported in its annual reports at its next charter review or renewal.

C. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to DC PCSB in a timely manner, if DC PCSB does not receive them directly from OSSE.

[1] For any year within the review period that DC PCSB issues no PMF score or tier, this year will not be included in the improvement provision for purposes of determining "the most recent three years."
[2] DC PCSB reserves the right to remove the STAR rating from consideration if material changes are made to the framework.
[3] By adopting this policy, the school confirms that it will allow DC PCSB to obtain and utilize embargoed STAR data from OSSE as early as possible to determine if this provision has been met. The school agrees to cooperate fully with DC PCSB and OSSE to facilitate DC PCSB's access to and use of all STAR data, including embargoed or otherwise confidential data.

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D. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by DC PCSB, or the manner in which the School will conduct district-wide assessments, in accordance with DC PCSB's *Charter Amendments for Revised Goals and Academic Achievement Expectations Policy* and no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

E. Teacher Interaction Score and Additional Measures. The full description of the PMF is contained in the associated Policy & Technical Guide ("**PMF Guide**"). Pursuant to the PMF Guide, DC PCSB will use a teacher interaction score to assess prekindergarten instruction in schools with prekindergarten programs. Additionally, the School Corporation shall annually select, administer, and report on literacy and math (and optional social-emotional) assessments for its students in pre-kindergarten through second grade, if applicable. The School Corporation shall only select early childhood assessments for the purposes of the PMF that have been approved by DC PCSB in the PMF Guide for the corresponding year. The School Corporation will certify annually, in accordance with the schedule and process to be determined by DC PCSB, which early childhood assessments it will administer each year for the purposes of the PMF. If a measure is not included in the School Corporation's PMF scoring according to the PMF Guide for the corresponding year, it will be displayed on the School's Score Card(s) as an un-tiered measure in that year. If the School Corporation fails to administer the previously certified early childhood assessment(s) for the purposes of the PMF for the corresponding year or fails to certify any such assessments, it will receive a score of zero on the corresponding measures on the School's Score Card(s) for that year.

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

SECTION 3. OTHER PROVISIONS

3.1 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

3.2 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and

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delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

3.3 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

3.4 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

3.5 No Third-Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

3.6 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

3.7 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

3.8 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-1802.13 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

3.9 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:
District of Columbia Public Charter School Board

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3333 14th St., NW; Suite 210
Washington, DC 20010
Attention: Michelle J. Walker-Davis, Executive Director
mwalkerdavis@dcpcsb.org
(202) 328-2660

If to the School Corporation:

DC Scholars Public Charter School
5601 East Capitol St., SE
Washington, DC 20019
Attention: Amy Helms, Executive Director
ahelms@dcscholars.org
(202) 559-6138

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IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

DC SCHOLARS PUBLIC CHARTER SCHOOL

DocuSigned by:

By: [redacted]
83AC5F9CBF31474...

Robert Weinberg

DC Scholars PCS Board Chair

Date: 11/17/2021

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

By: [redacted]

Rick Cruz

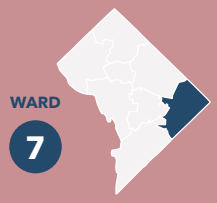
DC PCSB Board Chair

Date: 10/18/2021

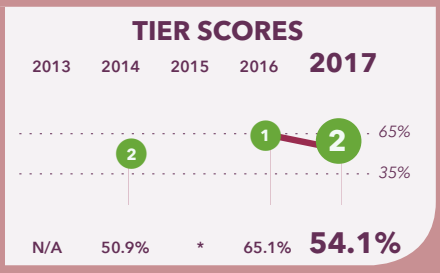
Appendix A1

2017 School Quality Report

DC PUBLIC CHARTER SCHOOL BOARD



DC Scholars PCS



5601 East Capitol Street SE
Washington, DC 20019

202-559-6138
www.dcscholars.org

School Profile (2017–18)

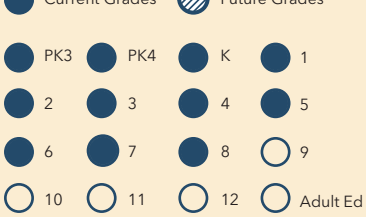
Board Chair
Robert Weinberg

Executive Director
Jennifer Leonard

Principal
Jessica Hiltabidel (ES)
Tanesha Dixon (MS)

First School Year
2012–13

Grades Served



Student Demographics (2016–17)

Total Enrollment
505

Asian	0.0%
Black Non-Hispanic	99.4%
Hispanic / Latino	0.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
0.0%

Economically Disadvantaged
>60%*

Special Education
15.6%

At-Risk Population
59.8%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.*

Tier Explanations

1. **High Performing** (65.0% - 100.0%)
2. **Mid Performing** (35.0% - 64.9%)
3. **Low Performing** (0.0% - 34.9%)

For schools serving grades PK–12, DC PCSB uses the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.
* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

A Note from the School

DC Scholars PCS prepares students to succeed academically in high school and college by providing them with a foundation of life skills required to become productive members of their communities. Opened in 2013 as a PK-3 new-start public charter school in DC's Ward 7, DC Scholars now serves grades PK3-8 while sustaining strong academic achievement. Our school not only delivers rigorous instruction, but also serves as a community of joy where our students thrive, and it embeds the expectation that scholars can, and will, achieve academic success.

DC Scholars PCS

2017 School Quality Report

(2016–17)

Grades Measured: PK3–7

KEY: Score (0 Floor Target 100)

		Points Earned *out of* Points Possible	Percent of Possible Points
Student Progress (35 points): Academic Improvement Over Time			
Growth on the state assessment in English Language Arts	40.4 (0, 30, 70, 100)	**4.6** *out of* 17.5	26.0%
Growth on the state assessment in mathematics	48.9 (0, 30, 70, 100)	**8.3** *out of* 17.5	47.3%
Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards			
PARCC: English Language Arts			
Approaching College and Career Ready and Above	48.9 (0, 100)	**3.7** *out of* 7.5	48.9%
College and Career Ready	18.5 (0, 58, 100)	**1.6** *out of* 5.0	31.9%
PARCC: Mathematics			
Approaching College and Career Ready and Above	65.7 (0, 100)	**4.9** *out of* 7.5	65.7%
College and Career Ready	39.9 (0, 62.9, 100)	**3.2** *out of* 5.0	63.4%
Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)			
3rd Grade English Language Arts			
College and Career Ready	19.4 (0, 60.2, 100)	**3.2** *out of* 10.0	32.2%
8th Grade Mathematics			
College and Career Ready	(0, 61.2, 100)	**0.0** *out of* 0.0	N/A
School Environment (30 points): Predictors of Future Student Progress and Achievement			
Attendance			
In-seat attendance	94.4 (0, 85, 95)	**8.5** *out of* 9.0	94.0%
Re-enrollment			
Percent of students eligible to re-enroll	84.8 (0, 67, 92)	**6.4** *out of* 9.0	71.2%
Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)			
Emotional Support	6.1 (1, 4.5, 6, 7)	**4.0** *out of* 4.0	100.0%
Classroom Organization	5.9 (1, 4.5, 6, 7)	**3.7** *out of* 4.0	93.3%
Instructional Support	3.0 (2, 4, 7)	**2.0** *out of* 4.0	50.0%
TOTAL SCORE	**TIER 2**	54.1 *out of* 100	**54.1%**

DC Scholars PCS

2017 School Quality Report

(2016–17)

Grades Measured: PK3–7

KEY

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)
Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year

PK Math: Every Child Ready (ECR)
Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year

K-2 Reading: NWEA Measures of Academic Progress (MAP)
Median percentile of student growth compared to national student performance

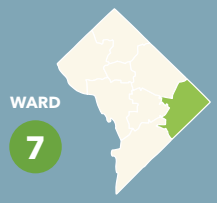
K-2 Math: NWEA Measures of Academic Progress (MAP)
Median percentile of student growth compared to national student performance

For a more detailed explanation of the categories, see our technical guide.

Appendix A2

2018 School Quality Report

DC PUBLIC CHARTER SCHOOL BOARD



DC Scholars PCS

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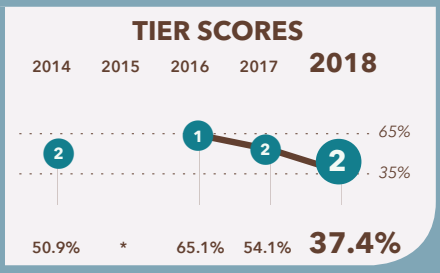

School Profile (2018–19)

Board Chair
Robert Weinberg

Executive Director
Jennifer Leonard

Principal
Jessica Hiltabidel (ES)
Tanesha Dixon (MS)

First School Year
2012–13

Grades Served

● Current Grades	▨ Future Grades		
● PK3	● PK4	● K	● 1
● 2	● 3	● 4	● 5
● 6	● 7	● 8	○ 9
○ 10	○ 11	○ 12	○ Adult Ed

Student Demographics (2017–18)

Total Enrollment
515

Asian	0.0%
Black Non-Hispanic	99.4%
Hispanic / Latino	0.4%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.2%

English Language Learner
0.0%

Economically Disadvantaged
>60%*

Special Education
17.3%

At-Risk Population
58.4%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.*

Tier Explanations

1. **High Performing** (65.0% – 100.0%)
2. **Mid Performing** (35.0% – 64.9%)
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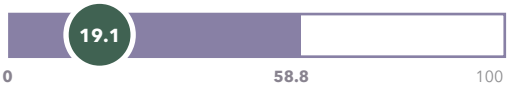
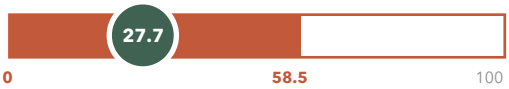
DC Scholars PCS

2018 School Quality Report

(2017–18)

Grades Measured: PK3–8

KEY

		Points Earned *out of* Points Possible	Percent of Possible Points
Student Progress (35 points): Academic Improvement Over Time			
Growth on the state assessment in English Language Arts		**1.0** *out of* 17.5	6.0%
Growth on the state assessment in mathematics		**1.3** *out of* 17.5	7.4%
Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards			
PARCC: English Language Arts Approaching College and Career Ready and Above		**3.7** *out of* 7.5	48.7%
College and Career Ready		**1.6** *out of* 5.0	32.5%
PARCC: Mathematics Approaching College and Career Ready and Above		**4.8** *out of* 7.5	64.3%
College and Career Ready		**2.7** *out of* 5.0	53.2%
Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)			
3rd Grade English Language Arts College and Career Ready		**2.4** *out of* 10.0	47.3%
8th Grade Mathematics College and Career Ready		**1.7** *out of* 0.0	34.8%
School Environment (30 points): Predictors of Future Student Progress and Achievement			
Attendance In-seat attendance		**4.2** *out of* 9.0	47.0%
Re-enrollment Percent of students eligible to re-enroll		**4.2** *out of* 9.0	46.7%
Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS) Emotional Support		**4.0** *out of* 4.0	100.0%
Classroom Organization		**3.7** *out of* 4.0	92.3%
Instructional Support		**2.1** *out of* 4.0	51.5%
TOTAL SCORE	**TIER 2**	37.4 *out of* 100	**37.4%**

DC Scholars PCS

2018 School Quality Report

(2017–18)

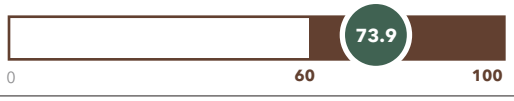
Grades Measured: PK3–8

KEY

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)
Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year

PK Math: Every Child Ready (ECR)
Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



K-2 Reading: NWEA Measures of Academic Progress (MAP)
Median percentile of student growth compared to national student performance

K-2 Math: NWEA Measures of Academic Progress (MAP)
Median percentile of student growth compared to national student performance

For a more detailed explanation of the categories, see our technical guide.

Appendix A3

DC PUBLIC CHARTER SCHOOL BOARD

2019
School Quality Report

5601 East Capitol Street SE
(202) 559-6138
www.dcscholarspcs.org

Note from the School

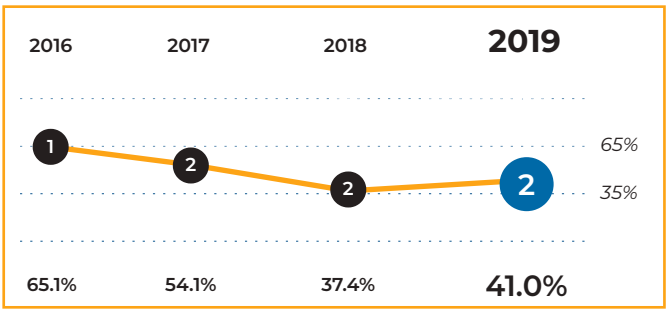
DC Scholars PCS prepares students for high school by providing them with a foundation of life skills required to become productive members of their communities. Our school delivers rigorous instruction and serves as a community of joy where our students thrive, and it embeds the expectation that scholars can, and will, achieve academic success.

DC Scholars PCS

Tier Explanations

1 **High Performing** (65.0% - 100%)
2 **Mid Performing** (35.0% - 64.9%)
3 **Low Performing** (0.0% - 34.9%)

Tiers and Scores



School Profile (2019–20)

Board Chair	Executive Director	Head of School	First School Year
Robert Weinberg	Jennifer Leonard	Nicole Bryan	2012-2013

Grades Served

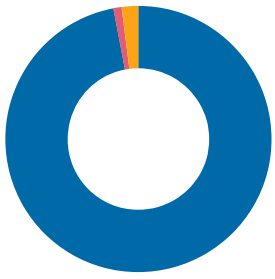
Current Grades Future Grades

PK3	PK4	K	1	2	3	4	5
■	■	■	■	■	■	■	■

6	7	8	9	10	11	12	Adult Ed
■	■	■	□	□	□	□	□

Student Demographics (2018–19)

Total Enrollment
543



American Indian/ Alaskan	0.0%
Asian	0.0%
Black/African American	98.3%
Hawaiian/Pacific Islander	0.0%
Hispanic/Latino, any race	0.2%
Two or More Races	1.5%
White	0.0%

English Learner
0.0%

Special Education
16.2%

At-Risk
63.2%

DC Scholars PCS

2019 School Quality Report

2018–19 Grades Measured: PK3 - 8

KEY: Score | Floor | Target | 0 | 100

		Points Earned	Points Possible
Student Progress (35 points): Academic Improvement Over Time			
Growth on the state assessment in English Language Arts		5.1	17.5
Growth on the state assessment in mathematics		0.0	17.5
Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards			
PARCC: English Language Arts Approaching College and Career Ready and Above		3.8	7.5
College and Career Ready		1.6	5.0
PARCC: Mathematics Approaching College and Career Ready and Above		4.1	7.5
College and Career Ready		1.7	5.0
Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)			
3rd Grade English Language Arts College and Career Ready		1.7	5.0
8th Grade Mathematics College and Career Ready		0.9	5.0
School Environment (30 points): Predictors of Future Student Progress and Achievement			
Attendance In-seat attendance		6.5	9.0
Re-enrollment Percent of eligible students who re-enrolled		3.6	9.0
Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS) Emotional Support		4.0	4.0
Classroom Organization		4.0	4.0
Instructional Support		4.0	4.0
TOTAL SCORE 41.0	**TIER 2**	**41.0** *out of*	**100**

For a more detailed explanation of the categories, see our technical guide.
Updated October 24, 2019

DC Scholars PCS

2019 School Quality Report

2018–19 Grades Measured: PK3 - 8

KEY

Points Earned **Points Possible**

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year

PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year

K-2 Literacy: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance

K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance

Appendix B

DC Scholars PCS Annual Report

Scholars Today,

Leaders Tomorrow.

School Year 2019-20

Under Leadership of:

Nicole Bryan,
Interim Head of School

LeAngelo Emperator,
ES Director (PK3 – 4th)

Tanesha Dixon,
MS Director (5th – 8th)

Bob Weinberg,
Board Chair

5601 East Capitol St. SE
Washington, DC 20019
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www.dcscholars.org

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I. School Description

Mission Statement

DC Scholars Public Charter School, serving grades PS through 8, prepares students for the path to college and provides students with the foundation of life skills to become productive members of their community.

School Program

Instructional Approach

DC Scholars Public Charter School (DC Scholars PCS) operates with an academic framework built around pillars that lead to academic success: strong student and staff culture, effective instructional practices, and integrity of implementation of curriculum, data driven instruction, teacher development, and student intervention. These pillars encompass what occurs within our school to drive results. Under the leadership of our Interim Head of School, Nicole Bryan, in SY 2019-20, DC Scholars PCS sought to continue to improve student and adult culture, ensure curriculum implementation and aligned instructional practices schoolwide, and increase opportunities for teacher development to accelerate student outcomes.

- **Strong Student and Staff Culture**

At DC Scholars PCS, a strong school and classroom culture is at the core of student achievement. The desired, positive learning environment at DC Scholars PCS includes consistent expectations, respectful interactions between students and teachers, immediate address of student misbehavior, and support from leaders to maintain high standards for student behavior in the classroom.

DC Scholars PCS teachers and students follow the routines and procedures of the school with consistency across classrooms and grades. Teachers build strong relationships with students and strike a balance between warm and demanding. They set and hold high expectations because they believe their students are capable of greatness. The bedrocks of our student culture are the four PATH values (Prepared/Professional, Attentive, Thoughtful and Hardworking), and these values are reinforced during teacher interactions with students. We believe these values are not only behavioral expectations but also academic habits of mind that will support the lifelong growth of our scholars.

For students to be successful in the 21st century, an emphasis on career and college ready practices and habits of mind is a must. Students need to develop and strengthen their ability to self-regulate and make good choices in a wide variety of situations. Teachers also need to give students increasing amounts of independence as they seek to become creative problem solvers and critical thinkers. Therefore, our leadership teams support teachers and students in creating a positive learning environment through the 1) incorporation of social-

emotional learning programs into the daily schedule and 2) reinforcement of foundational elements of school culture.

1. **Social-Emotional Learning:** In SY 2019-20, teachers built their individual capacity and skill set for creating a positive learning environment through internal and external professional development, coaching, and programming. Early Childhood Education (ECE) teachers received training and implemented Second Step while Kindergarten to 8th grade teachers focused on learning and implementing Restorative Justice and Responsive Classroom practices.

Second Step is a social-emotional learning program that emphasizes the development of self-regulation and social-emotional skills necessary for academic success. Students harness their energy and potential through theme-based units designed to build empathy, emotional management, friendship, and problem-solving skills. This curriculum influences the CLASS domain of Emotional Support.

Responsive Classroom is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. Like SY 2018-19, in SY 2019-20, K-8th grade teachers continued to use a Responsive Classroom type Morning Meeting and Advisory for middle school. These meetings emphasize the role of each student to participate in and experience a sense of belonging and fun in their classroom community. DC Scholars PCS leadership team members support this initiative by hosting monthly school-wide Community Meetings to celebrate student and classroom accomplishments.

2. **Foundational Elements of School Culture:** DC Scholars PCS is safe, fair, structured, and joyful. Consistent expectations for physical environment, uniforms, routines, procedures, and coined "Foundational Elements" create this environment. The learning environment promotes positive interactions, targeted learning, and consistent routines and procedures.

Our behavior management system is based upon logical consequence and restorative practices. We believe logical consequences help students develop self-control by requiring them to examine their behavior and actively fix their mistakes. As a result, our behavior management systems emphasize supporting scholars to recognize the choices they made, how those choices contributed to the undesirable outcome(s), what impact their choices had on themselves and others, and what choices they could make differently in the future. DC Scholars employs a ladder of consequences in classrooms to provide teachers with language and actions to support the redirection of students. Within the ladder of consequences, teachers use Class Dojo as a behavior management tool with a tangible consequence and redirection when classroom expectations are not being met or PATH values are not exemplified. In addition, Class Dojo is a method of parent communication and connection to classroom learning, as well as positive reinforcement of the PATH values.

3. **Strong Staff Culture:** At DC Scholars PCS, there is a School Director for each division (Elementary and Middle) and division-specific leadership teams. Due to our school size and mid-sized instructional staff roster, our leaders prioritized providing clear and consistent communication to staff, students, and families in school year 2019-20. We believe clear, consistent communication helps cultivate a trusting culture and supports high standards for student and adult performance. This school year, School Directors also focused on establishing a culture of accountability for staff by recognizing and celebrating individual and team accomplishments as well providing feedback and support when needed.

- **Effective Instructional Practices**

DC Scholars PCS incorporates core instructional practices designed to quickly move students up to grade level proficiency. These practices include 1) Curriculum Implementation 2) Common Instructional Strategies 3) Emphasized Foundational Skills 4) Attention to Rigor and 5) Multiple Instructional Approaches.

1. **Rigorous College Prep Curriculum:** DC Scholars PCS uses a combination of externally and internally created curricula to implement a rigorous academic program. In the early childhood grades (PS and PK), scholars are immersed in internally created, theme-based units that address key literacy, math, and social emotional skills. Teachers in grades Kindergarten through 4th grade use comprehensive English Language Arts curricula designed by Expeditionary Learning Education; teachers in 5th – 8th grade use rigorous EngageNY modules for English Language Arts. To further support writing and language development, teachers use No Red Ink, NewsELA, EdCite, and Common Lit for English Language Arts interventions. All these curricula are aligned with the Common Core State Standards and promote deeper learning about rich topics. Math curriculum in the elementary and middle school grades revolves around open-ended, problem-based tasks that allow students to develop a deep understanding of math concepts. School leaders and teachers select, curate, and sequence tasks and lessons. Some of the key curricular resources for math instruction include Eureka Math, Houghton Mifflin Do the Math, Cathy Fosnot's *Context for Learning*, and John Van de Walle's *Teaching Student-Centered Mathematics.*

2. **Common Instructional Strategies:** DC Scholars PCS uses common instructional practices in every classroom to increase the effectiveness of teachers and maintain consistency for its students. Instructional practices address core academic routines as well as strategies for effective content-based delivery. Common instructional practices create learning environments that are well organized, have clear learning objectives, provide students with lots of "at bats" to apply their knowledge, and place the cognitive load on scholars. In addition to the school's instructional practices, DC Scholars PCS also provides teachers and leaders with a set of instructional standards that highlight key practices and promote teacher growth through regular individual performance dialogues. In SY 2015-16, DC Scholars PCS partnered with The New Teacher Project (TNTP) to pilot a new rubric for coaching in K-7th as well as transformed the CLASS rubric into a set of measurable instructional standards for

teachers in PS and PK. At the beginning of SY 2016-17 school year, DC Scholars PCS fully adopted the TNTP Core Rubric and CLASS rubric to serve as its new Instructional Standards throughout the school year.

3. **Emphasized Foundational Skills:** Given the grade level gap for many students, building foundational skills in literacy and math is a critical component of instructional practice. The academic model has a balance of grade level content-based instruction and explicit time for daily remediation and intervention.

At DC Scholars PCS, foundational skill building begins with PS and PK scholars. The youngest scholars engage in thematic play and small group math and literacy instruction each day. Teachers plan engaging centers that promote early literacy and numeracy skills and give students rich experiences that build their world knowledge.

4. In grades K-8, the daily schedule includes significant time for reading and math. Scholars in grades K-2nd have two teachers and engage in learning through small group rotations for two hours per day. All scholars receive targeted phonics instruction, guided reading, and small group math lessons. In SY 2019-29, middle school students in grades 5th – 8th had a middle school schedule, in which students rotated between classes each day. Students had eight periods with double blocks of English and Math in addition to Science, PE, and Coding.

5. **Attention to Rigor:** DC Scholars PCS approaches teaching and learning through a rigorous lens. While many of our students require additional time to revisit and review gap skills, teachers deliver instruction for all skill levels in a manner that honor students' intellect. Lessons challenge and push students to think at higher cognitive levels. DC Scholars PCS utilizes a variety of strategies from *Teach Like a Champion* and learning protocols from Expeditionary Learning Education to ensure that students own most of the reading, writing, thinking, and problem-solving. The Early Childhood Education team continues to develop consistent practices aligned to the CLASS rubric.

6. **Multiple Instructional Approaches:** Research demonstrates that students benefit from learning in more than one way.[1] DC Scholars PCS' instructional approach explicitly incorporates multiple learning modalities and teaching structures in math, literacy, science, and social studies each day. Scholars explore and master content through direct instruction, engaging technology programs, inquiry-based learning, student discussions, writing, team projects, and independent reading. Teachers modify and design lessons that meet various student learning modalities every day so that all scholars can access and engage with the material.

- **Practical, Tactical Differentiation for Student Interventions**

Because scholars are at varying levels of achievement, differentiated learning opportunities for each student are imperative. To accomplish this, teachers in all grades focus on maximizing

small group and individual instruction. Data-driven decision-making, targeted interventions, and effective use of technology support planning for individual instruction.

- **Assessments & Data-Driven Decision Making:** DC Scholars PCS utilizes several assessments to evaluate student learning and teaching, as well as structured approach to engage with the date to monitor progress. The following assessments are used throughout the academic year:

    - Every Child Ready | PS-PK | Math & Literacy
    - NWEA MAP | Grades K-8 | Math & Literacy Growth
    - Fountas and Pinnell | Grades K-8 | Leveled Reading
    - ANET | Grades 2-8 | Math & Literacy Interim Assessments

  DC Scholars PCS employs a cyclical approach to data collection, analysis, and action. Effective use of data provides students with targeted instruction and intentional interventions. Teachers also use student data to inform the flexible formation of small groups, instructional delivery, and lesson plans. The DC Scholars PCS team is data driven at its core. Under the leadership of the Interim Head of School, School Directors, and instructional coaches, teachers regularly review key data points and make careful instructional adjustments. The DC Scholars PCS team uses several data review structures including weekly data conversations, review of student performance on weekly quizzes, and quarterly Data Days. Before each unit begins, teachers look specifically at interim assessments and informal data (e.g. quizzes, exit tickets, etc.) to determine student readiness for content. Teachers adjust instructional units to account for the least mastered standards and necessary re-teaching. In SY 2019-20, the leadership team continued to implement a tri-annual analysis structure, State of the Union, to conduct deeper analysis into the school's progress and action planning.

- **Targeted Interventions:** For SY 2019-20, DC Scholars PCS continued to increase academic intervention efforts to ensure all students received targeted instruction at their levels. Each year, teachers identify students for interventions on an on-going basis using the previous year's state and nationally normed tests, BOY and MOY data, prior teacher recommendations, and unit test performance. Teachers deliver interventions using research-based curriculum; then, they regularly assess, track and review student progress through assessments. Annually, teachers in grades 5th-8th also plan and teach targeted and rigorous small group instruction in addition to implementing research-based blended learning programs for interventions and enrichment during literacy and math blocks. School Directors create thoughtful daily schedules for each grade level and provide daily push-in and pull-out supports as well as learning through technology for all students with disabilities.

- **Effective Use of Technology:** In SY 2019-20, DC Scholars PCS continued to utilize an increased amount of technology and blended learning instruction from the 2018-19 school year. All K-4th grade spend 15 - 20 minutes daily using Lexia, ST MATH, or iReady, computer-based tools that support leveled learning. DC Scholars PCS purchased Chromebooks for all 5th – 8th grade scholars to practice foundational skills in math and reading using the following programs: Conceptual Math, ST

Math, iReady, Lexia, System44, and Discovery Education, for 20-30 minutes a day during intervention block. These programs allowed teachers to further monitor and assess student progress on grade level standards.

Enrichment and Afterschool Program

A core component of a strong after school program is the infusion of a robust enrichment program that is designed to support character building without compromising student achievement. After school and summer enrichment programs are critical factors in:

- Preparing students and matriculating them to college-prep high schools
- Developing a sense of community within and surrounding the school
- Supporting with the prevention of summer learning loss

DC Scholars PCS believes in the importance of helping students develop their unique interests beyond the walls of the classroom. In SY 2019-20, PS-8th grade scholars participated in an internal afterschool program. The program featured academic support, sports, and dance as well as specialized programs including debate, robotics, and an entrepreneurship club. In addition to the programs above, students in grades 5th-8th participated in additional clubs, including multimedia, yearbook, and culinary arts.

Parent and Family Engagement

DC Scholars PCS believes that the collective commitment from students, families, parents, and the neighboring community is integral to solidifying a culture of achievement. The Community and Family Engagement program seeks to form strategic partnerships with families, community members, and other stakeholders to increase the success and academic achievement of all scholars.

Achievement-focused family engagement is critical to helping DC Scholars PCS achieve its mission and goals. *A focus on learning* ensures that every initiative that DC Scholars PCS plans, develops, and launches will support the learning and academic growth of scholars, at home and in school.

DC Scholars PCS recognizes that families and community members add strength, resources, and knowledge about the children and community served. The family engagement framework consists of four major components:

- *Building Trusting & Authentic Relationships* – Relationships are the foundation of family engagement. Teachers at DC Scholars PCS schedule home or community visits with students and their guardians at the start of the school year. These visits give teachers an opportunity to establish an authentic relationship with the student, get to know family outside of school, and engage in an authentic conversation about hopes, dreams, and expectations for their scholars.

- *On-Going Communication* – DC Scholars PCS prioritizes two-way communication with families to ensure dialogue is effective and provides accessible, understandable, and actionable information. DC Scholars PCS staff use Class Dojo to facilitate this two-way communication with families about class assignments, lessons, and homework support. DC Scholars PCS also provides parents with weekly data about their scholar's academic, behavior, and attendance progress in an easily understandable, meaningful, and actionable form.
- *Collaborative Activities with Families* – Our family engagement activities empower and educate parents to support DC Scholars PCS with the academic, social, and emotional development of their children. The DC Scholars PCS Family Engagement Leadership Team (FELT) plans activities that intentionally provide ideas and strategies to families to help their students at home with homework and other curriculum-related activities.
- *Community Resources and Family Support* – DC Scholars PCS Community Manger identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development.

DC Scholars PCS engages all stakeholders, namely families, community organizations, and resources, in a scholar's success through numerous strategies and events, including:

- Individualized home or community visits
- Family orientation meetings for new and returning families
- Evening academic events for families to interact with teachers, leaders, and school partners, including Open Houses, Academic Nights, and Academic Conferences
- School-wide assemblies and Honors Breakfast gatherings
- Focus groups and feedback forums, such as Parent Action Breakfast, Interim Head of School Meet and Greets, and groups for mothers or fathers (e.g. Muffins for Moms, Donuts for Dads)
- Partner fairs and events with external community organizations such as Joyful Market with Martha's Table.

DC Scholars also continues to partner with a variety of community-based organizations. We began a new partnership with Reading Partners to provide individualized reading instruction to 1st– 3rd grade scholars slightly behind grade level. The partnership provided tutoring to 37 scholars. DC Scholars continued a partnership with Martha's Table and hosted monthly Joyful Markets that provide an opportunity for students and their parents to shop for no-cost fresh produce at the school. We began a partnership with Love and Carrots to maintain a community garden dedicated to a student lost in the community. In November, our team hosted our annual "Feast of Thanks" program, which included outdoor games and a petting zoo for families to fellowship with one another, school leaders, staff, and community partners.

In efforts to increase experiential learning, we increased our partnership with North Bay Science Camp to provide a field trip opportunity for our 5th grade students to travel to an outdoor overnight camp that focuses on hands-on experiential learning experiences with science and other STEM related activities. In these efforts, DC Scholars PCS solidified a partnership with Washington Tennis Educational Center to provide no-cost tennis instruction to scholars. In addition, DC Scholars PCS gymnasium was also utilized by the local Advisory Neighborhood Commission (ANC) 7E07 for its monthly community business meetings as well as

by the Office of the Deputy Mayor for Planning and Economic Development for its Fletcher Johnson Community Feedback meetings. Members of the DC Scholars PCS Operations team participated in and presented at several ANC meetings to gather community input for governance structure changes at the conclusion of SY 2018-19.

Response to COVID -19 and Implementation of Distance Learning

DC Scholars PCS continued to work towards its mission despite having to pivot unexpectedly to a virtual learning model after March 13, 2020 due to the COVID – 19 pandemic. The virtual learning model provided synchronous and asynchronous remote learning opportunities for all students, including those who were defined as at risk, English learners, and/or with disabilities, without further compromising their health and socio-emotional well-being. DC Scholars distributed technology (i.e. Chromebooks, tablets, and chargers), flashcards, lab equipment, school supplies, textbooks and/or workbooks to all students to ensure seamless instruction, as well as WiFi for families who expressed the need. All DC Scholars families were provided with training on our technology platforms and applications for virtual learning before virtual learning started via videos, zoom meetings, and step by step written directions all compiled on our website for ongoing access.

To maintain a high level of academic rigor, PS – PK grades received 70 minutes of live synchronous instruction four days per week, and on the asynchronous day teachers provided pre-recorded lessons. Students in grades K – 8th received 80 – 90 minutes of live lessons four days each week, where the sessions comprised of Tier 1 and Tier 2 instruction with the support of curriculum programs. Assessments taken at the beginning of the year determined performance levels in both ELA and Math, and teachers used that data to drive their instructional planning and small group support.

Teachers closely monitored student work and progress. Teachers provided students with feedback on assignments through our learning management platforms: Class Dojo (Grades PS-2) and Google Classroom (Grades 3-8). Teachers administered end of unit and module assessments in accordance with our school curriculum calendar. To ensure that families were aware of their students' progress, DC Scholars teachers provided detailed grade reports with comments, describing each students' engagement in virtual learning as well as the student's academic strengths and areas for improvement.

DC Scholars continued to ensure we were aligned with IDEA and OSSE timelines and provision of services as much as possible during COVID-19 and virtual learning. All timelines for the Eligibility and IEP process, including response to referrals, Analyze Existing Data meeting, IEP meetings, IEP amendment meetings, 30-60 day reviews, and Eligibility meetings continued to be conducted in alignment with IDEA and OSSE guidance and timelines. Meetings were held virtually via phone or video call (zoom platform), and all paperwork was provided via email and/or DocuSign.

Timelines for parent communications, invitations, drafts, and final documents, as well as prior written notice were provided within the IDEA and OSSE timeline policies as well. All evaluations were ordered on time and with parent consent, provided in writing by email or DocuSign. All

evaluations were completed, as much as possible, within the required timelines. However, for evaluations that required any in-person assessment(s) of a student, we worked to establish a mutually agreed upon timeline with the parent and ensured the assessment occurred safely on school grounds in accordance with health and safety guidelines. We notified parents verbally and in writing (Prior Written Notice) and noted their agreement, as necessary, for updated timelines due to COVID - 19/virtual learning. If the agreed upon timeline could not be met due to changes in health and safety guidelines, we reconvened with the parent/guardian, team, and evaluators to determine best next steps and timelines, documenting on a prior written notice. For evaluations that could be conducted virtually, we continued to maintain federal and OSSE timelines.

DC Scholars used service logs for all related services in SEDs for documentation and logged specialized instruction and implementation of academic services, accommodations, and supplemental aides and services during distance learning in a tracker for each individual student. Related services providers and special education teachers tracked all their sessions, what supports/services/accommodations were provided, and any attempts or communications with families. Special Education case managers connected with each family to understand their preferred mode of communication and best time of day to connect.

All English Language Learners were also able to be instructed through our virtual learning model. All students received language instruction through their ELA block, and our ELL teacher offered push in services and consulted to support language skills throughout learning. Additionally, students that are English Language Learners also received small group instruction with their ELL teacher focused on their language needs and in response to their data. This support plan was built into the master schedule and implemented with fidelity. We provided learning kits to support ELL students with virtual learning that include bilingual texts and flashcards for language.

I. School Performance

Performance and Progress

Progress in Achieving the Mission

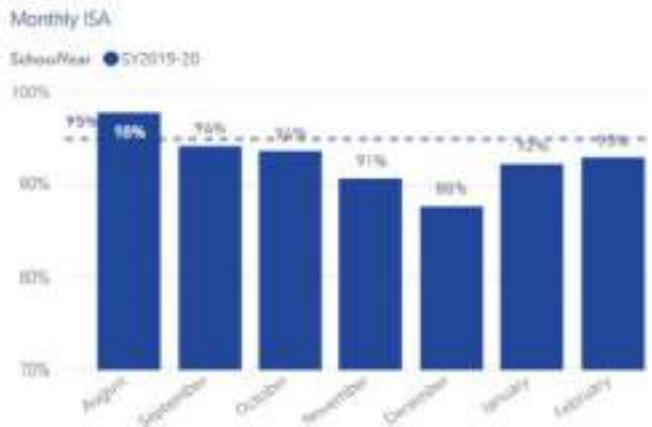
DC Scholars continued to work towards its mission: to prepare students for the path to college and provide students with the foundation of life skills to become productive members of their community. Annually, we utilize our students' results on the Partnership for Assessment of Readiness for College and Careers (PARCC) as an indicator of our effectiveness in preparing student for college readiness. For SY 2018-19, DC Scholars' overall PARCC results for students in 3rd – 8th were stagnant in reading and the percentage of students meeting college ready expectations decreased in math. To improve our students' readiness for college and careers, DC Scholars changed its coaching model for SY 2019-20 to increase opportunities for teacher and leader growth and to ensure that our team is getting better faster for students. The coaching model shifts will provide frequent and consistent coaching opportunities for all teachers within the school. DC Scholars also improved its structures for teacher development to include weekly content team meetings, weekly culture meetings, weekly grade level team

meetings and monthly all-day Professional Development opportunities for teachers. The addition of a Director of Culture and Family Engagement as well as a Director of Academic Support now allows the school to benefit from consistent and aligned support for both culture and academics, which we believe will have a solid impact on teacher development and student achievement.

In SY 2019-20, our school took great strides to further provide our students with the foundation of life skills to become productive members of their community. DC Scholars Elementary and Middle school teachers and leaders prioritized integrating social-emotional learning programs, such as Second Step, Restorative Justice, and Responsive Classroom, into their daily interactions with and lessons for students. Additionally, DC Scholars Middle School teachers implemented systematic family engagement strategies for all students. Our Middle School teachers and families achieved 98% home visits and 98% participation in student-led conferences. It is crucial for our staff to ensure that our middle school students and their families are engaged in their academic success and take ownership for their progress. These remarkable participation rates demonstrate how our staff cultivated relationships as well as their eagerness to ensure students have the foundation of life skills to become productive members of their community.

In-Seat Attendance

In-seat attendance at DC Scholars grew from 92.7% in SY 2015-16 to 94.4% in SY 2016-17. Then, in-seat attendance fell almost 5% in SY 2017-18, to an average in-seat attendance of 89.7%. In SY 2018-19, we increased in-seat attendance back to 92.3%, a 2.6% increase. Throughout SY 2018-19, members of our leadership team worked to implement attendance initiatives and regularly review student attendance data. We had especially strong attendance in 1st and 3rd grade in SY 2018-19. In SY 2019-20 attendance averaged above 90% with 98% attendance at the start of the year, and 93% attendance in February prior to the school building closing in March.



Suspension Data

The schoolwide suspension rate at DC Scholars decreased from 13% in SY 2018-19 to 5.4% in SY 2019-20.

We believe that equipping our teachers with responsive classroom practices and ensuring that curriculum and instruction at all grades is student-centered, targeted, and rigorous for every scholar reduced the amount of manifestations of Tier 3 and 4 student behaviors and encouraged academic growth.

Unique Accomplishments

Progress in Achieving the Mission

Among the unique accomplishments achieved by DC Scholars staff and students during SY 2019-20, highlights include:

- **Community Schools Incentive Initiative Grant:** DC Scholars PCS received a continuation grant award of the OSSE Community Schools Incentive Grant to increase community partnerships and community programming at DC Scholars for 2019-20.
- **Partner School with the Bainum Foundation:** DC Scholars PCS was selected as a partner school by the Bainum Foundation for SY 2018-19 and laid a strong foundation for technical assistance in SY 2019-20.
- **RestoreDC Technical Assistant Grant:** DC Scholars PCS Elementary and Middle School programs were selected as recipients of the OSSE RestoreDC Technical Assistance grant to implement a disciplinary program rooted in the Restorative Justice practices and approaches at DC Scholars for SY 2018-19. This grant provided technical assistance to school leaders to support the design and dissemination of our disciplinary program.
- **2019 DC All-STAR School:** Selected by Office of the State Superintendent of Education as one of ten schools across the district for yielding outstanding results for students.

List of Donors

Donor List (Monetary or In-Kind)	
Source	**Amount**
Perkins Malo Hunter Foundation	$90,000.00
Robert Weinberg	$30,500.00
Bainum Family Foundation	$25,000.00
Jennifer Leonard (in-kind services)	$15,937.00
Equinix Inc.	$15,250.00
Greater Washington Community Foundation	$7,580.00
Committee for Children (in-kind Second Step materials)	$6,153.00
Peter Kolker	$5,500.00
Brandi Morandi	$5,000.00
*Anonymous**	$2,100.00
Sarah Friar	$2,000.00
Alison Borland	$1,200.00
Salesforce Matching (Borland)	$1,200.00
Tracy Layney	$1,000.00
Andrew Ellenbogen	$1,000.00
*Anonymous**	$1,000.00
*Anonymous**	$1,000.00
Evan Piekara	$800.00
Anna Morfit	$600.00
Julie Danna	$600.00
Thomas Vaccari	$600.00
Albert Stoll	$500.00
Russell Green	$500.00
*Anonymous**	$500.00

**All donors listed as "Anonymous" are anonymous to DC Scholars PCS.*

Data Report

SY2019-20 Annual Report Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

GENERAL INFORMATION

Source	Data Point
PCSB	**LEA Name:** DC Scholars PCS
PCSB	**Campus Name:** DC Scholars PCS
PCSB	**Ages served:** PK3-8
PCSB	**Overall Audited Enrollment:** 554

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	64	69	51	66	57	46	44	50	45
Grade	**7**	**8**	**9**	**10**	**11**	**12**	**Altern-ative**	**Adult**	**SPED ***
Student Count	40	22	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

STUDENT DATA POINTS

Source	Data Point
School	**Total number of instructional days:** 169
PCSB	**Suspension Rate:** 5.4%
PCSB	**Expulsion Rate:** 0.00%
PCSB	**Instructional Time Lost to Out-of-School Suspension Rate:** 0.11%
PCSB	**In-Seat Attendance:** 92.3%*

PCSB	**Average Daily Attendance:** The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**

STUDENT DATA POINTS

Source	Data Point
PCSB	**Midyear Withdrawals:** 2.0% (11 students) *
PCSB	**Midyear Entries:** 0.0% (0 Students) *
PCSB	**Promotion Rate (LEA):** 96.7%
PCSB (SY18-19)	**College Acceptance Rates:** Not applicable
PCSB (SY18-19)	**College Admission Test Scores:** Not applicable
PCSB (SY17-18)	**Graduation Rates:** Not applicable

TEACHER/ADMIN DATA POINTS

Source	Data Point
School	**Teacher Attrition Rate:** 33%
School	**Number of Teachers:** 42
School	**Teacher Salary** 1. Average: $67,144 2. Range: a. Minimum: $39,348 Maximum: $90,924
School	**Executive Compensation:** • Interim Head of School: $322,400.00 • Executive Director: $180,000.00 (Contractor) • School Director: $118,244 • Director of Finance & Operations: $115,000 • Director of Math/ELA: $107,887

*Notes:
The provided in-seat attendance rates align to the in-seat attendance rates through March 13, 2020 available in OSSE's SY19-20 Authoritative Attendance Qlik application as of August 2020. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 3/13 in SY 2019-20, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

APPENDICES

A. **Staff Roster for SY 2019-20**
B. **Board Roster for SY 2019-20**
C. **Unaudited Year-end 2019-20 Financial Statement**
D. **Approved SY 2020-21 Budget**

Appendix A: SY 2019-20 Staff Roster

Name	Position Title	Highest Degree Earned	Start Date
Adrienne Beal	Early Childhood Teacher Assistant	Bachelors	2/7/2018
Alegra Anderson	Behavior Technician	High School Diploma	7/1/2014
Alexis Redeemer	Director of ELA	Masters	2/14/2020
Amber Cumberbatch	Teacher Assistant	Bachelors	8/9/2018
Angel Christmas	Elementary Teacher	Masters	7/5/2016
Ashley Dorsey	Special Education Teacher	Bachelors	8/2/2017
Ashley Lewis-Morosco	Teacher Assistant	High School Diploma	8/9/2013
Breonna Rowe	Early Childhood Teacher	Bachelors	8/6/2014
Boakum Vital	Finance Intern	High School Diploma	2/3/2020
Brittany Love	Behavior Technician	High School Diploma	9/30/2016
Brittany Whitby	Director of Math	Masters	1/3/2020
Bruce Holmes	School Counselor	Masters	8/2/2017
Capri Coleman	Elementary Teacher	Bachelors	8/5/2019
Carmella Gonzalez	Operations Coordinator	Bachelors	6/19/2017
Casey Bryant	Teacher Assistant	High School Diploma	8/29/2016
Chauncey Terrell	Building Porter	High School Diploma	8/13/2015
Charles Williams	Middle School ELA Teacher	Bachelors	8/5/2019
Chelsea Brewer	Middle School ELA Instructional Coach	Masters	8/6/2015
Chimire Owsley	K-1st Instructional Coach	Masters	8/15/2012
Chimiere Weaver	Middle School Teacher	Masters	12/3/2019
Cori Cryer	Middle School Math Instructional Coach	Bachelors	9/30/2016
Danielle Harris	Special Education Teacher	Masters	8/3/2018
Danyelle Smith	Special Education Teacher	Bachelors	8/3/2018
Dennis Jones	Physical Education & Health Teacher	Bachelors	8/2/2017
Desmond Goodloe	Elementary Teacher	Masters	8/6/2015
Destine Davis	Afterschool Coordinator	High School Diploma	8/29/2016
Devon Crawford	Elementary English Teacher	Bachelors	8/5/2019
Diamond Young	Attendance Associate	High School Diploma	8/29/2016
Emily Jefferies	Special Education Coordinator (Temporary)	Masters	1/30/2020
Emily Stone	Business Manager	Masters	7/01/2019
Ezekiel Leeds	Special Education Teacher	Masters	8/3/2018
Gwendolyn Majette	Elementary Teacher	Bachelors	8/3/2016
Ilanna Brookins-Jones	Middle School Counselor	Masters	8/2/2017

Name	Position Title	Highest Degree Earned	Start Date
Izabela Miller	Head of School	Masters	4/20/2020
Jacqueline Mosley	Data Manager	Masters	12/11/2017
Jade McKenzie	Middle School ELA Teacher	Bachelors	8/2/2017
Jahlita Williams	Physical Education/Health Teacher	Bachelors	3/6/2017
Jamil Modafarri	5th Grade ELA Teacher	Bachelors	12/16/2019
Ja-Naia Adams	Elementary Teacher	Masters	8/7/2017
Jason McNeil	Math Teacher	Masters	8/3/2018
Jeanine Davis	Middle School Special Education Teacher	Bachelors	9/23/2019
Jenina Johnson	Teacher Assistant	High School Diploma	8/31/2018
Jennifer Boone	Middle School Humanities Teacher	Bachelors	8/9/2016
Jennifer Speight	Early Childhood Teacher	Bachelors	8/15/2012
Jessica Hiltabidel	Elementary School Principal	Masters	7/5/2017
Jessica Booker	Elementary Teacher	Bachelors	8/3/2018
Jessica Turnquest	Recruitment Manager	Masters	1/3/2020
Khalia Janifer	Early Childhood Teacher	Bachelors	12/1/2016
Kimberly Harris	Elementary ELA Teacher	Bachelors	9/28/2016
Kushtrim Miftari	Elementary Teacher	Masters	7/5/2017
LaChuna Johnson	Afterschool Coordinator	High School Diploma	3/20/2017
LaShondra Wilson	Teacher Assistant	Bachelors	9/17/2018
LaTasha Grant	Early Childhood Teacher	Masters	6/26/2017
LaVita DeLoatch	Teacher Assistant	High School Diploma	2/27/2017
Leala Bowens	Elementary Dean of Culture	Masters	8/2/2017
LeAngelo Emperator	Director of Family and Community Engagement; Resident School Director (Elementary)	Bachelors	8/30/2012
Lola Brown	Early Childhood Teacher	Bachelors	8/5/2019
Margaret Arthur	Middle School Science Teacher	Bachelors	9/9/2019
Marilyn Edmunds	Director of Talent	Masters	7/16/2019
Maura Druhan	Elementary Interventionist	Bachelors	12/2/2013
Melanie Seabrooks	Teacher Assistant	High School Diploma	8/3/2016
Melissa Smith	Elementary Math Teacher	Masters	8/2/2017
Michael Brewington	Dedicated Aide; Behavior Technician	Associates	3/23/2016
Michele Gray	Manager of Student Support	Masters	10/1/2018
Miche'lyn Carter	Elementary Teacher	Bachelors	2/24/2016
Monique Marshall	Special Education Teacher	Bachelors	9/23/2019
Mujihad Muhammed	Teacher Assistant	Bachelors	8/7/2017

Name	Position Title	Highest Degree Earned	Start Date
Nancy Nwogu	Afterschool Coordinator	Masters	8/14/2017
Nekeshiea Johnson	Elementary Music Teacher	Bachelors	12/15/2016
Nicole Bennett	Elementary Assistant Teacher	High School Diploma	8/15/2019
Nicole Wiley	Community Manager	High School Diploma	10/7/2013
Ondrae Jackson	Middle School Teacher	Masters	8/2/2017
Paul Harmon	Middle School Math Teacher	Bachelors	8/13/2019
Philip Mayer	Middle School Special Education Teacher	Bachelors	10/10/2019
Pushaen Gunasinghe	Special Education Teacher	Bachelors	8/5/2019
Quiana Carter	Middle School Special Education Teacher	Bachelors	8/5/2019
Rashida Bragg	Teacher Assistant	High School Diploma	8/2/2017
Raven Wiley	Teacher Assistant	High School Diploma	10/5/2015
Robert Earle	Elementary Special Education Coordinator	Bachelors	8/6/2015
Ronald Page	Special Education Teacher	Bachelors	8/19/2019
Rebeccah Brooking	Director of Academic Support	Masters	8/13/2018
Sarah Pessagno	2nd-4th Math Instructional Coach	Masters	8/12/2014
Shadonna Best	Teacher Assistant	High School Diploma	12/13/2016
Shar-da Hammett	Special Education Teacher	Bachelors	8/2/2017
Sharneise Jones	Early Childhood Director of Curriculum and Instruction	Masters	8/15/2012
Sharnita Williams	Elementary Art Teacher	Bachelors	8/5/2019
Sharon Gilchrist	Dedicated Aide	High School Diploma	8/5/2019
Sharonda Mann	Director of Finance and Operations	Bachelors	7/01/2019
Shertoni Pimble	Kitchen Staff: Food Service Aide	High School Diploma	7/25/2014
Stephanie Jackson	Dedicated Aide	High School Diploma	8/5/2019
Sylvia Rushing	Intervention Manager	Bachelors	3/13/2020
Tameka Ricketts	Teacher Assistant	High School Diploma	8/16/2017
Tanesha Dixon	Middle School Director	Masters	7/1/2016
Terrell Branch	Teacher Assistant	High School Diploma	9/27/2018
Tiesha Greenleaf	Early Childhood Teacher	Masters	8/15/2012
Tiffany Green	Operations Manager	Bachelors	6/3/2019
Tiffany Harrison	Registrar	High School Diploma	2/23/2015
Tiffany Hawkins	Elementary Math Teacher	Bachelors	8/5/2019
Tiffany Smith	Science Teacher	Bachelors	8/2/2019
Tony Gallemore	Middle School Dean of Culture	Bachelors	7/1/2019
Tracie Simmons	Middle School ELA Teacher	Masters	8/3/2018

Name	Position Title	Highest Degree Earned	Start Date
Trametria Iroegbu	Kitchen Manager	High School Diploma	9/16/2015
Tyrell Hudley	Dedicated Aide	High School Diploma	10/16/2014
Xiomara Williams	Elementary Teacher	Bachelors	8/5/2019
Zaria George	Early Childhood Teacher	Masters	8/3/2016

Appendix B: SY 2019-20 Board Roster

Name	DC Resident	Board Positions	Date of Appoint-ment	Renewal Date	Expiration of Term
Andrew Ellenbogen	Yes	**Treasurer**, **Finance Committee Chair**	9/2016	9/2019	9/2022
Erica Jackson	Yes	**Academic Committee Chair** (as of May 2020)	03/2020		03/2023
Michael Jones	Yes	Governance Committee Member	11/2013	11/2016	11/2019 **Resigned 10/2019**
Peter Kolker	Yes	Governance Committee Chair (until May 2020)	9/2017		9/2020
Jacquelyn Lendsey	No	Head of School Support Committee	03/2020		03/2023
Maegan Marcano	Yes	**Development Committee Chair**	1/2019		1/2022
Tameka Martin	Yes	**Secretary**, Parent Representative	11/2013	11/2019	11/2022 **Resigned 06/2020**
Evan Piekara	Yes	Finance & Development Committee Member	1/2019		1/2022
Janelle Suggs	Yes	Academic Committee Chair (until May 2020)	9/2017		9/2020
Robert Weinberg	Yes	**Board Chair**	9/2013	9/2019	9/2022
Crystal Williams	No	**Governance Committee Chair** (as of May 2020)	10/2019		10/2021
Timmeca Wilson	Yes	Parent Representative	9/2018		9/2021

Appendix C: Unaudited Year-End 2019-20 Financial Statement

DC Scholars Public Charter School

FY19 Unaudited Financials

July 2019 through June 2020

Income Statement		Actual
Revenue		
	State and Local Revenue	11,351,285
	Federal Revenue	949,697
	Private Grants and Donations	1,014,096
	Earned Fees	1,032,147
	Donated Revenue	27,987
	Total Revenue	14,375,212
Expenses		
	Salaries	5,748,075
	Benefits and Taxes	1,073,341
	Contracted Staff	82,373
	Staff-Related Costs	65,957
	Rent	1,747,084
	Occupancy Service	67,391
	Direct Student Expense	769,963
	Office & Business Expense	1,413,307
	Donated Expense	22,090
	Total Expenses	10,989,582
Operating Income		3,385,630
Extraordinary Expenses		
	Interest	68,791
	Depreciation and Amortization	271,315
	Total Extraordinary Expenses	340,106
Net Income		3,045,524

Appendix D: Approved SY 2020-21 Budget

DC Scholars Public Charter School

SY20-21 Approved Budget

July 2020 through June 2021

		Annual
Income Statement		**Budget**
Revenue		
	State and Local Revenue	11,299,058
	Federal Revenue	2,433,532
	Private Grants and Donations	50,000
	Earned Fees	5,000
	Total Revenue	13,787,590
Expenses		
	Salaries	6,487,234
	Benefits and Taxes	1,229,162
	Contracted Staff	120,000
	Staff-Related Costs	84,036
	Occupancy Service	733,870
	Direct Student Expense	933,114
	Office & Business Expense	1,613,632
	Contingency	1,000,000
	Total Expenses	12,201,048
Operating Income		1,586,541
Extraordinary Expenses		
	Interest	399,457
	Depreciation and Amortization	1,196,663
	Total Extraordinary Expenses	1,596,120
Net Income		(9,578)

Appendix C

DC PUBLIC CHARTER SCHOOL BOARD

April 19, 2021

Robert Weinberg, Board Chair
DC Scholars Public Charter School
5601 East Capitol Street SE
Washington, DC 20019

Dear Mr. Weinberg:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews (QSR) to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a QSR because it is eligible for its 10-year charter review during school year (SY) 2021 – 22.

Qualitative Site Review Report
A QSR team conducted a virtual site review of DC Scholars Public Charter School from February 22, 2021 – March 5, 2021.

The COVID-19 pandemic resulted in all DC public charter schools physically closing. As a result, the observations in this report took place remotely. The disruption in traditional school programming due to COVID-19 has had an untold impact on classroom environment and instruction, the primary areas of focus in this report. Observers considered these factors while visiting classrooms.
Enclosed is the team's report.

Sincerely,

Rashida Young
Chief School Performance Officer

Qualitative Site Review Report

Date: April 19, 2021

Campus Information
Campus Name: DC Scholars Public Charter School (DC Scholars PCS)
Ward: 7
Grade levels: Pre-kindergarten 3 through Eighth

Qualitative Site Review Information
Reason for Visit: School eligible for 10-year charter review during SY 2021 – 22.
Two-week Window: February 22, 2021 – March 5, 2021
QSR Team Members: Two DC PCSB staff members and three consultants, including a special education (SPED) specialist
Number of Observations: 18 unscored observations
Total Enrollment: 605
Students with Disabilities Enrollment: 101
English Learners Enrollment: 5
In-seat Attendance on Observation Days:[1]
Visit 1: February 22, 2021 – 88.7%
Visit 2: February 23, 2021 – 90.0%
Visit 3: February 25, 2021 – 91.7%
Visit 4: March 1, 2021 – 92.5%
Visit 5: March 2, 2021 – 89.0%
Visit 6: March 4, 2021 – 90.0%

Summary
According to its mission, DC Scholars PCS "prepares students for the path to college and provides students with the foundation of life skills to become productive members of their community."

The QSR team observed strong evidence that the school is achieving its mission. DC PCSB observers saw evidence of students completing challenging coursework. Classwork included persuasive writing, identifying text evidence, comparing and contrasting characters, and solving math problems using multiple strategies. Teachers promoted life skills with high expectations for students. Teachers expected

[1] During SY 2020 – 21, educational services are being provided both in-person and via distance learning. While during normal operations there is a consistent city-wide definition of what constitutes "present" (a student must be physically present for at least 80% of the instructional day), there is significantly more variation in what constitutes "present" during distance learning. In-seat attendance as presented here represents all students receiving educational services, whether in-person or remote. This rate is fundamentally different than in-seat attendance during a typical year.

students to “be professional” on camera, be accountable by submitting their work, and be open to taking risks. One teacher encouraged students to take risks, telling them, “Shoot your shot!” Teachers modeled how to take turns in a discussion and encouraged students to stay on task.

During the two-week observation window, the team used a modified version of Charlotte Danielson’s *Framework for Teachin*g to examine classroom environment and instruction (see Appendices I and II). After careful consideration regarding the uniqueness of virtual instruction, DC PCSB elected to summarize the overall findings from the observations using specific examples that apply to each indicator of the rubric, rather than assess individual scores and percentages for each domain. Therefore, the review team did not score any of the observations.

In the Classroom Environment domain, observers noted positive and caring interactions between teachers and students. Teachers conveyed a belief that their students could learn. They frequently reminded students to complete the work assigned and encouraged them through the process. Students participated willingly and navigated online platforms and chat room functions with familiarity and ease. In the Instruction domain, observers noted that teachers clearly stated the lesson objectives and explained strategies and procedures to help students master the skill. Most teachers posed questions requiring students to explain their thinking and justify their answers.

Governance

Robert Weinberg chairs the DC Scholars PCS Board of Trustees. The School Reform Act requires each DC public charter school to have a majority of DC residents and two parents on its board, which the school has been compliant with for the past five years.

Specialized Instruction for Students with Disabilities

Prior to the two-week observation window, DC Scholars PCS completed a questionnaire about how it serves its students with disabilities. Reviewers looked for evidence of the school’s articulated program. According to the school, its program consists of rigorous, multi-tiered academic support delivered through parallel, small group, and station teaching. Overall, DC PCSB found that the school implements its stated SPED program with fidelity. Key trends from the SPED observations are summarized below.

- **High expectations for all students**: The school stated that it holds high expectations for all students, including students with disabilities, as evidenced by what it teaches and how it teaches. In all observations, students worked on grade-level content and teachers communicated high expectations for

students. They consistently used “scholar” to refer to students and emphasized professional conduct by encouraging them to sit up and present themselves to the camera. Teachers expected all students to contribute and participate during lessons. They selected student volunteers and cold-called students at random.

- **Multi-tiered academic support system**: The school stated that students with disabilities receive grade-level Tier 1 instruction in general education classrooms with push-in support from SPED teachers and Tier 2 instruction in small groups to support math and English Language Arts (ELA), as well as their Individualized Education Plan (IEP) goals. DC PCSB observed five classrooms in three different settings: Tier 1, Tier 2, and small groups. SPED teachers used the following scaffolding to support comprehension: graphic organizers, drawing pictures of word problems, underlining and highlighting key text, re-reading written content, and re-directing students as they worked. Both SPED and general educators provided accommodations for students. In one observation, students were solving a word problem. The general education teacher drew a picture of a fraction with labels to help the students remember essential vocabulary needed to solve the problem (e.g., numerator, denominator). In another observation, the students were working to interpret a poem. The SPED teacher used photos to help the students visualize the poem. The teacher underlined and defined keywords throughout the poem as well, to help with comprehension.

- **Co-teaching through parallel teaching, large/small groups, and station teaching**: The school stated that its co-teacher models consist of parallel teaching, large/small groups, small groups, and independent work (station teaching). DC PCSB observed all three models of stated co-teaching. In one observation, the general education teacher led the instruction while the SPED teacher offered encouragement and recognition in the chat, typing “Great thinking, scholars” and “What else could it be?” During the lesson, the SPED teacher interjected to say she had seen another way the students were approaching the math problem. She reminded students that they had seen this concept last week and should use what they already knew to solve the problem.

THE CLASSROOM ENVIRONMENT[2]

This table summarizes the evidence collected on the Classroom Environment domain of the rubric during the unannounced virtual observations. Please see Appendix III for a breakdown of each subdomain.

The Classroom Environment	Evidence
Creating an Environment of Respect and Rapport	In all observations, interactions between teachers and students demonstrated care and respect. Teachers greeted students by name, cheered them on for a job well done, and respectfully responded to incorrect answers. Teachers displayed patience when students experienced technical issues. In one observation, the teacher allowed a student to stay off-camera and sent a private message to communicate how they could still engage in the lesson. Most students participated willingly. There was no disrespectful behavior between students.
Establishing a Culture for Learning	In all observations, teachers demonstrated a high regard for student abilities. In one observation, a teacher stated, "You guys came up with some good ideas, good predictions. That's amazing." Teachers also conveyed an expectation of high levels of student effort. One teacher stated, "The expectation is that you will finish the problem and show your work. We want to see how you are thinking, not just what you are thinking." Most teachers communicated the importance of the content and insisted on the precise use of language. During one lesson, a teacher paused to emphasize key vocabulary, stating "wait, what do we call that number that is on the bottom? Is that the numerator or the denominator? Yes, say it with me, denominator. Now you can use it."
Managing Classroom Procedures	In all observations, teachers maximized instructional time and effectively managed classroom routines. Teachers supported one another and students by stating reminders during transitions and answering questions in the chat. Students navigated virtual classroom features with ease, including muting, transitioning to breakout rooms, and toggling between platforms.
Managing Student Behavior	In all observations, student behavior was generally appropriate. Teachers encouraged positive choices and frequently monitored student behavior against established standards of conduct. At times, teachers prompted students to apply the same rules of in-person school in the virtual setting. For example, teachers reminded students to raise virtual hands, appear on camera, and be active participants in their learning. Students generally complied with redirections.

[2] Teachers may be observed more than once by different review team members.

INSTRUCTION

This table summarizes the evidence collected on the Instruction domain of the rubric during the unannounced virtual observations. Please see Appendix III for a breakdown of each subdomain.

Instruction	Evidence
Communicating with Students	In all observations, teachers stated expectations for learning and made no content errors. In most observations, teachers' explanation of concepts was clear and invited student participation. For example, teachers gave students thinking jobs before reading a text, provided strategies to master skills, modeled the use of academic language, and gave clear directions for next steps. In one observation, the teacher stated, "Ok, we are going to make predictions. One way that I can make a prediction is by looking for clues. Where could you find clues in a story?" In most observations, students engaged with learning tasks with few questions, indicating they understood what to do.
Using Questioning/ Prompts and Discussion Techniques	In most observations, teachers frequently used open-ended questions to invite student thinking and offer multiple possible answers. Teachers asked students to justify their reasoning, interpret figurative language, and consider barriers and challenges posed by a text. While most discussions were teacher-led, some teachers encouraged students to respond directly to each other, asking, "Do you agree with X?" "Do you have anything to add or build on?" In some observations, questions were designed to promote student thinking but had a single correct answer. Teachers called on students, including those who did not initially volunteer. One teacher invited a student into the discussion by building upon another student's response, saying, "S1 thinks… What do you think about that, S2? Do you agree with S1?"
Engaging Students in Learning	In all observations, most students remained intellectually engaged. Students quickly responded to teacher prompts and participated with enthusiasm. In one observation, students went on a "scavenger hunt" to find a pattern in their homes. In most observations, the lesson structure and pacing were appropriate with a mix of whole-class instruction and independent work time. Learning tasks challenged student thinking as they referenced text evidence to support a claim, identified the main idea in a text, and compared and contrasted characters. Teachers used age-appropriate materials and resources to support the learning tasks, including whiteboards, beads, graphic organizers, student workbooks, screen sharing, and virtual interactive platforms.

Instruction	Evidence
Using Assessment in Instruction	In most observations, teachers regularly monitored student learning. Teachers elicited evidence of student understanding by offering multiple at-bats with one skill before moving on, asking students to restate points in their own words, and through written communication, stating, "Write your answer in the chat," and "Show your work." Teachers used universal prompts, including, "give me a thumbs up if you agree with that answer or a thumbs down if you disagree." In some observations, teachers gave specific feedback to deepen student understanding or detail ways students could improve in the future. In a few observations, students evaluated the quality of their work using a rubric and gave feedback to a peer. In one observation, both the teacher and students gave feedback.

Work Sample Review

As an added oversight measure to account for the limits of virtual observations, during SY 2020 – 21, DC PCSB reviewed ten student work samples in addition to classroom observations. DC Scholars PCS submitted five ELA samples and five math samples covering a range of grade levels and assignment types. The QSR team evaluated the work samples based on grade-level alignment to college and career ready standards, including Common Core.[3] The team reviewed each work sample in the areas of content, practice, and relevance.[4]

The goal of the review is to answer three essential questions:

1. Does this assignment align with the expectations defined by grade-level standards, including a high-quality text and text-based questions?
2. Does the assignment provide meaningful practice opportunities for this content area and grade-level?
3. Overall, does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or context?

DC PCSB used the criteria below to assign an overall rating to each ELA assignment.[5]

[3] See here for more information on the shifts in the college and career ready standards: https://achievethecore.org/category/419/the-shifts.

[4] Reviewers used this tool for ELA work samples: https://dcpcsb.egnyte.com/dl/Ss1Ffy9Ab7. Reviewers used this tool for Math work samples: https://dcpcsb.egnyte.com/dl/Ca2F7INXld. The review tools are based on The New Teacher Project's report: The Opportunity Myth, available here: https://opportunitymyth.tntp.org/.

[5] The overall assignment rating scale can be found here.

	Content	Practice	Relevance
Sufficient	The assignment is based on a high-quality, grade-appropriate text and contains questions that reach the depth of the grade-level standards.	The assignment both integrates standards and requires students to use what they learned from the text.	The assignment builds grade-appropriate knowledge, gives students a chance to use their voice and/or connects to real-world issues.
Minimal	The assignment is based on a high-quality, grade-appropriate text but does not contain questions that reach the depth of the standard.	Either the assignment does not integrate standards, or it does not require students to use what they learn from the text.	The assignment builds grade-appropriate knowledge but does not give students a chance to use their voice and does not connect to real-world issues.
No Opportunity	The assignment is not based on a high-quality, grade-appropriate text.	The assignment does not integrate standards and does not require students to use what they learn from the text.	The assignment does not build grade-appropriate knowledge, does not give students a chance to use their voice and does not connect to real-world issues.

Of the five ELA samples submitted, all assignments received an overall rating of sufficient. These assignments gave students an opportunity to engage with high-quality, grade-appropriate texts and use what they learned from the text to complete the task. Additionally, most assignments allowed students to make a claim and defend their thinking. Some evidence is captured below:

- Seventh-grade students read excerpts from an annotated text and answered a series of multiple-select, open-ended, and text-dependent questions. This assignment integrated multiple grade-level reading and writing standards and gave students an opportunity to choose text evidence and defend their choices.

- Third-grade students read a high-quality text and wrote an informative paragraph describing the story's lesson. This assignment required students to support their responses with evidence from the text and allowed students to use their voice and connect the text to real-world experiences.

- First-grade students analyzed illustrations and text to describe major events in the book. This assignment was based on a high-quality text that featured rich vocabulary and asked questions that reached the depth of the grade-level standards. While students used what they learned from the text, the assignment did not give students an opportunity to use their voice or connect to real-world issues in their response.

DC PCSB used the criteria below to assign an overall rating to each Math assignment.

	Content	Practice	Relevance
Sufficient	All the questions on the assignment reach the depth of the targeted grade-level standard(s).	The assignment includes an opportunity to engage with at least one mathematical practice at the appropriate level of depth.	The assignment connects academic content to real-world experiences and allows students to apply math to the real world in a meaningful way. It may also include novel problems.
Minimal	More than half (but not all) of the questions on the assignment reach the depth of the targeted grade-level standard(s).	The assignment includes an opportunity to engage with at least one critical math practice, but not at the level of depth required by the standard.	The assignment connects academic content to real-world experiences, but the problems do not allow students to apply math to the real world in a meaningful way.
No Opportunity	Less than half of the questions on the assignment reach the depth of the targeted grade-level standard.	The assignment provides no opportunity to engage with critical mathematical practices while working on grade-level content.	The assignment does not connect academic content to real-world experiences.

Of the five math samples submitted, two assignments received an overall rating of sufficient. On these work samples, students engaged with mathematical practices at the depth of the targeted grade-level standards and connected academic content to real-world experiences. Two assignments received an overall rating of minimal. On these work samples, the tasks were partially aligned to the targeted grade-level standards and students did not have the opportunity to engage with critical mathematical practices at the depth of grade-level standards. One assignment received an overall rating of no opportunity. On this work sample, less than half of the questions on this assignment reached the depth of the targeted grade-level standard and students did not connect academic content to real-world experiences. Some evidence is captured below:

- Seventh-grade students used multiple strategies to solve addition and subtraction equations using a number line. This assignment gave students an opportunity to apply grade-level mathematical practices and standards to a real-world setting.

- Fifth-grade students used place value understanding to estimate decimals to the tenths place and solve for the product. This assignment partially met the targeted grade-level standard, which requires students to manipulate

decimals to the hundredths place and did not allow students to connect academic content to real-word experiences.

- Eighth-grade students wrote statements as algebraic expressions. This assignment did not reach the depth of the targeted grade-level standard, which requires students to solve linear equations. Students did not have an opportunity to apply the content to real-world contexts, and the tasks did not lend themselves to multiple solution paths.

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix D

DC PUBLIC CHARTER SCHOOL BOARD

2016-17
Five-Year Charter Review Report

DC Scholars
Public Charter School

November 23, 2016

DC Public Charter School Board
3333 14th Street, NW, Suite 210
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BOARD VOTE AND KEY FINDINGS

The District of Columbia Public Charter School Board (DC PCSB) staff conducted a charter review of the DC Scholars Public Charter School (DC Scholars PCS) according to the standard required by the School Reform Act (SRA), D.C. Code §§ 38-1802 *et seq*.[1]

DC Scholars PCS has adopted the Performance Management Framework (PMF) as its goals and student academic achievement expectations and, as further described below, has substantially met the standard for a five-year review. In addition, the school has not materially violated the law nor its charter, and is in strong fiscal health. Based on these findings, on November 21, 2016 the DC PCSB Board voted 5-0 to continue the school's charter without conditions. One member recused herself from the vote.

CHARTER REVIEW STANDARD

The SRA provides that DC PCSB "shall review [a school's] charter at least once every [five] years."[2] As part of this review, DC PCSB must determine whether:

(1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or

(2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[3]

If DC PCSB determines that a school has committed a material violation of applicable law or of its charter, or has not met its goals and expectations, as described above, it may, at its discretion, grant the school a conditional continuance, or revoke the school's charter. Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting

[1] D.C. Code § 38-1802.12(a)(3).
[2] D.C. Code § 38-1802.12(a)(3).
[3] D.C. Code § 38-1802.12(c).

principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

DC Scholars PCS, authorized by DC PCSB, began operation in 2012 to initially serve pre-kindergarten-3 (PK3) through third grade, and to grow to serve students through eighth grade by school year (SY) 2017-18. In SY 2016-17, the school is serving its first seventh grade class and its enrollment has grown each year. The school operates a single campus at a single location at 5601 East Capitol Street, SE in Ward 7. In 2011 the school signed a 40-year lease with the District of Columbia and renovated the building as its permanent home.

Enrollment by Year of Operation					
	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Number of Students	183	299	389	446	507[4]
Grade Levels	PK3-3	PK3-4	PK3-5	PK3-6	PK3-7

The model for DC Scholars contains five crucial components: (1) teacher and leader development, (2) a strong culture, (3) effective instruction, (4) family and community commitment, and (5) operational excellence. In SY2015-16 the student population was 100% Black non-Hispanic. 62.3% of the population is at-risk[5] one of the highest percentages of any DC public charter school. DC Scholars PCS is committed to delivering rigorous instruction and serving as a community for its students and families.

The school's mission is as follows:

[4] Enrollment cap is 502.

[5] The current definition for at-risk of academic failure is based on existing proxy measures that includes students who are homeless, in the District's foster care system, qualify for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP), or high school students that are one year older, or more, than the expected age for the grade in which the students are enrolled. Please see this link for the memo: http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/At-Risk%20UPSFF%20Memo%20FAQ%2010-6.pdf

> DC Scholars PCS prepares students to attend and succeed academically in high school and college and provides them with a foundation of life skills required to become productive members of their communities.

As part of this 5-year review, DC PCSB conducted a Qualitative Site Review[6] (QSR) of DC Scholars in February 2016. The QSR team scored a high percentage of the observations as "distinguished" or "proficient" in the two domains of the review: classroom environment and instruction. This strong qualitative assessment reinforces the conclusion that the school should have its charter continued without conditions. The QSR team noted that students and teachers were kind and respectful to one another and it was clear that routines were established and adhered to by the students. Teachers clearly explained to students what they would be learning, effectively modeled learning activities for students, and made no content errors while delivering instruction.

Management of the School

From 2012 – 2016, Scholar Academies, headquartered in Philadelphia, PA, provided management services for DC Scholars PCS along with a network of schools located in the District of Columbia, Philadelphia, PA, Trenton, NJ, and Memphis, TN. In May 2016, the management organization announced its plans to dissolve in an effort "to empower the [regional schools] to become their own, independent management organizations." As a result, beginning on May 13, 2016, Scholar Academies began implementing a transition plan to prepare each region to become independent.

In Washington, DC, Scholar Academies had provided management services to both DC Scholars PCS and DC Scholars Stanton Elementary (Stanton Elementary), which is operated by the District of Columbia Public Schools (DCPS). A new non-profit management company, DC Scholars Community Schools, was incorporated in June 23, 2016 to provide management services to both DC Scholars PCS and Stanton Elementary; and on July 18, 2016, DC Scholars PCS amended its charter with DC PCSB to reflect its new management contract and changes to its governing structure.[7] According to the management contract, DC Scholars Community Schools' primary responsibilities are to provide school leadership

[6] Please see the DC Scholars PCS QSR attached as Appendix A
[7] Please see the DC Scholars Governance Amendment attached as Appendix B

management, program and operation assistance, data collection, and talent management, which it began providing for school year 2016-17. DC Scholars Community Schools and DC Scholars PCS are legally and financially distinct entities with separate boards.

SECTION ONE:

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires DC PCSB to review whether a school has met its goals and academic expectations at least once every five years. Goals and expectations are only considered as part of the renewal analysis if they were included in a school's charter or charter amendment approved by the DC PCSB Board.

In March 2016, DC Scholars PCS amended its charter to replace its original goals with a goal related to meeting thresholds on DC PCSB's Performance Management Framework (PMF). Per DC PCSB policy and the school's 2016 amendment, the new goals superseded all previous goals and established goals for all years since the school's founding.

As per the school's charter agreement amendment of March 2016:

> The School Corporation has selected as its goals and academic achievement expectations for its pre- kindergarten 3 (PK3) through eighth grade programming the Early Childhood, Elementary, and Middle School Performance Management Framework.

Due to the fact that the Performance Management Framework (PMF) underwent substantial changes during the 2012-13 and 2016-17 timeframe and the school grew one grade per year, the school and DC PCSB staff negotiated the criteria that would, when analyzed holistically, determine whether the school met its goals and student achievement expectations. Specifically, in school years 2012-13 and 2013-14, DC PCSB had two frameworks, the Early Childhood (EC) PMF for grades PK3-2 or for schools ending in grade 3, such as DC Scholars PCS in 2013-14, and the Elementary School/Middle School (ES/MS) PMF for grades 3-8. The frameworks were combined in school year 2014-15 into one PK-8 PMF.

Also in 2014-15 the state introduced a new statewide assessment, Partnership for the Assessment of Readiness for College and Career (PARCC), to measure students in grades 3-8 in English language arts and math. This test replaces the previous state assessment, DC Comprehensive Assessment System (DC CAS) in reading and math and DC's writing assessment, as the statewide assessment for English and math proficiency. Due to these changes, DC PCSB holds schools harmless for its performance on measures using PARCC data in 2014-15. However, scores that show the school is achieving at or above the state average

and scores on non-PARCC-related measures such as attendance and re-enrollment will be taken into consideration for 2014-15.[8]

As stated above, DC Scholars PCS adopted the PMF as Goals policy, and therefore agreed to the following for its fifth year review:

> Fifth-Year Charter Review: In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF 1 as goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its fifth-year charter review, the school will need to have earned at least 40% of the possible PMF points in at least two of the most recent three years (two of the most recent four years from the 2014-15 review cycle through the 2017-2018 review cycle) in operation to be deemed as having met its goals and student academic achievement expectations during this review.
>
> Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures. (p.2)

The school also agreed to the following provision to measure its early childhood grades in school year 2013-14 and to not have its 2012-13 scores count as that year the PMF was in pilot phase:

> If a school previously chose to adopt the EC or AE PMF the following will be used to measure goal attainment for the 2013-14 school year:
>
> • Each measure within the framework will be considered an individual charter goal. A School will be considered to have met its goals if it meets or exceeds the floor for each individual measure as per the corresponding Policy & Technical Guide. (p.4)

[8] Through the 2017-2018 review cycles, DC PCSB will provide flexibility in the use of the 2014-15 Partnership for Assessment of Readiness for College and Careers (PARCC) scores in calculating a school's PMF score…. However, DC PCSB will continue to use non-PARCC-related PMF measures…as well as prior year DC CAS results to determine school performance during a charter review and renewal. http://www.dcpcsb.org/sites/default/files/report/PMF%20as%20Goals%5B1%5D.pdf

The table below is based on the charter agreement amendment executed on April 6, 2016. In this agreement amendment DC PCSB and the school determined how the PMF as goals would be considered each year that is included in its first high stakes review.

	Goals and Academic Expectations	Met?
1	In 2012-13, for grades PK3-3, each measure within the [EC] framework will be considered an individual charter goal. A School will be considered to have met its goals if it meets or exceeds the floor for each individual measure as per the corresponding Policy & Technical Guide.	**N/A**[9]
2	a. In 2013-14, for grades PK3-2, each measure within [EC] framework will be considered an individual charter goal. A school will be considered to have met its goals if it meets or exceeds the floor for each individual measure as per the corresponding Policy & Technical Guide. b. In 2013-14, DC Scholars PCS will be deemed to have met its goals and expectations at its fifth year review if it earns at least 40% of the possible PMF points on the Elementary School (ES) PMF in two of the most recent four years.	**Substantially**
3	In 2014-15, DC PCSB will not score or tier the PK3-8 PMF. The school's performance on each measure will be displayed separately without percentages of total points.	**N/A**

[9] https://dcpcsb.egnyte.com/dl/zOARXOEDYn/2015-11-16_PMF_as_Goals_Policy.pdf_

	Goals and Academic Expectations	Met?
4	In 2015-16, DC Scholars PCS will be deemed to have met its goals and expectations at its fifth year review if it earns at least 40% of the possible PMF points on the [PK-8] PMF in two of the most recent four years from the 2014-15 review cycle through the 2018-19 review cycle.	**Yes**

Assessment: **DC Scholars PCS substantially met its goals and academic achievement expectations.** The school met the provision of scoring at least 40% on two of the most recent three scored years for grades 3-8 on the PMF (SY 2013-14 and SY 2015-16). The school only reached the 40% or its equivalent in one year (SY 2015-16) for its early childhood grades as it did not meet the floor of every indicator in the EC PMF (missing two out of ten in SY 2013-14). Consequently, DC Scholars PCS substantially, rather than fully, met its goals and academic achievement expectations.

The following tables provide an overview of the school's PMF performance by exploring in detail each component of the PMF. The performance of all grades (PK-6) are displayed under each indicator since the school is one campus. In addition to the quantitative data, qualitative evidence observed by DC PCSB as part of its Qualitative Site Review is included after the tables.

Grade Levels	2012-13 EC PMF Pilot	2013-14 PMF	2014-15 PMF	2015-16 PMF
Early Childhood (EC) PMF: Grades PK –2 (or grade 3 for schools ending in grade 3)	N/A - There was no Early Childhood PMF, as it was in the pilot stage for SY2012-13. Met the floor of 7 of 9 measures on the Pilot EC PMF	Met the floor of 8 out of 10 measures on EC PMF	The PK3-8 PMF was not scored or tiered in 2014-15	**65.1%** on the PK3-8 PMF **Tier 1**
Elementary (ES) PMF: Grades 3 - 6	N/A - The school ended in grade 3 and was measured by the EC PMF.	Grades: 3 - 4 **50.9%** on the ES/MS PMF **Tier 2**		
Grades	PK3 – 3	PK3 - 4	PK3 - 5	PK3 - 6

Student Progress and Achievement Measures

Literacy

The Performance Management Framework measures literacy growth and achievement. In the early childhood grades, this is measured by student scores on school-chosen assessments. The information for grades prior to grade 3 is for display only on the PMF and is not used to calculate a PMF score. It is taken into consideration if the school does not make its goals and student achievement expectations but can demonstrate improvement in its performance over time.

PK Literacy Targets		
Year	**Target**	**Target Met?**
2012-13	60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy on the Teaching Strategies GOLD assessment.	N/A (Pilot EC framework) 94.6% of students met this goal.
2013-14	PK Pre-Literacy: Every Child Ready Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year. Floor[10]: 60 Target[11]: 100	**Yes.** 81.3% of students met this goal.
2014-15		Display only 80.4% of students met or exceeded the publisher's expectations.
2015-16		Display only 79.5% of students met or exceeded the publisher's expectations.

[10] The floor determines the minimum value for which any points are awarded.
[11] The target determines the value at which the maximum points for a common measure are awarded.

K-2 Literacy Targets		
Year	**Target**	**Target Met?**
2012-13	60% of kindergarten students will score on grade level or higher in reading on the Fountas and Pinnell assessment.	N/A Pilot EC framework 88.0% of students met this goal.
	60% of first through second-grade students will score on grade level or higher in reading on the Fountas and Pinnell assessment.	N/A Pilot EC framework 27.0% of students met this goal.
2013-14	Student Achievement/Progress: Fountas & Pinnel Percent of students who met or exceeded the expectations for growth or achievement at the end of the year. Floor: 50 Target: 90	**No.** 46.2% of students met this goal.
2014-15	Student Achievement/Progress: AIMSweb Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year Floor: 30 Target: 70	Display only 64.7% of students met or exceeded the publisher's expectations.
2015-16	NWEA Measures of Academic Progress Median percentile of student growth compared to national student performance Floor: 30 Target: 70	Display only 27.0% of students met or exceeded the publisher's expectations.

Reading Proficiency

DC Scholars_PCS overall and subgroup reading proficiency for its tested grades on the state assessment was above the state average from 2012-13 through 2013-14. The school is held harmless for the PARCC scores in 2014-15. In 2015-16 the school increased the number of students scoring 3+[12] from the previous year by more than ten percentage points and the number of students scoring 4+ by about two percentage points. However, the scores remained below the state average.

Reading proficiency outcomes across most subgroups exceeded the state average in 2015-16. The reading proficiency scores for female students were lower than the state average in 2013-14. The scores for male students were lower than the state average in 2015-16.

DC Scholars PCS
Reading Proficiency

	2012-13 Grade 3		2013-14 Grades 3 - 4		2014-15 PMF was not scored or tiered Grades 3 - 5		2015-16 Grades 3 - 6	
	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State
All Students	53.3% n=15	43.7%	47.4% n=57	47.0 %	3+ 38.6% 4+ 17.0% n=88	3+ 48.5% 4+ 25.2%	3+ 51.8% 4+ 19.3% n=114	3+ 52.1% 4+ 27.3%
Black Non Hispanic Students	53.3% n=15	No data	45.5% n=55	38.2 %	3+ 38.6% 4+ 17.0% n=88	3+ 40.7% 4+ 16.6%	3+ 51.8% 4+ 19.3% n=114	3+ 44.8% 4+ 19.3%

[12] The PARCC assigns scores of 1 – 5. The PMF reports on students who received a 3 (approaching expectations), students who received a 4 (meets expectations), and students who receive a 5 (exceeds expectations). 3+ is the percentage of students who scored a 3 or above. 4+ is the percentage of students who scored a 4 or above.

DC Scholars PCS Reading Proficiency								
	2012-13 Grade 3		2013-14 Grades 3 - 4		2014-15 PMF was not scored or tiered Grades 3 - 5		2015-16 Grades 3 - 6	
	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State
Students with Disabilities	n < 10	17.1%	9.1% n=11	19.8 %	3+ 27.3% 4+ 9.1% n=22	3+ 14.1% 4+ 4.4%	3+ 32.1% 4+ 3.6% n=28	3+ 18.5% 4+ 6.0%
Economically Disadvantaged	53.3% n=15	No data	47.4% n=57	37.2 %	3+ 38.6% 4+ 17.0% n=88	3+ 38.3% 4+ 15.0%	3+ 51.8% 4+ 19.3% n=114	3+ 43.7% 4+ 18.1%
Male	n < 10	No data	50.0% n=34	42.4 %	3+ 34.7% 4+ 14.3% n=49	3+ 43.6% 4+ 21.5%	3+ 44.3% 4+ 16.4% n=61	3+ 46.1% 4+ 23.0%
Female	n < 10	No data	43.5% n=23	51.6 %	3+ 43.6% 4+ 20.5% n=39	3+ 53.5% 4+ 29.0%	3+ 60.4% 4+ 22.6% n=53	3+ 58.1% 4+ 31.6%

Reading Growth

An MGP (median growth percentile) of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to other DC students in the same grades and with the same initial state assessment performance. DC Scholars PCS reading MGP was above 50 every year that this measure applied for their PMF.

DC Scholars PCS Reading MGP			
	2013-14 Grades 3 - 4	2014-15 PMF was not scored or tiered Grades 3 - 5	2015-16 Grades 3 - 6
All Students	53.0	55.0	52.7
Black Non Hispanic Students	50.5	55.0	52.7
Students with Disabilities	n < 10	58.0	41.1
Economically Disadvantaged	53.0	55.0	OSSE did not publish a rate
Male	54.0	63.0	46.0
Female	n < 10	52.0	57.2

Qualitative Evidence DC PCSB conducted a Qualitative Site Review of DC Scholars PCS and reported the following evidence related to ELA instruction.

> Students in reading classes were often invited to explain their thinking and find evidence from the model text. During the writing blocks students had extension opportunities if they completed their classwork. Teachers invited students in the reading classes to debate their responses to demonstrate their comprehension. The QSR team noted several examples of student writing. Students worked on analytic essays based on literary text. There was also evidence of student writing posted in the hallway based on an informational text passage on Abraham Lincoln. Teachers read aloud to students during many of the literacy lessons and facilitated rich discussions about what students were reading.

Math

Math results for students at Scholars DC PCS is consistently on-target, with almost every grade on every test meeting or exceeding the targets established for the school.

PK Math Growth Targets		
Year	**Target**	**Target Met?**
2012-13	The school did not have a math assessment for PK this year.	N/A
2013-14	PK Math: Every Child Ready Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year. Floor: 60 Target: 100	**Yes.** 86.0% of students met this goal.
2014-15		Display only 89.3% of students met or exceeded the publisher's expectations.
2015-16		Display only 77.2% of students met or exceeded the publisher's expectations.

K-2 Math Targets		
Year	**Target**	**Target Met?**
2012-13	60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the Group Mathematics assessment and Diagnostic Evaluation.	N/A Pilot EC framework 75.0% of students met this goal.
	60% of kindergarten through second grade students will make 0 or greater NCE in mathematics on the Group Mathematics assessment and Diagnostic Evaluation.	N/A Pilot EC framework 90.0% of students met this goal.
2013-14	Student Achievement/Progress: AIMSweb Percent of students who met or exceeded the expectations for achievement at the end of the year. Floor: 50 Target: 90	**No.** 49.6% of students met this goal.
2014-15	Student Achievement/Progress: AIMSweb Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year. Floor: 30 Target: 70	Display only 67.3% of students met or exceeded the publisher's expectations.
2015-16	NWEA Measures of Academic Progress Median percentile of student growth compared to national student performance Floor: 30 Target: 70	Display only The school's median was 36.0.

Math Proficiency

DC Scholars PCS's overall and subgroup math proficiency was above the state average for 2012-13 and 2013-14. DC Scholars PCS's overall performance was higher than the state average for 2012-13 through 2015-16. The scores notably increased from 2014-15 to 2015-16 on the Math PARCC. The number of students scoring 4+ went up by more than 20%.

DC Scholars PCS Math Proficiency								
	2012-13 Grade 3		2013-14 Grades 3 - 4		2014-15 PMF was not scored or tiered Grades 3 - 5		2015-16 Grades 3 - 6	
	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State
All Students	66.7% n=15	43.0%	70.2% n=57	53.1%	3+ 62.5% 4+ 22.4% n=88	3+ 54.5% 4+ 27.9%	3+ 72.8% 4+ 48.2% n=114	3+ 54.8% 4+ 30.6%
Black Non Hispanic Students	66.7% n=15	No data	70.9%	44.4%	3+ 62.5% 4+ 22.4% n=88	3+ 46.8% 4+ 20.0%	3+ 72.8% 4+ 48.2% n=114	3+ 47.0 4+ 22.2%
Students with Disabilities	n < 10	18.9%	45.5% n=11	n < 25	3+ 40.9% 4+ 13.6% n=22	3+ 19.6% 4+ 5.8%	3+ 53.6% 4+ 25.0% n=28	3+ 23.3% 4+ 9.0%
Economically Disadvantaged	66.7% n=15	No data	70.2% n=57	44.3%	3+ 62.5% 4+ 22.4% n=88	3+ 45.9% 4+ 18.6	3+ 72.8% 4+ 48.2% n= 114	3+ 47.1% 4+ 21.8%

DC Scholars PCS Math Proficiency								
	2012-13 Grade 3		2013-14 Grades 3 - 4		2014-15 PMF was not scored or tiered Grades 3 - 5		2015-16 Grades 3 - 6	
	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State
Male	n < 10	No data	61.8% n=34	52.1%	3+ 59.2% 4+ 22.4% n=49	3+ 52.8% 4+ 27.6%	3+ 65.6% 4+ 41.0% n=61	3+ 52.9% 4+ 29.5%
Female	n < 10	No data	82.6% n=23	54.0%	3+ 66.7% 4+ 35.9% n=39	3+ 56.2% 4+ 28.2%	3+ 81.1% 4+ 56.6% n=53	3+ 56.8% 4+ 31.7%

Math Growth

DC Scholars PCS's math MGP was below the fiftieth percentile in 2013-14. It went up to 64.5 in 2014-15 and was 63 in 2015-16. DC Scholars PCS's subgroup math outcomes were above the state average for all years. It was more than double the state average for Black students, students with disabilities, and economically disadvantaged.

DC Scholars PCS Math MGP			
	2013-14	2014-15 PMF was not scored or tiered	2015-16
All Students	42.5	64.5	63.0
Black Students	42.5	64.5	63.0
Students with Disabilities	n < 10	45.0	60.5
Economically Disadvantaged	42.5	64.5	OSSE did not publish a rate
Male	61.0	69.0	59
Female	n < 10	59.0	64

Qualitative Evidence

DC PCSB conducted a Qualitative Site Review of DC Scholars PCS and reported the following evidence related to Math instruction.

> Teachers used small group instruction in the math classes to focus on emphasizing key skills and reinforce learning. Most classrooms also utilized stations where students used computer programs such as iReady to further develop their skills. In multiple math observations, the teachers modeled content using math manipulatives and real-world examples. One teacher had each student check in with her individually to make sure they got all of their problems right on a math sheet involving multiplying decimals. The teacher walked the student through the problems, asked them to explain their work, and helped them correct their work.

School Environment Measures

School environment measures for grades PK-6 are designed to show the school's climate and parent satisfaction. Overall, DC Scholars is showing improvement in this area. However, the school has lower than average re-enrollment rates for three of four years. Its suspension rates, while not part of their goals and student achievement expectations are higher than the sector average. The school's prekindergarten program scores well on the observation tool used to measure all early childhood classrooms in DC.

Classroom Assessment Scoring System (CLASS)

DC Scholars PCS met all targets related to the CLASS[13] and has shown consistent improvement on each measure, ending with its best performance in 2015-16.

CLASS Performance Targets		
Year	**Target**	**Target Met?**
2013-14	The school will score a rating equal to or greater than 3 on the Emotional Support domain of the CLASS Assessment.	**Yes** The score was 5.3.
2014-15		**Yes** The score was 5.6.
2015-16		**Yes** The score was 6.0.
2013-14	The school will score a rating equal to or greater than 3 on the Classroom Organization domain of the CLASS Assessment.	**Yes** The score was 5.0.
2014-15		**Yes** The score was 5.4.
2015-16		**Yes** The score was 5.9.
2013-14	The school will score a rating equal to or greater than 1 on the Instructional Support domain of the CLASS Assessment.	**Yes** The score was 2.0.
2014-15		**Yes** The score was 2.5.
2015-16		**Yes** The score was 2.8.

[13] All DC early childhood programs are assessed by independent reviewers using the CLASS tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures Emotional Support, Classroom Organization, and Instructional Support on a scale from 1-7. The Emotional Support and Classroom Organization indicators have a floor of three and a target of six on the PMF. On a national level, pre-school programs score lower on the Instructional Support indicator. Accordingly, DC PCSB's floor for this indicator is one, with a target of four.

Attendance

DC Scholars PCS's in-seat attendance rate (ISA) was below the sector average for 2012-13. The ISA was the same as the state average in 2013-14, slightly below the state average in 2014-15 and then above the state average in 2015-16.

DC Scholars PCS
In-Seat Attendance

	2012-13 Grades PK3 - 3		2013-14 Grades PK3 - 4		2014-15 Grades PK3 - 5		2015-16 Grades PK3 - 6	
	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State
All Students	89.7%	91.3%	92.1%	92.1%	92.7%	92.8%	94.0%	93.5%

Re-enrollment

A school's re-enrollment rate measures family satisfaction with a school by measuring the rate at which students, who are eligible, return from one year's official enrollment audit to the next year's official enrollment audit. Students who move out-of-state or have other situations that would prevent them from re-enrolling are excluded from this rate.

DC Scholars' PCS's re-enrollment rate has steadily increased over the last three years and was only slightly below the charter sector rate last year.

DC Scholars
Re-enrollment Rate

	2012-13 to 2013-14		2013-14 to 2014-15		2014-15 to 2015-16	
	DC Scholars PCS	Charter Sector	DC Scholars PCS	Charter Sector	DC Scholars PCS	Charter Sector
All Students	72.6%	80.4%	75.9%	82.4%	80.4%	82.8%

SECTION TWO:

COMPLIANCE WITH THE SCHOOL'S CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least once every five years whether a school has "committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."[14] The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. The below table discusses the school's compliance with various requirements from 2012-13 to the time of this report's publication.

Compliance Item	Description	School's Compliance Status 2012-13 to present[15]
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2012-13
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process[16] and the school must distribute such policies to students and parents.	Compliant since 2012-13

[14] D.C. Code § 38.1802.12(c).
[15] See Inspired Teaching PCS 2011-12 – 2014-15 Compliance Reports, attached to this report as Appendix E.
[16] See *Goss v. Lopez*, 419 U.S. 565 (1975).

Compliance Item	Description	School's Compliance Status 2012-13 to present[15]
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students.[17] To ensure that schools adhere to this clause, DC PCSB monitors schools for various indicators, including but not limited to whether schools: - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.	Compliant since 2012-13
Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2012-13
Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2012-13
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since 2012-13

[17] D.C. Code § 38.1802.04 (c)(4)(A).

Compliance Item	Description	School's Compliance Status 2012-13 to present[15]
Proper composition of board of trustees D.C. Code § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2012-13
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2012-13

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use a competitive bidding process for any procurement contract valued at $25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

Because DC PCSB's Submission of Procurement Contracts and Board of Trustees' Meeting Minutes Policy was amended in September 2014, schools were not held accountable to compliance with the policy for 2014-15.

Year	Qualifying contracts executed by school	Corresponding documentation submitted to DC PCSB	Purchases executed by the school not subject to bid/submission to DC PCSB
2012-13	12	3	0
2013-14	6	5	2
2014-15	3	3	3

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act[18] (IDEA) and Section 504 of the Rehabilitation Act of 1973.[19] The following section summarizes DC Scholars PCS's special education compliance from 2012-13 to the present.

OSSE Special Education Compliance Reviews

The DC Office of the State Superintendent of Education (OSSE) monitors charter schools' special education compliance and publishes three types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Quarterly Findings (also called Special Conditions Reports). OSSE's findings of DC Scholars PCS' special education compliance are summarized below. As of August 2016, OSSE had not yet conducted any On-Site Monitoring of the school.

(1) Annual Determinations

As required by a federal regulation, OSSE annually analyzes each LEA's compliance with 20 special education compliance indicators, and publishes these findings in an Annual Determination report.[20] Each year's report is based on compliance data collected several years earlier. As such, OSSE does not require schools to cure any compliance issues detailed in these reports. In 2015, OSSE published its 2013 Annual Determination reports (based on the school's 2013-2014 performance).

DC Scholars PCS's Annual Determination compliance performance is detailed in the table below.[21]

Year	Percent compliant with audited special education federal requirements	Determination Level
2012	84%	Meets Requirements
2013	82%	Meets Requirements
2014	84%	Meets Requirements

[18] 20 U.S.C. §1413(a)(5).
[19] 29 U.S.C. §794
[20] As required by federal regulation 34 CFR § 300.600(c).
[21] See DC Scholars PCS annual determination reports, attached to this report as Appendix F.

(2) Special Conditions Quarterly Reports

OSSE submits quarterly reports to the U.S. Department of Education's Office of Special Education Programs detailing District of Columbia LEAs' compliance in four areas of timeliness: (1) Early Childhood Transition (for students entering pre-kindergarten at age two and turning three) (2) Initial Evaluation; (3) Reevaluation; and (4) Secondary Transition (for students at age 16 and up). DC Scholars PCS is evaluated in its timeliness in adhering to initial evaluation, reevaluation, and early childhood transition timelines. The school's compliance outcomes in these areas are detailed in the tables below. The school has since cured all identified points of noncompliance.

Quarterly Findings – April 2012 through March 2013				
	1st Quarter	**2nd Quarter**	**3rd Quarter**	**4th Quarter**
Early Childhood Transition Timelines	Compliant	Compliant	Compliant	Compliant
Initial Evaluation Timeline	Compliant	Compliant	Not compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2013 through March 2014				
	1st Quarter	**2nd Quarter**	**3rd Quarter**	**4th Quarter**
Early Childhood Transition Timelines	Compliant	Compliant	Compliant	Compliant
Initial Evaluation Timeline	Compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2014 through March 2015				
	1st Quarter	**2nd Quarter**	**3rd Quarter**	**4th Quarter**
Early Childhood Transition Timelines	Compliant	Compliant	Compliant	Compliant
Initial Evaluation Timeline	Compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2015 through March 2016				
	1st Quarter	**2nd Quarter**	**3rd Quarter**	**4th Quarter**
Early Childhood Transition Timelines	Compliant	Compliant	Compliant	Compliant
Initial Evaluation Timeline	Compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant

Blackman Jones Implementation Review

Pursuant to IDEA and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEA's timely implementation of Hearing Officer Determinations (HODs) and Settlement Agreements (SAs). As of October 2016, the Blackman Jones Database shows DC Scholars PCS has no untimely HODs or SAs. One new complaint was filed in October 2016 and is awaiting a resolution session.

SECTION THREE:
FISCAL MANAGEMENT AND ECONOMIC VIABILITY
DC SCHOLARS PCS

Introduction

The SRA requires DC PCSB to revoke a school's charter if DC PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles (GAAP);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.[22]

The results of DC PCSB's review of DC Scholars PCS's financial records are presented below.

Summary of Findings

DC Scholars PCS is economically viable, has complied with GAAP, and appears to have strong financial performance and adequate internal controls.

This assessment is based on audited financial statements for fiscal years (FY) 2013 through 2015. During this period, both enrollment and revenues have increased and the school has built a meaningful reserve position. DC Scholars PCS has been identified as a high fiscal-performing school by DC PCSB each year, and indicators of economic viability are positive. This designation indicates the school's ability to balance its growth objectives with financial stability. DC Scholars PCS does not warrant any concerns for economic viability or fiscal mismanagement based on the information currently available to DC PCSB.

As described above, DC Scholars PCS had a management agreement for academic and business services with Scholar Academies (a non-profit organization); this agreement, originally for a term from FY 2012 through FY2017, was terminated at the end of FY2016 when Scholar Academies dissolved. For these services DC Scholars PCS paid a management fee of 10% of the school's per pupil charter payments from DC. In FY 2015, the value of these services was $668,478.

[22] See D.C. Code § 38-1802.13(b).

In August of 2015, the school and the Charter School Incubator Initiative (CSII), a non-profit corporation, formed 5601 East Capitol, LLC. The school is a member of the LLC and has a 99% interest in it, based on an initial capital contribution of $1.8 million. The other 1% interest is held by CSII, the managing member, based on an initial capital contribution of approximately $18,000. In September 2015, the newly formed 5601 East Capitol LLC committed $17.5 million to the renovation of the property located at 5601 East Capitol Street, SE.

Financial Overview

The following table provides an overview of DC Scholars PCS's financial information over the school's first three years of operations. Between FY2013 and FY2015, both enrollment and revenues more than doubled and the school's Change in Net Assets grew by nearly 500% to $3.3 million. Overall, the school has exhibited strong financial results as it continues to grow its program in a fiscally responsible manner.

Financial Highlights			
	2013	**2014**	**2015**
Maximum Enrollment[23]	286	340	394
Audited Enrollment	183	299	391
Total Revenue	$3,752,668	$5,711,249	$8,292,278
Operating Surplus/(Deficit)[24]	$229,878	$740,246	$2,042,886
Unrestricted Cash Balances	$327,139	$1,087,832	$2,375,465
Number of Days of Cash on Hand[25]	33	79	137

[23] Maximum Enrollment represents the largest possible number of students for which the school may receive public funding. It may be higher than the school's targeted or budgeted enrollment, but provides a good proxy for the school's enrollment expectations over time.
[24] Operating Surplus/Deficit is total revenue minus total expenses.
[25] Cash on hand equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days. It is a measure of the school's ability to pay debts and claims as they come due.

Financial Highlights			
	2013	**2014**	**2015**
Net Asset Position[26]	$557,257	$1,295,503	$3,338,389
Primary Reserve Ratio[27]	0.16	0.26	0.53

Fiscal Management

Overall fiscal management includes the school's liquidity, debt burden, cost management and internal controls. Together, these factors reflect the effectiveness of school leaders and the school's board in managing school finances.

DC Scholars PCS's fiscal management appears to be sound: liquidity is strong; the school has adequate ability to service new debt; and costs are effectively managed. While internal controls are adequate, they require strong focus. These areas are discussed in more detail below.

Liquidity

Liquidity refers to the school's ability to meet its financial obligations, particularly in the short term. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school's viability. Two indicators of a school's liquidity are its current ratio[28] and its days of cash on hand. The current ratio is indicative of a school's ability to satisfy its immediate financial obligations. When the current ratio is less than one, the school's ability to meet these obligations is in doubt. The second measure, days of cash on hand, reflects a school's ability to continue to satisfy its financial obligations in the event of unexpected cash delays. Typically, 90 days of cash or more is recommended. Less than 30 days of cash is a liquidity concern.

The school's current ratio has not dropped below 2.0 in its history, indicating that the school's short-term liquidity is strong. The school's cash on hand, which was at

[26] Net Asset Position equals total assets minus total liabilities.
[27] Primary Reserve Ratio equals total net assets divided by total annual expenses.

[28] A school's current ratio is its current assets divided by current liabilities.

adequate levels in 2013, grew dramatically in both 2014 and 2015, an indicator of strong liquidity.

	Indicator of Concern	2013	2014	2015
Current Ratio	<0.5	2.4	2.6	6.7
Number of Days of Cash on Hand	<30	33	79	137

A final measure of liquidity is solvency[29], the school's ability to pay outstanding obligations, including amounts due to vendors, employees and lenders, in the event that the school's charter is revoked. DC PCSB reviewed DC Scholars PCS's 2015 audited financial statements to determine the risk to third parties in the event of school closure. Should the DC PCSB Board vote to close DC Scholars PCS, we expect that the school would be able to meet its operating obligations and the costs of closure; the school would have approximately $2.3 million in cash remaining after discharging all liabilities. In FY 2016, the school entered into an LLC which has made commitments of $17.5 million for the renovation of a building leased from the District of Columbia. In the event of closure of DC Scholars PCS, the LLC would lose contributed capital, but the school would have no further obligations impacting the school's ability to pay outstanding obligations.

Debt Burden

As part of the evaluation of a school's long-term viability, DC PCSB considers a school's debt burden. In particular, DC PCSB reviews two debt ratios – the debt service ratio[30] and the modified debt service ratio[31]. A debt service ratio measures the sustainability of debt payments. A ratio greater than 0.92 is a cause for concern. The modified debt service ratio, as introduced in FY14, includes not only debt, but also interest and rent obligations. For this metric, a ratio greater than 15% is a cause for concern.

[29] Except when the school owns a facility, solvency equals current assets plus receivables with a high probability of collection, minus liabilities and closure expenses.
[30] Debt Ratio equals the total liabilities divided by the total assets.

[31] Modified Debt Service Ratio equals the sum of the current portion of long-term debt, interest, and rent divided by the total revenues

DC Scholars PCS's debt ratio and the modified debt service ratio declined through year-end 2015 and evidence the school's ability to pay both short- and long-term obligations. In August of 2015, the school and the Charter School Incubator Initiative (CSII), a non-profit corporation, formed 5601 East Capitol, LLC. The school is a member of the LLC and has a 99% interest in it, based on an initial capital contribution of $1.8 million. The other 1% interest is held by CSII, the managing member, based on an initial capital contribution of approximately $18,000. In September 2015, the newly formed 5601 East Capitol LLC committed $17.5 million to the renovation of the property. The school plans to consolidate the activities of the LLC with those of the school, which will significantly increase the level of these ratios going forward.

Debt Burden				
	Indicator of Concern	**2013**	**2014**	**2015**
Debt Ratio	>0.92	0.33	0.31	0.10
Modified Debt Service Ratio	>15%	n/a – metric introduced FY14	6.6%	3.9%

Cost Management

The following table provides an overview of the school's spending decisions over the past three years. Since DC Scholars PCS began operations in FY 2013, expenses have grown 77%, significantly less than the 121% growth in revenues. Scholar Academies, a non-profit entity, provided staffing and management services to DC Scholars PCS in exchange for a management fee of 10% of the per-pupil payments from DC. This expense is included in general expenses in the table below. In 2015, this fee totaled $668,738. In general, costs appear to be effectively managed at the school.

Cost Management			
	2013	**2014**	**2015**
Salaries and Benefits	$1,863,066	$2,706,574	$3,643,483
Direct Student Costs	$654,509	$826,442	$987,426
Occupancy Expenses	$581,317	739,619	619,583
Office Expenses	$44,485	$15,716	$65,703
General Expenses	$379,413	$682,652	$933,197
Operating Surplus/(Deficit)	$229,878	$740,246	$2,042,886

As a Percent of Revenue				
	2013	**2014**	**2015**	**FY15 Sector Average**
Salaries and Benefits	49.6	47.4	43.9	56.1
Direct Student Costs	17.4	14.5	11.9	8.9

As a Percent of Revenue				
	2013	**2014**	**2015**	**FY15 Sector Average**
Occupancy Expenses	15.5	13.0	7.5	16.0
Office Expenses	1.2	0.3	0.8	N/A[32]
General Expenses	10.1	12.0	11.3	9.7
Operating Surplus/(Deficit)	6.1	13.0	24.6	9.3

[32] Included in general expenses

Internal Controls

At the highest level, internal control processes assure achievement of an organization's objectives in operational effectiveness and efficiency, reliable financial reporting, and compliance with laws, regulations and policies.

Audits of DC Scholars PCS establish that the school has adhered to GAAP. Unqualified audit opinions were provided for all years and there were no material weaknesses or other findings identified. DC Scholar PCS's A-133 audits, which were required because the school received at least $500,000 in federal funds, identified one significant deficiency in controls in logging reimbursements for school lunches. While a significant deficiency indicates a weakness in internal controls, it does not rise to the level of a material weakness. Nevertheless, the school must address any audit findings in a timely manner.

Internal Controls			
	Audit Year		
	2013	2014	2015
Modified Statement Opinion. The auditor issues an opinion letter on the basis financial statements. An *unmodified* opinion means the auditor is satisfied professionally that the financial statements present fairly the financial position of the school and the results of operations. Should there by areas of doubt, the opinion may be qualified, adverse or disclaimed.	No	No	No
Statement Material Weakness. A deficiency in internal control over financial reporting, such that there is a reasonable possibility that a material financial misstatement will not be prevented or detected and corrected in a timely manner.	No	No	No
Statement Non-Compliance. The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a material effect on the determination of financial statement amounts.	No	No	No
Qualified Program Opinion (A-133). When expenditures of federal funds are greater than $750,000, the auditor	No	No	No

Internal Controls			
	Audit Year		
	2013	2014	2015
performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major Federal programs. A *qualified opinion* indicates instances of noncompliance.			
Program Material Weakness (A-133). In planning and performing the audit of major Federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable possibility of material noncompliance.	No	No	No
Findings & Questions Costs. The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective actions plans noting the responsible party.	0	0	1
Unresolved Prior Year Findings. The auditor discloses prior year audit findings that have not been corrected.	0	0	0
Going-Concern Issue. The auditor indicates the financial strength of the school is questioned.	No	No	No
Debt-Compliance Issue. The auditor discloses that school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No

Economic Viability

Measures of economic sustainability include earnings and cash flows, reserve, and trends in both enrollment and revenue. Together, these measures assess the risk that the school will be unable to continue operations. The first set of indicators address earnings and cash flow, specifically the school's "operating result" – how much its total annual revenues exceed its total annual expenditures—and earnings before depreciation (EBAD).[33] In general, DC PCSB recommends that a school have positive annual operating results and cash flows.

Based on these measures, DC Scholar PCS's performance has been strong. Both operating earnings and EBAD are strong and have grown considerably during the period under review.

	Indicator of Concern	2013	2014	2015
Operating Surplus/Deficit	<0	$229,878	$740,246	$2,042,886
Earnings before Depreciation	<0	$463,072	$1,011,180	$1,857,327

Additional measures of sustainability include the school's net asset position and primary reserve ratio. DC PCSB would be concerned with a net asset position below zero and recommends that schools accrue reserves equal to 25% to 50% of operating expenditures.

DC Scholars PCS's net asset position increased nearly 500% between 2013 and 2015 as the school continues to have operating surpluses and add to reserves. Similarly, the primary reserve ratio has increased significantly during the period.

[33]EBAD is the change in net assets plus amortization and depreciation, a measure of operating cash flows.

	Indicator of Concern	2013	2014	2015
Net Asset Position	<0	$557,257	$1,295,503	$3,338,389
Primary Reserve Ratio	<0	0.16	0.26	0.53

The final measures of economic stability are trends in enrollment and revenues. Enrollment trends provide information about the school's ability to attract students and receive DC and Federal funds for operations. Stable or growing enrollment and revenue indicates that the school is likely to remain financially stable, barring any extraordinary circumstances. Declining enrollment, however, may be cause for concern.

DC Scholars PCS's growth in enrollment and revenues indicate that it is likely that the school will be able to attract students and continue to serve the community.

Enrollment Over Time				
	2012-13	**2013-14**	**2014-15**	**2015-16**
Enrollment	183	299	391	446
Growth in Enrollment	N/A	63.4%	30.8%	14.1%
Growth in Revenues	N/A	52.1%	45.2%	N/A

Appendix A

DC PUBLIC CHARTER SCHOOL BOARD

March 31, 2016

Robert Weinberg, Board Chair
DC Scholars PCS
5601 E. Capitol St. SE
Washington, DC 20019

Dear Mr. Weinberg,

The Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2015-16 school year for the following reason:

- School eligible for 5-year Charter Review during 2016 -17 school year

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of DC Scholars Public Charter School between February 1 – 12, 2016. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instruction.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at DC Scholars PCS.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: Carlie Fisherow

Qualitative Site Review Report

Date: March 31, 2016
Campus Name: DC Scholars Public Charter School
Ward: 7
Grade levels: PK - 6
Enrollment: 446
Reason for visit: School eligible for 5-year Charter Review
Two-week window: February 1 – 12, 2016
Number of observations: 26

Summary
DC Scholars PCS was designed to sustain strong academic achievement. The school describes its program as one that delivers rigorous instruction and embeds the expectation that scholars can achieve academic success. The mission of DC Scholars Public Charter School (DC Scholars PCS) is as follows: DC Scholars PCS prepares students to attend and succeed academically in high school and college and provides them with a foundation of life skills required to become productive members of their communities. Throughout the observations there was evidence of an academic focus and an emphasis on becoming college ready. There were college banners throughout the hallways and in each classroom. Teachers referred to the students as scholars and referenced unique college mascots when addressing the class and through motivational chants during the observations.

The Qualitative Site Review (QSR) team used the Charlotte Danielson *Framework for Teaching* to score observations in two domains: Classroom Environment and Instruction. The QSR team scored 81% of the observations as distinguished or proficient in the Classroom Environment domain. The strongest areas of performance in this domain were Creating an Environment of Respect and Rapport and Managing Classroom Procedures. Students and teachers were kind and respectful to one another and it was clear that routines were established and adhered to by the students. The QSR team scored 75% of the observations as distinguished or proficient in the Instruction domain, including 89% of observations as proficient or distinguished in the Communicating with Students component. Teachers clearly explained to students what they would be learning, effectively modeled learning activities for students, and made no content errors while delivering instruction.

Specialized Instruction for Students with Disabilities
Prior to the two-week window, DC Scholars PCS provided answers to specific questions posted by DC PCSB regarding the provision of instruction to students with disabilities in the Special Education Questionnaire. The Special Education Consultant who served on the team observed services being provided using various models including inclusion classrooms, a self-contained classroom, and pull out session. In the inclusive classrooms both a general education and special education teacher collaborated to provide instruction and academic supports to students with and without disabilities. In these observations the station-teaching model was utilized where teachers were teaching different content to two different groups. The special education teachers did not limit their support and services to

students receiving special education services, rather they were observed providing instruction, feedback, and support to all of the students in their class. In the co-taught classrooms instruction and support took the form of one-on-one, small group, and whole group activities. In the self-contained classroom and pull out sessions, students seemed at ease with their teachers and were eager to learn and participate.

Instruction for English Language Learners

The school does not currently have any English Language Learners in its student body.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes DC Scholars PCS's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
The mission of DC Scholars Public Charter School is as follows: DC Scholars PCS prepares students to attend and succeed academically in high school and college and provides them with a foundation of life skills required to become productive members of their communities.	The QSR team saw evidence that DC Scholars PCS is meeting its mission. Teachers delivered content in whole group, small group, and one-on-one environments. During class discussions teachers encouraged students to express if they agreed, disagreed, or had a question about what other students were saying. If students disagreed they were asked to explain why. Teachers offered support and facilitated small group work when needed. There were frequent references to being ready for college. Teachers discussed career opportunities with students and college memorabilia filled the classrooms and hallways. Students were encouraged to use "complete college sentences" when answering questions and were placed in small groups named "Reading for College." Students were kind to one another and in most cases respectful to the teacher. Students earned character points for good behavior and were asked to track the teacher and their classmates when they were speaking. There were "PETSY" posters throughout the building which represented using please, excuse me, thank you, sorry and you're welcome.
Goals:	
PMF Goal #1: Student Progress – Academic Improvement over time Effective instruction supporting student academic progress and achievement in reading and math.	Students in reading classes were often invited to explain their thinking and find evidence from the model text. The teachers used small group instruction in the reading and math classes to focus on emphasizing key skills and reinforce learning. Most classrooms also utilized stations where students used computer programs such as iReady to further develop their skills. Some classrooms had visible goal trackers marking individual student goals and progress.

Mission and Goals	Evidence
PMF Goal #2: Student Achievement – Meeting or exceeding academic standards Moving students to advanced levels of proficiency in reading and math	During the writing blocks students had extension opportunities if they completed their classwork. Teachers invited students in the reading classes to debate their responses to demonstrate their comprehension. In several math observations students were encouraged to explain their answers and their mathematical thinking to their peers or to the teacher. Several teachers used discussion prompts to respond directly to their peers and build off of students answers. In several observations the teachers used high level questioning to push student thinking. There were posters in some of the classrooms charting students' progress on the ANet and NWEA MAP assessments.
PMF Goal # 3: Gateway – Outcomes in key subjects that predict future educational success Promotion of reading proficiency by third grade and math proficiency by eighth grade	The QSR team noted several examples of student writing. Students worked on analytic essays based on literary text. There was also evidence of student writing posted in the hallway based on an informational text passage on Abraham Lincoln. Teachers read aloud to students during many of the literacy lessons and facilitated rich discussions about what students were reading. Teachers posted displays in the classrooms and the hallways monitoring students' growth in reading and math. The teachers used a variety of instructional groupings in the reading and math class to support student learning. Students regularly used computer programs to assist with their learning in reading and math. In the multiple math observations, the teachers modeled content using math manipulatives and real-world examples. DC PCSB will evaluate quantitative data to assess if the school met this goal during the review process.
PMF Goal #4: Leading Indicators – Predictors of future student progress and achievement Culture of learning and support in the classrooms	There were many school-wide systems in place to support student achievement and the culture of learning and support in the classrooms. The classrooms observed were generally full. Students were asked to sit in the STAR position – "Sit up straight; Track the speaker; Ask questions; Raise your hands." There were class pledges and student generated classroom rules posted throughout the classrooms. One of the pledges stated, "I am intelligent, I am hardworking, I am a scholar today, I pledge to be a leader. Tomorrow I will make history." Some students had "PARCC All-Star" sweatshirts, several others had t-shirts with a "Principal All-Star" logo. There were several attendance boards celebrating individual

Mission and Goals	Evidence
	students with perfect attendance and class averages for the past two weeks. During the observations teachers encouraged students to speak directly to one another to solve problems and gave students choice when selecting their learning activities. DC PCSB will evaluate quantitative data to assess if the school met this goal during the review process.
Governance:	A DC PCSB staff member joined the DC Scholars Board of Trustees meeting via conference call on February 3, 2016. A quorum was present. Several members of the Board were present in person and via phone. The focus of the meeting was talent strategy and strategic planning (with a focus on planning future Board meetings and helping make them more efficient). A stated goal is to help Board meetings be more strategic, so they are planning to send video presentations to the Board prior to the meetings going forward so that they can digest data ahead of the meeting and then use the meeting for more discussion. The Board reviewed the Regional Dashboard of school performance including academics, culture, talent, finance and enrollment. The school discussed its understanding of the PMF and plans for improving its score. They spent the remainder of the meeting discussing talent retention and strategy going forward.

THE CLASSROOM ENVIRONMENT[1]

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 81% of the observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 85% of the observations as distinguished or proficient. Teachers and students showed each other respect through listening, taking turns while talking, and responding to established hand signals with various meanings. Students respectfully disagreed with each other about the meanings of events in different stories. They articulated their points with the facilitation of the teacher. Teachers said, "Good job, nice work, way to go!" Teachers praised students for exemplary work and encouraged students through classroom chants and cheers.	Distinguished	12%
		Proficient	73%
	The QSR team rated 12% of the observations as basic. In a few observations students were unkind to one another with no response from the teacher. In another observation the teacher made disparaging comments to some students when they forgot a step when solving a problem. In one observation the teacher was respectful to most of the students but was not respectful towards the students who were disrupting the class.	Basic	12%
	The QSR team rated less than 10% of the observations as unsatisfactory.	Unsatisfactory	3%
Establishing a Culture for Learning	The QSR team rated 81% of the observations as distinguished or proficient. During these observations the teachers pushed students by	Distinguished	4%

[1] Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	saying, “I know my scholars can handle this” or “your answer is good, but not great. I know you can do better.” Teachers often waited for a majority of students to volunteer to answer before continuing with the lesson. Students worked diligently without prompting from the teacher in most of these observations. Students often used sign language to communicate that they agreed with someone’s answer. Students also praised their classmates when they got the answer correct.	Proficient	77%
	The QSR team rated 19% of the observations as basic. These observations included: teachers not holding all students to the same expectations, students refusing to cooperate with the teacher, students talking instead of learning, or students making excuses for why their work wasn’t done.	Basic	19%
	The QSR team rated none of the observations as unsatisfactory.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team rated 77% of the observations as distinguished or proficient. In the majority of observations, teachers used cheers to help students transition from the rug to centers and from centers to lining up. Students moved quickly through transitions with minimal time lost. In cases where students did not transition quickly, teachers gave warnings such as “You have one minute to log off” or had students repeat the transitions.	Distinguished	0%
		Proficient	77%

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team rated 23% of the observations as basic. In one observation the teacher did not have a system for passing out materials and getting students on task resulting lost instruction time. In other observations some students who were not working directly with the teacher were off-task or needed reminders or consequences to get on task.	Basic	23%
	The QSR team rated none of the observations as unsatisfactory.	Unsatisfactory	0%
Managing Student Behavior	The QSR team rated 81% of the observations as distinguished or proficient. Some teachers gave class points for good behavior and used the online Class Dojo system to assign individual points to students who were on task. The teachers circulated the classroom and used proximity and other strategies to manage behavior. The teachers allowed students to do extra classroom chants if they behaved well. In some distinguished observations students corrected their peers when they were misbehaving.	Distinguished	12%
		Proficient	69%
	The QSR team rated 19% of the observations as basic. In one observation the teacher was unsuccessful at getting some students to pay attention and get back on track. Individual students did not comply with the teachers requests and disrupted the class in other observations.	Basic	19%
	The QSR team rated none of the observations as unsatisfactory.	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 75% of the observations as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team rated 89% of the observations as distinguished or proficient. In most observations teachers clearly presented material and instructions for the whole class as well as small group work in centers. Teachers asked students to repeat directions and content. In another observation the students shared with the teachers what they were going to learn in each center before moving to the centers. In another observation the teacher explained the importance of measurement and gave many real-world examples. Teachers also modeled tasks for the students to ensure they were clear about how to complete them.	Distinguished	8%
		Proficient	81%
	The QSR team rated 12% of the observations as basic. In one observation a teacher made a minor content error when explaining a project causing students to become confused. In another observation the teacher's directions about a classroom activity were not clear and students needed additional clarification.	Basic	12%
	The QSR team rated none of the observations as unsatisfactory.	Unsatisfactory	0%
Using Questioning/Prompts		Distinguished	12%

Instruction	Evidence Observed	School Wide Rating	
and Discussion Techniques	The QSR team rated 62% of the observations as distinguished or proficient. In the majority of observations, teachers asked open-ended questions, asked students to explain their answers, and facilitated discussions between students. Teachers encouraged students to discuss journal writing or ideas in turn and talk environments. Teachers also asked students to do this during small group work in centers. Students were reminded to answer questions in complete sentences.	Proficient	50%
	The QSR team rated 38% of the observations as basic. During some observations students worked independently with no opportunities for discussion or dialogue. In other observations teachers posed questions with one-word answers and did not provide opportunities for discussion.	Basic	38%
	The QSR team rated none of the observations as unsatisfactory.	Unsatisfactory	0%
Engaging Students in Learning	The QSR team rated 73% of the observations as distinguished or proficient. The students worked in small groups, independently on computers, and as whole groups. The lessons were well paced and students often had the opportunities to reflect on their learning orally and in writing. Students were engaged in activities in learning centers such as measuring objects, discussing text, creating illustrations or choosing a task that most interested them. The teachers used turn and talks to give students an opportunity to share what they learned with their classmates. Students had choices to engage in extra work if they finished the assigned tasks early.	Distinguished	0%
		Proficient	73%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team rated 27% of the observations as basic. In one observation, the students had no choice in their work and nothing to do after completing the assigned worksheet. Some classroom activities took longer than necessary to complete and some students had long periods of idle time.	Basic	27%
	The QSR team rated none of the observations as unsatisfactory.	Unsatisfactory	0%
Using Assessment in Instruction	The QSR team rated 77% of the observations as distinguished or proficient. In the majority of observations, teachers did constant checks for understanding: asking directly, having students repeat content, having students give hand signals if they agreed or disagreed, and allowing ample time for students to ask questions if needed. These teachers also individualized their feedback to help students with specific questions. One teacher had each student check in with her individually to make sure they got all of their problems right on a math sheet involving multiplying decimals. The teacher walked the student through the problems, asked them to explain their work, and helped them correct their work.	Distinguished	4%
		Proficient	73%
	The QSR team rated 23% of the observations as basic. In these observations the teachers asked questions but did not make adjustments when students were confused by the material. In one observation there were few attempts to assess student understanding and the feedback was not individualized.	Basic	23%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team rated none of the observations as unsatisfactory.	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix B

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

- ☐ Approve a Charter Application (15 yrs)
- ☐ Approve a Charter Renewal (15 yrs)
- ☐ Approve Charter Continuance (5 or 10 yrs)
- ☒ Approve a Charter Amendment Request
- ☐ Give a Charter Notice of Concern
- ☐ Lift the Charter Notice of Concern
- ☐ Commence Charter Revocation Proceedings
- ☐ Revoke a Charter
- ☐ Board Action, Other_____

Non-Voting Board Items

- ☐ Public Hearing Item
- ☐ Discussion Item
- ☐ Read into Record

Policies

- ☐ Open a New Policy or Changes to a Policy for Public Comment
- ☐ Approve a New Policy
- ☐ Approve an Amendment to an Existing Policy

PREPARED BY: **Laterica Quinn, Equity and Fidelity Specialist**

SUBJECT: **Charter Amendment: DC Scholars Public Charter School – Revised Governance Structure**

DATE: **July 18, 2016**

The DC Public Charter School Board ("DC PCSB") held a public hearing on this proposed amendment at the start of its board meeting on July 18, 2016. If DC PCSB received any public comments, prior to voting on this amendment the board will deliberate to determine whether or not to proceed with a vote at the same meeting, or delay the vote until its next public meeting on September 19, 2016.

Recommendation

DC PCSB staff recommends that the Board approve the charter agreement amendment request of DC Scholars Public Charter School ("DC Scholars PCS"), and approve DC PCSB Board Chair Darren Woodruff to sign the amendment on behalf of the Board.

Proposal

DC Scholars PCS proposes to amend its governance structure by separating from its existing management company, Scholar Academies. If approved, this amendment will be effective beginning in school year ("SY") 2016-17, and the school will transfer its charter management responsibilities to a new entity, DC Scholars Community Schools, and implement its revised bylaws (Attachment B) and articles of incorporation (Attachment D) to reflect the organizational changes.

Rationale

Scholar Academies currently provides management services for a network of charter schools located in the District of Columbia, Philadelphia, PA, Trenton, NJ, and Memphis, TN. In May 2015, the management organization announced its plans to dissolve in an effort "to empower the [regional schools] to become their own, independent management organizations." As a result, beginning in July 2015, Scholar Academies began implementing a strategic transition plan to prepare each region to become independent.

In Washington, DC, Scholar Academies provides management services to DC Scholars PCS and DC Scholars Stanton Elementary ("Stanton Elementary"), which is operated by District of Columbia Public Schools ("DCPS"). To ensure a clear distinction between the operations of the two separate entities, DC Scholars determined it needed to establish a new, independent school management organization that has its own Board of Directors to provide management services to DC Scholars PCS. Effective June 23, 2016, the school acquired a 501 (c)(3) tax exempt status for its new management organization, DC Scholars Community Schools, which will provide similar management services to those currently provided by Scholar Academies, including school leadership management, program and operation assistance, data collection, and talent management. Additionally, on June 28, 2016, DC Scholars PCS's Board approved redlined revisions to the school's bylaws (Attachment B) that reflect the aforementioned organizational changes. In early July, the school worked closely with DC PCSB staff to negotiate a finalized version of its revised bylaws, which may be found at Attachment C.

According to the school's charter agreement amendment application, the boards of both Scholar Academies and DC Scholars PCS believe the development of a local school management organization will enable DC Scholars PCS to provide a more tailored instructional program to the students and families it serves in the District.

On May 17, 2016, the DC Scholars PCS board established a Transition Committee that is responsible for ensuring a smooth transfer of management responsibilities from Scholar Academies to the newly proposed DC Scholars Community Schools. The Transition Committee meets weekly to ensure steady progress throughout this process. It has already provided formal notification of the proposed governance change to all of its key internal and external stakeholders, including parents, students, teachers, and community members.

DC Scholars PCS does not anticipate this governance change having any significant impact on the school's budget or its leadership. Per its charter agreement amendment application, DC Scholars PCS's existing school director, Rebecca Crouch, will remain in her role as principal. Also, Carlie John Fisherow, who currently leads Scholar Academies' management functions in DC, will become an employee of and lead DC Scholars, Inc. Although the school anticipates additional costs due to the initial transfer of management services and shared contracts from a multi-city entity to DC, these will be one-time costs that should not affect DC Scholars PCS's long-term financial planning. Furthermore, by transitioning to a local

management company, the school expects its management expenses will be reduced over time compared to the current costs of Scholar Academies' services.

While amending the school's charter agreement for this governance change, DC PCSB and DC Scholars PCS have also agreed to remove the school's discipline policy from the charter agreement. This will give the school more flexibility in adjusting their discipline policies annually to fit the needs of their students and address school culture. DC PCSB staff review discipline policies each year during Compliance Review.

Background

DC Scholars PCS is currently in its fourth year of operation serving 441 students in grades PK3 through sixth grade at a single campus located in Ward 7. The school is adding a grade each year and will eventually serve students through eighth grade by SY 2017-18. According to its mission, "DC Scholars PCS prepares students to attend and succeed academically in high school and college, and provides them with a foundation of life skills required to become productive members of their communities." On March 22, 2016, DC Scholars PCS was approved by DC PCSB's board to adopt the Performance Management Framework as its goals and student academic achievement expectations. The school was untiered in SY 2015-16, due to DC PCSB's hold harmless policy. DC Scholars PCS will undergo its 5-Year Review in school year 2016-17.

Attachments to this Proposal:

Attachment A: School's Request to Amend Charter

Separate Documents
Attachment B: DC Scholars Revised Bylaws – Redlined Version
Attachment C: DC Scholars Revised Bylaws – Clean Version
Attachment D: DC Scholars Articles of Incorporation
Attachment E: Charter Agreement Amendment

ATTACHMENT A

School's Request to Amend Charter

Part I: General Information

All applicants must complete this section

SUBMITTED BY: Bob Weinberg, DC Scholars PCS

SUBJECT: **Charter Amendment Request for:** (Mark all that apply)

- ☐ Mission or Education Philosophy
- ☐ Goals and Academic Achievement Expectations
- ☐ Grade Levels to be Served
- ☒ Governance Structure (e.g., hiring/dismissal of management companies or changes in bylaws)
- ☐ Enrollment Ceiling
- ☐ Replication/Operation of additional campus(es)* *(w/ no changes to grade configurations)
- ☐ LEA Status for Special Education
- ☐ Voluntary Closure of a Campus or Grade Level(s)
- ☐ Campus location (Part D1)
- ☐ Curriculum, standards, or assessment

SUBMISSION DATE: **6/10/2016**

SCHOOL BACKGROUND

Please address the following questions in their entirety. This information provides helpful background to the PCSB Board as it reviews these requests.

Overview of School Performance

1. Provide the following information about your Local Education Agency (LEA) by campus:
   a) Campus name(s) and location(s): **DC Scholars PCS 5601 East Capitol St. SE Washington, DC 20019**
   b) Year opened: **2012**
   c) Grade levels served (Currently and at maturation of charter agreement, if applicable): **PK3-6th Grade Current, Charter outlined to serve 8th at full enrollment**
   d) Date that charter will be eligible for possible renewal: **5 Year Renewal in 2016-17**

2. Please select the performance indicators below that describe the school's current performance*: (Mark all that apply)
   - ☐ Currently rated Tier 1, or met at least 2/3 of targets on the most recent Accountability Plan, EC, or Adult PMF.
   - ☒ School is not currently under corrective action.
   - ☒ Has historically met enrollment projections w/in 80% of target.
   - ☒ School has been in operation for 3+ years.
   - ☐ School is currently accredited. **Completed Accreditation in April and received a positive report with a recommendation to the Accreditation board for approval. Accreditation Board vote will take place in the summer.**

*If the school has multiple campuses or varying PMFs, please describe the academic performance of each campus here: Enter text.

PROPOSAL

DC Scholars PCS submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on_____, 20_____ *(leave blank if this has not been determined).*

1. Please describe the requested change (provide detail on the selection above). Please describe any planning that is already underway to prepare for the proposed change(s).

After a strategic review, the Scholar Academies' Board of Trustees decided that the educational achievement of our students will be better served by granting regional autonomy to the communities we serve. As a result, the Scholar Academies' Board is commencing a process to empower the regions to become their own, independent management organizations. Scholar Academies currently provides management services to DC Scholars.

The Scholar Academies' Board, including DC Scholars PCS's Board Chair, Bob Weinberg, believes that students, families and our teams will receive a more tailored instructional program if school management is decentralized and moved to leadership in Washington, DC. In 2015, in an effort to provide more targeted programmatic support and attention to our schools, Scholar Academies appointed regional home office teams in Memphis, Philadelphia and DC. The past year has demonstrated that this shift is positive on many levels. The decision to transfer management responsibility fully to the regional teams is a continuation of the process that started last July. The Scholar Academies' national home office will strategically and methodically transfer resources, assets, data, historical information and services to the DC regional team.

Because Scholar Academies provides management services to DC Scholars PCS and DC Scholars Stanton Elementary, a DCPS school, we need to set up a new SMO (school management organization) with its own Board of Directors. We are in the process of preparing articles of incorporation, drafting bylaws and applying for 501(c)(3) tax exempt status for a new entity to be named DC Scholars Community Schools

The DC Scholars PCS Board plans to enter into a new management agreement with DC Scholars Community Schools as its new management company. DC Scholars Community Schools will provide similar services to those currently provided by Scholar Academies with respect to school leadership management, program and operations assistance, data, and talent. DC Scholars PCS will contract for back office services with a local, high-quality provider after conducting an RFP process.

2. How will the amendment(s) selected above support or enhance the school's mission?

   The mission of DC Scholars PCS will remain the same. DC Scholars PCS prepares students to attend and succeed academically in high school and college. DC Scholars provides students with a foundation of life skills required to become productive members of their communities. Having management services provided by an SMO in Washington, DC will ensure that we are able to respond quickly to school and community needs, tailor our program to meet scholars in Washington, DC and concentrate our efforts on leadership, fundraising, resources, programs and professional development, all of which will propel our school forward.

3. When did your school's board approve the proposed amendment(s)? Please attach minutes from the meeting and vote results.

   The board has not, as yet, voted to approve the proposed charter amendment. The DC Scholars PCS board held a meeting on April 27, 2016, regarding Scholar Academies' decision to dissolve. At its meeting in May, 2016, the DC Scholars PCS Board voted to establish a Transition Committee to address issues related to

transition and the formation of a new entity. The DC Scholars Board expects to approve the charter amendment designating DC Scholars Community Schools as its management company in the near future.

4. How has the school informed its external stakeholders (e.g. local ANC commissioners, neighbors) and internal stakeholders (e.g. staff, parents) of the proposed amendment(s)? Please attach any written communication (e.g., meeting minutes). Please describe any notable support for or opposition to the proposed amendment(s).

Scholar Academies issued an official statement in May regarding its decision to dissolve. This news was shared with leadership teams in May and has been followed up with weekly newsletters to leaders at DC Scholars PCS and Stanton ES since May 20th. Additionally, DC Scholars PCS School Director, Rebecca Crouch and Chief of Staff, Tiffany Johnson, are non-voting members of the DC Scholars Board Transition Committee. The Transition Committee has held two meetings (May 31st and June 7th). We will be holding weekly meetings during the summer to implement the transition of management responsibilities. We also met with Scott Pearson and Naomi DeVeaux on Tuesday, June 7th. It was confirmed at that meeting that the appropriate path forward is to set up a new independent entity to provide management services to DC Scholars PCS. Information regarding the transfer of management responsibilities will be shared with teachers and staff on June 10th and in a letter to families the week of June 13th. As to the ANC, DC Scholars PCS hosts the ANC's meetings. We have built a good relationship with the ANC over the last year and will inform our local ANC chairperson next week of the change in management companies and appear at the next ANC meeting to provide a briefing on our plans.

Section E. Charter Amendment – Governance Structure

(Including, but not limited to, executing and terminating contracts with management companies)

***ONLY complete this section if applying to amend Governance Structure.**

***For Approval**: A school should use this section to amend the governance structures established in the following attachments to its charter agreement: Articles of Incorporation, Bylaws, and the description of the proposed rules and policies for governance and operation of the proposed school (usually, Attachment A). These changes range broadly and may include changing the school's legal name (thus requiring a conforming change to its submitted articles of incorporation) or engaging or severing a relationship with a management company. A school does not need to amend its charter when hiring a new school leader or board chair. According to the School Reform Act, a public charter school shall be governed by a Board of Trustees in a manner consistent with the charter granted to the school. PCSB will generally approve changes to governance structure as long as the school's Board of Trustees members are acting as fiduciaries of the School and operate in accordance with the School Corporation's articles of incorporation and bylaws. PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization and take this into consideration when approving a significant departure from the current governance structure, especially if the change will positively or negatively impact the school's financial health.*

1. What is the school's current governance structure and what changes are you proposing to make?

***Note**: Attach a red-lined Articles of Incorporation, Bylaws, or description of the governance structure attached to the charter agreement (usually Attachment A). If the school is only amending Attachment A and does not have the document, it should provide a new document that includes a comprehensive description of the board's relationship to school personnel and any management organization it is contracting with or seeks to be approved to contract with, and any polices or procedures related to these relationships. This description should elaborate on the structure established in the school's Articles of Incorporation and outlined in its Bylaws.*

We are not proposing to change the governance structure in any significant manner. We are proposing to transfer charter management responsibilities from Scholar Academies to a new entity -- DC Scholars Community Schools

2. Explain the school's rationale for changing its governance structure. How will the new structure ensure that the school is effectively governed?

The Scholar Academies' Board, including DC Scholars PCS Board Chair, Bob Weinberg, believes that students, families and our teams will receive a more tailored instructional program if school management is decentralized and moved to leadership in Washington, DC. In 2015, in an effort to provide more targeted programmatic support and attention to our schools, Scholar Academies appointed regional home office teams in Memphis, Philadelphia and DC. The past year has demonstrated that this shift has proved to be positive on many levels. The decision to transfer management responsibility fully to the regional teams is a continuation of the process that started last July. The DC Scholars PCS Board plans to enter into a new management agreement with DC Scholars Community Schools as the new management company. DC Scholars Community Schools will provide similar services to those currently provided by Scholar Academies in terms of school leadership management, program and operations assistance, data, and talent. DC Scholars PCS will contract for back office services with a local, high-quality provider after conducting an RFP process.

3. How will the proposed change impact the school's leadership and finances? What are the anticipated expenses, and how will the school finance these expenses?

***Note**: In addition to your narrative here, please attach a proposed 5-Year Operating Budget.*

The change in management companies will not have any notable or long term change on the school's leadership or finances. Principal Rebecca Crouch will remain School Director for the Elementary School. Carlie John Fisherow, who is currently leading Scholar Academies' management function in DC, will become an employee of and lead the new DC-based management entity. We anticipate some transition costs as we move services and shared contracts from a multi-city entity to DC, but these will

be one-time costs. We believe that having a local management company will enable us to reduce management expenses.

Attachment B

DC Scholars PCS Revised Bylaws – Redlined Version

AMENDED AND RESTATED BYLAWS OF DC SCHOLARS PUBLIC CHARTER SCHOOL, INC.
A DISTRICT OF COLUMBIA NONPROFIT CORPORATION

ARTICLE I
NAME AND LOCATION

Section 1.01. Name:

The name of this organization shall be the DC Scholars Public Charter School, Inc. (the "Corporation" or the "School").

Section 1.02. Location:

The temporary address of the Corporation is 600 New Hampshire Avenue, NW, Washington, DC 20037.

ARTICLE II
PURPOSES AND ENROLLMENT

Section 2.01. Purposes:

The purposes of the Corporation shall be:

2.1. 1 To establish, support, manage and supervise personnel and services to provide educational based programs of academic instruction to children, ages 3-19, from the District of Columbia's most disadvantaged neighborhoods, without regard to race, creed, color, sex or national origin.

2.1.2 To provide a nurturing educational environment for students who have the potential and desire to excel in high quality pre-college programs.

2.1.3 To develop extracurricular activities to supplement the Corporation's educational initiatives.

2.1.4 To operate and maintain a not-for profit corporation organized exclusively for charitable, scientific and educational purposes, whose activities shall be conducted in such manner that no part of its reserve funds shall inure to the benefit of any member, trustee, officer or other individual.

Section 2.02 Enrollment:

As per § 38-1802.06 of The District of Columbia School Reform Act of 1995 (the "Act"), student enrollment in the school shall be open to all students who are residents of the District of Columbia and, if space is available, to nonresident students who meet the tuition rate as described in § 38-1802.06(e) of the Act. The corporation shall not discriminate in the enrollment process, or in any way limit enrollment, based on a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs. The corporation will limit enrollment to specific grade levels as outlined in the corporation's charter. If there are more applications to enroll in the school from students who are residents of the District of Columbia than there are spaces available, students shall be admitted using a random selection process, except that a preference in admission is given to an applicant who is a sibling of a student already attending or selected for admission to the school.

ARTICLE III

BOARD OF TRUSTEES

Section 3.01. Powers:

Unless otherwise provided by statute, all powers vested by law in the Corporation shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Trustees ("Board").

Section 3.02. Number, Election, Term and Qualifications of Trustees.

3.2.1 The first Board shall consist of the founding members. Thereafter, and pursuant to § 38.1802.05(c) of the Act, members at large will be selected according to their desire to serve. Vacancies will be posted at the site of the Corporation.

3.2.2 The Board shall consist of an odd number of trustees, with not more than fifteen (15) trustees. Any natural person, at least twenty-one (21) years of age, and vitally interested in the educational advancement and well-being of youth, shall be eligible to be selected as a trustee. The Board shall consist of: (i) a majority of trustees shall be residents of the District of Columbia; ~~and~~ (ii) two (2) trustees shall be parents of one or more students at the school; and (iii) three (3) trustees shall not simultaneously serve as trustees, board members, directors, officers or employees of or have a financial interest in DC Scholars Community Schools ("Community Schools"). The Board shall not include honorary trustees.

3.2.3 In the case of the first Board of a public charter school to be elected or selected after the date on which the school is granted a charter, the election or selection of the two (2) trustees who are parents of one or more students who attends the charter school shall occur on the earliest practicable date after classes at the school have commenced. Until such a date, any other members who have been elected or selected shall serve as an interim Board. Such an interim Board may exercise all of the powers, and shall be subject to all of the duties, of a Board.

3.2.4 The terms of members of the Board shall be staggered so that each year, to the extent possible, one-third (1/3) of the trustees shall be elected. Subject to the provisions of the Act, each trustee shall serve for a term of three (3) years and until his/her successor shall have been elected and qualified or until his/her earlier death, resignation or removal.

3.2.5 No trustee shall hold office for more than two (2) consecutive three-(3) year terms. A trustee who is elected or appointed to serve a partial term of less than three (3) years may be elected to serve two (2) consecutive full terms in addition to such partial term.

3.2.6 Any person who has served two (2) consecutive three-(3) year terms as a trustee of the Corporation shall be eligible for election as a trustee without limitation because of his/her previous service, if at least one-(1) year has passed since the expiration of his/her second consecutive three-(3) year term

in office.

3.2.7 No person who is a member of the Board of School Directors of a School District with which the Corporation has entered into a Charter may serve as a trustee.

Section 3.03. Vacancies:

Vacancies occurring on the Board, including those by resignation or removal, and any vacancy created by an increase in the number of trustees shall be filled by the affirmative vote of a majority of the remaining trustees on the Board, even though they constitute less than a quorum of the Board. A trustee elected to fill a vacancy shall hold office only until the next annual meeting of the Corporation at which time he/she shall be elected to hold office for the remainder of the original trustee's term.

Section 3.04. Resignation or Removal:

A trustee may resign at any time by tendering his/her resignation in writing to the Corporation. His/her resignation shall become effective upon receipt by the Corporation at its principal place of business. The Board, by a two-thirds (2/3) affirmative vote, may, but shall not be required to, remove any trustee from office who has failed to attend four consecutive meetings of the Board. Resignation or removal of the Chairman shall also constitute his/her resignation or removal as a trustee. Resignation or removal of a trustee shall also constitute his/her resignation or removal as an officer and as a member of any committee of the Board, as applicable.

Section 3.05 Failure to Organize or Neglect of Duty:

A trustee may be removed, by a two-thirds (2/3) vote of the Board, if he/she fails to perform his/her duties; neglects assigned duties as assigned by the Chairman for more than 30 days; or commits fraud, or is found guilty of a felony.

Section 3.06. Compensation of Trustees and Committee Members:

Trustees and members of all committees shall receive no compensation for any services rendered in those capacities.

Section 3.07. Transactions with Trustees ~~and~~ Officers; and Community Schools:

3.7.1 Any transactions between the Corporation and one or more of its trustees or officers, or between the Corporation and any other corporation, partnership, association or other organization in which one or more of its trustees are directors, trustees, or officers or have a financial interest, shall comply with the conflict of interest policy which has been approved by the Board from time to time.

3.7.2 Except for 3.08.1, no trustee shall, as a private person, engage in any business transaction with the Corporation, be employed in any capacity by the Corporation, or receive from the Corporation any pay for services

(including the annual meeting) at such place and time as shall be approved by resolution of the Board.

Section 4.03 Open Meetings:

All official actions and all deliberations by a quorum of the Board shall take place at a meeting open to the public, except in cases where executive sessions are authorized. Generally speaking, the Board may conduct in executive session meetings or portions of meetings devoted solely to matters involving (a) discussions of employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or discipline of any specific prospective or current or former employee; (b) discussions of employment labor relations or arbitration; (c) discussions of the purchase or lease of real property; (d) consultation with the Corporation's attorney or other professional advisors regarding litigation or potential litigation; (e) discussions of confidential information regarding current, prospective or former students; (f) discussions of the Corporation's business which if conducted would violate a lawful privilege or lead to the disclosure of information or confidential material protected by law or agreement with one or more independent third parties.

Section 4.04. Special Meetings:

Special meetings of the Board may be called at any time by the Chairman and shall be called upon receipt of the written request of four or more trustees. The business to be transacted at any special meeting shall be limited to those items of business set forth in the notice of the meeting.

Section 4.05. Quorum:

Except as provided in Section 3.03 of ~~this~~ Article III, a majority of trustees shall constitute a quorum for the transaction of business by the Board. Except as provided in Section of Article III, t~~T~~he act of a majority of the trustees present and voting at a meeting at which a quorum is present shall be the act of the Board. After a quorum has been established at a meeting of the Board, the subsequent withdrawal of a trustee from the meeting so as to reduce the number of trustees present to fewer than the number required for a quorum shall not affect the validity of any action taken by the Board the meeting or any adjournment thereof. A majority of the trustees present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to those who are not present at the time of adjournment.

Section 4.06 Board and Board Committee Action Without a Meeting:

Any action which may be taken at a meeting of the Board or a Board committee may be taken without a meeting prior to such action, if a consent in writing setting forth such action is signed by all of the members of the Board or committee, as the case may be, and is filed in the minutes of the proceedings of the Board or of the Committee.

Section 4.07. Minutes:

Minutes of each meeting of the Board and, as the case may be, the Committee of the Board shall be taken by the Secretary or his designee and be disseminated to each Board member as soon as practical after the conclusion of the meeting.

ARTICLE V
GOVERNANCE AND PLANNING

Section 5.01. Planning Process:

The provisions of the Act related to formation and development of Charter Schools in the District of Columbia mandate that the Board of a charter school governs the operations of the school. Written policies related to programs, administrative constraints (prudence and ethical limitations binding upon staff), governance, executive linkage, and assurance of staff performance are required. Accordingly, specific, affirmative votes by a majority of the members of the Board shall be used in order to take action on the following subjects:

5.1.1 Approval of the school calendar prior to the start of each school year.

5.1.2 Approval of textbooks or courses of study.

5.1.3 Appointment or dismissal of school administrators.

5.1.4 Adopting the annual budget.

5.1.5 Purchasing or selling land.

5.1.6 Locating new buildings or changing the location of old ones.

5.1.7 Creating or increasing indebtedness.

5.1.8 Designating depositories for school funds.

5.1.9 Entering into non-staff contracts that have a value equal to or greater than $10,000.

5.1.10 Fixing salaries or compensation of administrators, teachers or other employees of the charter school.

5.1.11 Designating one of the Disinterested Trustees to represent the Corporation in any discussion or communication with the D.C. Public Charter School Board ("PCSB") relating to a material issue that has been raised by PCSB with respect to Community Schools. The Disinterested Trustee who is designated by the Board for the foregoing purpose shall not have any authority to bind or commit the Board or the Corporation to any matter discussed with PCSB.

ARTICLE VI
OFFICERS OF THE CORPORATION

Section 6.01. Officers:

The officers of the Corporation shall consist of the Chairman, the Secretary and the Treasurer. Such officers shall be Board members and shall hold office for the term of one year or until their successors are elected and qualified. Additional offices may be created at any Board meeting and filled by action of the Board.

Section 6.02. Vacancies:

A vacancy in office because of death, resignation, or removal shall be filled by the Board for the unexpired term of such office.

Section 6.03. Resignation or Removal of Officers:

An officer of the Corporation may resign at any time by tendering his/her resignation in writing to the Chairman of the Board. The resignation becomes effective immediately upon receipt. An officer may be removed at any time with or without cause by a vote of not less than two-thirds (2/3) of the Board at any meeting of the Board.

Section 6.04. Chairman:

The Chairman shall preside at all meetings of the Board and shall appoint all committees and their chairperson in accordance with these bylaws. The Chairman must be a member of the Board with vote and shall serve as an ex-officio member of all committees.

Section 6.05. Secretary:

The Secretary shall keep all of the records of the Corporation except the financial records, record the minutes of the meetings of the Corporation, send out all notices of meetings, and perform such other duties as may be prescribed by the Board. The Secretary must be a member of the Board.

Section 6.06. Treasurer:

The Treasurer is responsible for maintaining an accurate accounting of the financial transactions of the Corporation and shall insure that a true and accurate accounting is presented to and made available to the Board. The Treasurer must be a trustee, and at the discretion of the Board, may be required to be bonded.

The Treasurer shall oversee the receipt of all funds including local, state and federal funds and privately donated funds. The Treasurer shall also oversee payments out of the same on proper orders approved by the Board, signed by the Chairman. The Treasurer may pay out such funds on orders which have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the school will receive a discount or other advantage.

Section 6.07. Other Officers:

The Board may elect one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, and such other officers having such duties and responsibilities as the Board shall deem advisable. Such officers need not be members of the Board.

ARTICLE VII
COMMITTEES

Section 7.01. Executive and Other Committees:

7.01.1 The Board may, by resolution adopted by a majority of the trustees in office, establish an Executive Committee and one or more other committees, each committee to consist of two or more trustees of the Corporation. The Chairman shall designate all members and chairpersons of such committees, and may designate one or more trustees as alternate members of any committee who may replace any absent or disqualified member at any meeting of the committee. In the absence or disqualification of a member, and the alternate or alternates, if any, designated for such member, of any committee, the member or members thereof present at any meeting and not disqualified from voting, whether or not the member or members constitute a quorum, may unanimously appoint another trustee to act at the meeting in the place of any such absent or disqualified member. Each committee of the Board shall serve at the pleasure of the Board.

7.1.2. The Executive Committee shall have and exercise all of the powers and authority of the Board in the management of the business and affairs of the corporation, except that the Executive Committee shall not have any power or authority as to the following:

7.1.2.1. The filling of vacancies in the Board.

7.1.2.2 The adoption, amendment or repeal of the bylaws.

7.1.2.3 The amendment or repeal of any resolution of the Board.

7.1.2.4 Action on matters committed by the bylaws or a resolution of the Board exclusively to another committee of the Board.

7.1.3. No committee of the Board, other than the Executive Committee, shall, pursuant to resolution of the Board or otherwise, exercise any of the powers or authority vested by these bylaws or the Act in the Board as such, but any other committee of the Board may make recommendations to the Board or Executive Committee concerning the exercise of such powers and authority.

7.1.4. The establishment of any committee of the Board and the delegation thereto

of power and authority shall not alone relieve any trustee of the fiduciary duty of such trustee to the Corporation.

7.1.5. A majority of the trustees in office designated to a committee, or trustees designated to replace them as provided in this section, shall be present at each meeting to constitute a quorum for the transaction of business and the acts of a majority of the trustees in office designated to a committee or their replacements shall be the acts of the committee.

7.1.6 Each committee shall keep regular minutes of its proceedings and report such proceedings periodically to the Board.

7.1.7 The Chairman shall be a member of all committees ex officio, with vote.

Section 7.02. Special Committees:

Special committees may be created as required, by the Chairman of the Board. The purpose, duties, number of members and reporting requirement of the committee shall be specified in the creation of the committee.

Section 7.03. Committee Members Term of Office:

Each member of committee shall be appointed for a year (unless otherwise specified in these bylaws), and shall continue in office until the next annual meeting of the Board and until his/her successor is appointed unless the committee of which he/she is a member shall be sooner terminated by the Board or until his/her death, resignation or removal as a committee member or board member, whichever first occurs.

Section 7.04. Committee Meetings:

Meetings of any committee of the Board may be called by the chairperson of such committee by giving notice of such meeting setting forth its time and place, delivered personally or by mail or telephone to the residence or place of business of the committee member as listed in the CEO's office at least two days prior to such meeting. Unless otherwise provided in these bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 7.05. Resignation or Removal of Committee Members:

A member of any committee may resign at any time by tendering his resignation in writing to the Chairman. Resignation as a Board member shall also constitute resignation as a member of any committee of the Board. The Board may, by a majority vote, remove any member from a committee, with or without cause, and may also remove any such member for failing to attend four consecutive meetings of a committee.

Section 7.06 Advisory Board:

The Chairman may create such advisory boards and appoint to them such persons as it deems appropriate. Persons serving in such advisory capacity shall not exercise any of the powers granted to the Board in these bylaws.

ARTICLE VIII
GENERAL

Section 8.01. Fiscal Year:

The fiscal year of the Corporation shall begin on the first of July and end on the 30th of June in each year.

Section 8.02. Seal:

The seal of the Corporation shall have the name of the Corporation between two concentric circles and the words "Incorporated" and "Non-Profit Corporation" together with the year and state of incorporation.

Section 8.03. Registered Office:

The registered office of the Corporation shall be at 600 New Hampshire Ave, NW, Washington, DC 20037 (temporary address).

Section 8.04. Audit:

The Treasurer of the Corporation shall be required periodically and no less than once a year to employ a certified public accountant to audit the accounts of the Corporation.

Section 8.05. Execution of Contracts:

The Board may authorize any officer, employee or agent, in the name of and one behalf of the Corporation, to enter into any contract or execute and deliver any instrument, and such authority may be general or coined to specific instances. Unless so authorized by the bylaws or by the Board, no officer, employee or agent shall have any power to bind the Corporation by any contract or, engagement or to pledge its credit or to render it liable pecuniary for any purpose or in any amount. Any contract equal to or exceeding $25,000 must follow the processes outlined in § 38-1802.04 the Act, as well as Section 5.01.9.

Section 8.06. Commercial Paper:

All checks, drafts and other orders for the payment of money out of the funds of the Corporation, and all notes or evidences of indebtedness of the Corporation, shall be executed on behalf of the Corporation by such officer or officers, or employee or employees, as the Board may, by resolution, from time to time determine.

Section 8.07. Deposits:

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may from time to time select or as may be selected by any officer or employee of the Corporation to whom such power may from time to time be delegated by the Board; and for the purpose of such deposit, any officer, or any employee to whom such power may be delegated by the Board, may endorse, assign and deliver checks, drafts and other orders for the payment of money which is payable to the order of the Corporation.

ARTICLE IX
INDEMNIFICATION

Section 9.01 Indemnification and Insurance:

The Corporation shall, to the fullest extent permitted by law, indemnify any present or former trustee, officer, employee or agent or any person who may have served at its request as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, whether for profit or not for profit, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement, actually and reasonably incurred by him or her in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative, or investigative (other than an action by or in the right of corporation), to which he or she

may be or is made a party by reason of being or having been such trustee, officer, employee or agent if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. However, there shall be no indemnification in respect of any claim, issue or matter as to which he or she shall have been adjudged to be liable to the Corporation unless and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which such court shall deem proper.

The Corporation shall have the power to purchase and maintain insurance to indemnify the Corporation and its trustees and officers to the full extent such indemnification is permitted by law.

The Corporation shall pay expenses (including attorneys' fees) incurred by an officer or trustee in defending any civil, criminal, administrative or investigative action, suit or proceeding in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such officer or trustee to repay such amount if it shall ultimately be determined that he or she is not entitled to be indemnified by the Corporation under this Article. Such expenses (including attorneys' fees) incurred by other employees and agents may be paid upon such terms and conditions, if any, as the Board deems appropriate.

In no case, however, shall the Corporation indemnify, reimburse, or insure any person for any taxes imposed on such individual under chapter 42 of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended ("the Code"). Further, if at any time the Corporation is deemed to be a private foundation within the meaning of § 509 of the Code then, during such time, no payment shall be made under this Article if such payment would constitute an act of self-dealing or a taxable expenditure, as defined in §4941(d) or § 4945(d), respectively, of the Code.

If any part of this Article shall be found in any action, suit, or proceeding to be invalid or ineffective, the validity and the effectiveness of the remaining parts shall not be affected.

Section 9.02 Interpretation:

The provisions of this Article are intended to constitute bylaws authorized by D.C. Code § 29-301.13.

ARTICLE X
LIMITATION OF TRUSTEE LIABILITY

Section 10.01. Personal Liability of Trustees:

10.1.1 General Rule: A trustee of the Corporation shall not be personally liable for monetary damages for any action taken or any failure to take any action, except to the extent that exemption from liability for monetary damages is not permitted under the laws of the Act, § 38-1802.04.17 as now or hereafter in effect. The provisions of this Subsection (10.01) are intended to exempt the trustees of the Corporation from liability for monetary damages to the maximum extent pelmitted under the Act, § 38-180 or under any other law now or hereinafter in effect.

10.1.2 Specific Rules Under the District of Columbia School Reform Act of 1995:

Without limitation of Subsection (a) above, a trustee of the Corporation shall not be personally liable for the monetary damages for any action taken or any failure to take any action, unless: (i) the act or omission constitutes gross negligence, (ii) constitutes an intentional tort, or (iii) is criminal in nature. The provisions of the preceding sentence shall not exempt a trustee from the responsibility or liability of a trustee pursuant to any criminal statute, or the liability of a trustee for the payment of taxes pursuant to local state or federal law.

10.1.3 Standard of Care: Justifiable Reliance: A trustee shall stand in a fiduciary relation to the Corporation and shall perform his or her duties as a trustee, including duties as a member of the Board and any committee of the Board upon which the trustee may serve, in good faith, in a manner the trustee reasonably believes to be in the best interests of the Corporation and with such care, including reasonable inquiry, skill and diligence as a person of ordinary prudence would use under similar circumstances. In performing his or her duties, a trustee shall be entitled to rely in good faith on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by any of the following:

10.03.3.1 One or more officer or employees of the Corporation whom the trustee reasonably believes to be reliable and competent in the matters presented.

10.03.3.2 Counsel, public accountants or other persons as to matters which the trustee reasonably believes within the professional or expert competence of such person.

10.03.3.3 A committee of the Board upon which the trustee does not serve, duly designated in accordance with la\v, as to matters with in its designated authority, which committee the trustee reasonably believes to merit confidence.

10.01.4 Acting in Good Faith: A trustee shall not be considered to be acting in good faith if the trustee has knowledge concerning the matter in question that would cause his or her reliance to be unwarranted.

10.01.5 Consideration of Factors: In discharging the duties of their respective positions, the Board, committees of the Board and individual trustees may, in considering the best interests of the Corporation, consider the effects of any action upon employees, upon suppliers and customers of the Corporation, and upon committees in which offices or other establishments of the Corporation are located, and all other pertinent factors. The consideration of those facts shall not constitute a violation of subsection 10.01.3.

Section 10.02. Presumption:

Absent breach of fiduciary duty, lack of good faith or self-dealing, actions taken as a trustee or any failure to take any action shall be presumed to be in the best interests of the Corporation.

Section 10.03. Modification or Repeal:

The provisions of this Article may be modified or repealed in accordance with the procedures for amending these bylaws; provided, however, that any such modification or repeal shall not have any effect upon the liability of a trustee relating to any action taken, any failure to take any action, or events which occurred prior to the effective date of such modification or repeal.

ARTICLE XI
CHARITABLE PURPOSE OF CORPORATION

Section 11.01. Purpose:

This Corporation is organized exclusively for charitable, religious, educational and scientific purposes, including, for such purposes the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code.

Section 11.02. Earnings:

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to, its members, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the preceding paragraph, Section 11.01.

Section 11.03. Political Activity:

No substantial part of the activities of the Corporation shall be involved in the carrying out of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.

Section 11.04. Corporate Activity:

Notwithstanding any other provision of these bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a Corporation exempt from Federal income tax under Section 501(c)(3) of the Code or (b) by a Corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Section 11.05. Dissolution:

Should the charter for the school be revoked or not renewed by the authorizing entity, the distribution of assets upon dissolution shall be in accordance with § 29-301.48 and § 38-1802.13a of the Act. Any assets to be distributed pursuant to a plan of distribution under § 29-201.48(3) of the Act, shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

ARTICLE XII
AMENDMENTS

These bylaws may be altered, amended, supplemented or repealed only by majority vote of the Board.

Appendix C

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

2013 School Performance Report

DC Scholars PCS

5601 East Capitol Street, SE
Washington, DC 20019

202-559-6138
www.dcscholars.org

School Profile (2013–14)

Board Chair: Mieka Wick

First School Year: 2012–13

Principal: Rebecca Crouch

Grades Served:

● PK-3 ● PK-4 ● K ● 1 ● 2 ● 3
● 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10
○ 11 ○ 12 ○ GED ○ ADULT ED

Will grow to eighth grade

☐ Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 98%

Student-to-Teacher Ratio: 10 to 1

School Mission/Purpose:

DC Scholars PCS prepares students to attend and succeed academically in high school and college, and provides them with a foundation of life skills required to become productive members of their communities.

Unique School Characteristics

- Member of Scholar Academies' network of high-performing schools
- Whole-school approach to academics and culture to close the achievement gap
- More instruction time, increased parent engagement, and character education drive achievement

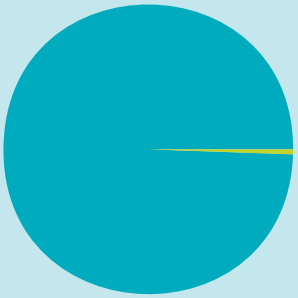
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* *For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 183



African American	99.5%
Hispanic/Latino	0.5%
White	0.0%
Asian/Pacific Islander	0.0%
Native American/Indian	0.0%
Other	0.0%

English Language Learners: 0.5%

Low Income: 96.0%

Special Education: 9.3%

Transportation

Metro/Bus Service*
Capitol Heights Metro Station/96, 97

*Please check www.wmata.com for updates.

DC Scholars PCS

2013 School Performance Report

(2012–13)

Grades measured: PK3–3

Student Progress Targets	Progress Results	Met Target?
■ 60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy on the Teaching Strategies GOLD assessment.	94.6% of students met this goal.	Yes
■ 60% of kindergarten through second-grade students will make 0 or greater NCE in mathematics on the Group Mathematics assessment and Diagnostic Evaluation.	90.0% of students met this goal.	Yes

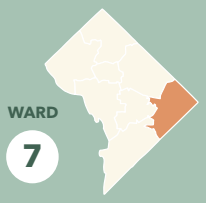
Student Achievement Targets	Achievement Results	Met Target?
■ 60% of kindergarten students will score on grade level or higher in reading on the Fountas and Pinnell assessment.	88.0% of students met this goal.	Yes
■ 60% of first through second-grade students will score on grade level or higher in reading on the Fountas and Pinnell assessment.	27.0% of students met this goal.	No
■ 60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the Group Mathematics assessment and Diagnostic Evaluation.	75.0% of students met this goal.	Yes
■ 55% of third-grade students will score proficient or advanced in reading on the DC-CAS.	53.3% of students met this goal.	No
■ 45% of third-grade students will score proficient or advanced in mathematics on the DC-CAS.	66.7% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
■ On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.	The average daily attendance was 90.8%.	Yes
■ On average, kindergarten through third-grade students will attend school 92% of the days.	The average daily attendance was 92.3%.	Yes

TOTAL TARGETS MET	7 OF 9

DC Public Charter School Board School Performance Report © 2013

2014 School Performance Report



DC Scholars PCS

5601 East Capitol Street SE
Washington, DC 20019

202-559-6138
www.dcscholars.org

TIER SCORES

2011	2012	2013	2014
N/A	N/A	N/A	50.9%

65%
2
35%

School Profile (2014–15)

School Mission / Purpose

DC Scholars PCS prepares students to attend and succeed academically in high school and college, and provides them with a foundation of life skills required to become productive members of their communities.

Unique School Characteristics

- Member of Scholar Academies' network of high-performing schools
- Whole-school approach to academics and culture to close the achievement gap
- More instructional time, increased parent engagement, and character education drive achievement

Board Chair

Mieka Wick

Principal

Rebecca Crouch

First School Year

2012–13

School Hours

7:45 a.m. – 3:50 p.m.

Grades Served

Current Grades Future Grades

PK3 PK4 K 1 2 3
4 5 6 7 8 9
10 11 12 Adult Ed

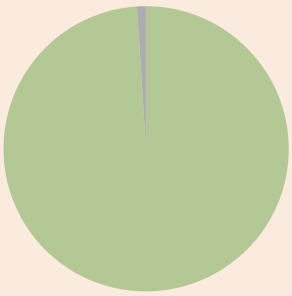
Before Care After Care

Tier Explanations

1. **High Performing** (65.0% - 100.0%)
2. **Mid Performing** (35.0% - 64.9%)
3. **Low Performing** (0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	99.3%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.7%

Total Enrollment
299

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
9.4%

*** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.*

Transportation

Metro / Bus Service *
Capitol Heights; 96, 97

**Please check www.wmata.com for updates*

DC Scholars PCS

2014 School Performance Report

(2013–14)

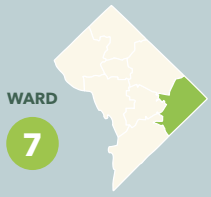
Grades Measured: 3–4

KEY: Score | Floor | Target (0 – 100)

		Points Earned *out of* Points Possible	Percent of Possible Points
Student Progress (40 points): Academic Improvement Over Time			
Growth on DC CAS Reading over time	Score 53.0 (Floor 30, Target 70)	**11.5** *out of* 20.0	57.5%
Growth on DC CAS Mathematics over time	Score 42.5 (Floor 30, Target 70)	**6.3** *out of* 20.0	31.5%
Student Achievement (25 points): Meeting or Exceeding Academic Standards			
DC CAS Reading Proficient and Above	47.4 (27.9 – 100)	**2.7** *out of* 10.0	27.0%
Advanced only	3.5 (0.3 – 25)	**0.3** *out of* 2.5	12.0%
DC CAS Mathematics Proficient and Above	70.2 (26.4 – 100)	**6.0** *out of* 10.0	60.0%
Advanced only	12.3 (0.3 – 25)	**1.2** *out of* 2.5	48.0%
Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success			
Proficient and Advanced 3rd Grade Reading	33.3 (17.4 – 100)	**2.9** *out of* 15.0	19.3%
Leading Indicators (20 points): Predictors of Future Student Progress and Achievement			
Attendance	93.6 (82 – 92)	**10.0** *out of* 10.0	100.0%
Re-enrollment	100.0 (60.7 – 90)	**10.0** *out of* 10.0	100.0%
TOTAL SCORE	**TIER 2**	**50.9** *out of* 100	**50.9%**

For a more detailed explanation of the indicators, see our technical guide.

DC Scholars PCS



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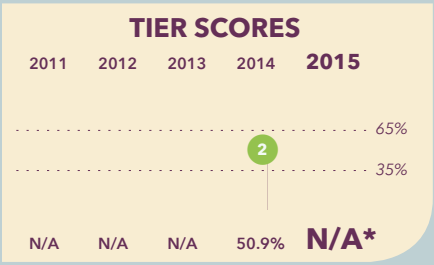
www.dcscholars.org



School Profile (2015-16)

Board Chair
Mieka Wick

Executive Director
Lars Beck

Principal
Rebecca Crouch

First School Year
2012–13

Grades Served

Current Grades Future Grades

PK3 PK4 K 1
2 3 4 5
6 7 8 9
10 11 12 Adult Ed

Student Demographics (2014-15)

Total Enrollment
389

Asian	0.0%
Black Non-Hispanic	99.7%
Hispanic / Latino	0.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
0.0%

Economically Disadvantaged
>60%*

Special Education
12.9%

At-Risk Population
66.3%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.*

Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

A Note from the School

DC Scholars PCS prepares students to attend and succeed academically in high school and college by providing them with a foundation of life skills required to become productive members of their communities. Opened in 2013 as a PK-3 new-start public charter school in DC's Ward 7, DC Scholars now serves grades PK3-6 while sustaining strong academic achievement. Our school not only delivers rigorous instruction, but also serves as a community of joy where our students thrive, and it embeds the expectation that scholars can, and will, achieve academic success.

DC Scholars PCS

2015 School Performance Report

(2014–15)

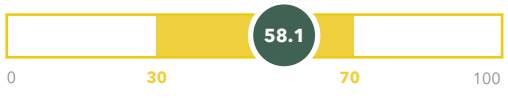
Grades Measured: PK3–5

KEY

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics



Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

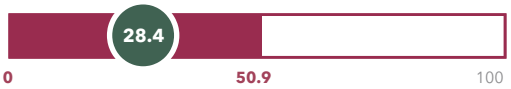
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics

Approaching College and Career Ready and Above

College and Career Ready



Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above

8th Grade Mathematics

Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance

Re-enrollment

Percent of students eligible to re-enroll

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

Classroom Organization

Instructional Support

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

DC Scholars PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–5

KEY

Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)
Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year

PK Math: Every Child Ready (ECR)
Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year

PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)
Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year

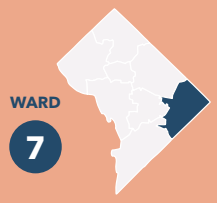
K-2 Reading: AIMSweb™
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year

K-2 Math: AIMSweb™
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year

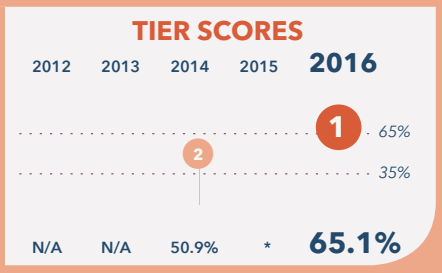
For a more detailed explanation of the indicators, see our technical guide.

2016 School Quality Report

DC PUBLIC CHARTER SCHOOL BOARD



DC Scholars PCS



5601 East Capitol Street SE
Washington, DC 20019

202-559-6138
www.dcscholars.org

School Profile (2016-17)

Board Chair
Robert Weinberg

Executive Director
Carlie Fisherow

Principal
Rebecca Crouch (ES)
Tanesha Dixon (MS)

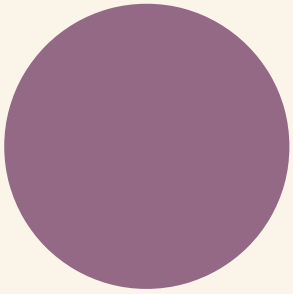
First School Year
2012–13

Grades Served

● Current Grades	▨ Future Grades			
● PK3	● PK4	● K	● 1	
● 2	● 3	● 4	● 5	
● 6	● 7	▨ 8	○ 9	
○ 10	○ 11	○ 12	○ Adult Ed	

Student Demographics (2015-16)

Total Enrollment
446



Asian	0.0%
Black Non-Hispanic	100.0%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
0.0%

Economically Disadvantaged
>60%*

Special Education
13.0%

At-Risk Population
62.3%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.*

Tier Explanations

1. **High Performing** (65.0% - 100.0%)
2. **Mid Performing** (35.0% - 64.9%)
3. **Low Performing** (0.0% - 34.9%)

For schools serving grades PK–12, DC PCSB uses the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.
* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

A Note from the School

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DC Scholars PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–6

KEY: Score | Floor | Target (0 – 100)

		Points Earned *out of* Points Possible	Percent of Possible Points
Student Progress (35 points): Academic Improvement Over Time			
Growth on the state assessment in English Language Arts	52.7 (0, 30, 70, 100)	9.9 *out of* 17.5	56.6%
Growth on the state assessment in mathematics	63.0 (0, 30, 70, 100)	14.4 *out of* 17.5	82.3%
Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards			
PARCC: English Language Arts			
Approaching College and Career Ready and Above	51.8 (0, 100)	3.9 *out of* 7.5	52.0%
College and Career Ready	19.3 (0, 56.1, 100)	1.7 *out of* 5.0	34.0%
PARCC: Mathematics			
Approaching College and Career Ready and Above	72.8 (0, 100)	5.5 *out of* 7.5	73.3%
College and Career Ready	48.2 (0, 63.2, 100)	3.8 *out of* 5.0	76.0%
Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)			
3rd Grade English Language Arts			
College and Career Ready	23.5 (0, 63.5)	3.7 *out of* 10.0	37.0%
8th Grade Mathematics			
College and Career Ready	(0, 67.5, 100)	0.0 *out of* 0.0	N/A
School Environment (30 points): Predictors of Future Student Progress and Achievement			
Attendance			
In-seat attendance	94.0 (0, 85, 95)	8.1 *out of* 9.0	90.0%
Re-enrollment			
Percent of students eligible to re-enroll	80.4 (0, 67, 92)	4.8 *out of* 9.0	53.3%
Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)			
Emotional Support	6.0 (1, 4.5, 6, 7)	4.0 *out of* 4.0	100.0%
Classroom Organization	5.9 (1, 4.5, 6, 7)	3.7 *out of* 4.0	92.5%
Instructional Support	2.8 (2, 4, 7)	1.6 *out of* 4.0	40.0%
TOTAL SCORE	**TIER 1**	65.1 *out of* 100	**65.1%**

DC Scholars PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–6

KEY

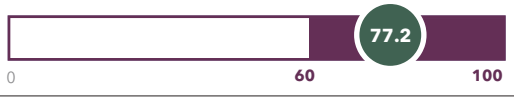
Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year

PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



K-2 Reading: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance

K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance

For a more detailed explanation of the categories, see our technical guide.

Appendix D

DC Scholars PCS

2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

SCHOOL CHARACTERISTICS (SY 2013-14)

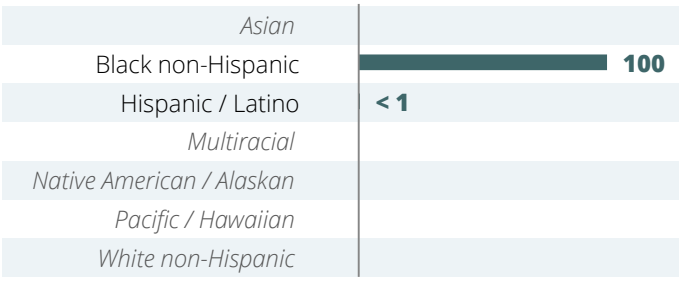
Grades	PK3-4th
Ward	7
Address	5601 East Capitol Street, SE Washington, DC 20019
Contact	202-559-6138 www.dcscholars.org
Type	Public Charter School

STUDENT CHARACTERISTICS

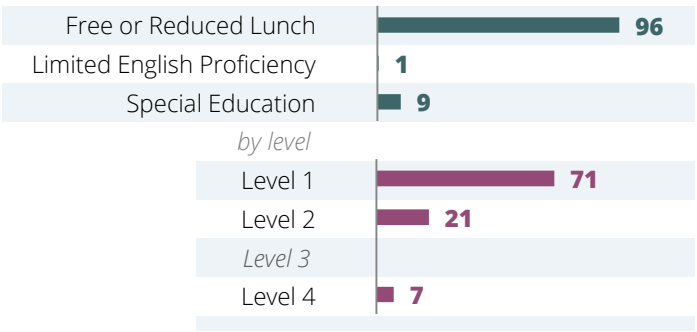
Total Enrollment (#)

183 Students

Enrollment by Race/Ethnicity (%)



Enrollment by Subgroup (%)



Office of the State Superintendent of Education | DISTRICT OF COLUMBIA PUBLIC SCHOOLS | PCSB District of Columbia Public Charter School Board

This Equity Report represents the joint effort of OSSE, DCPS, and PCSB to improve equity across all entities.
Support provided by NewSchools Venture Fund.

ATTENDANCE

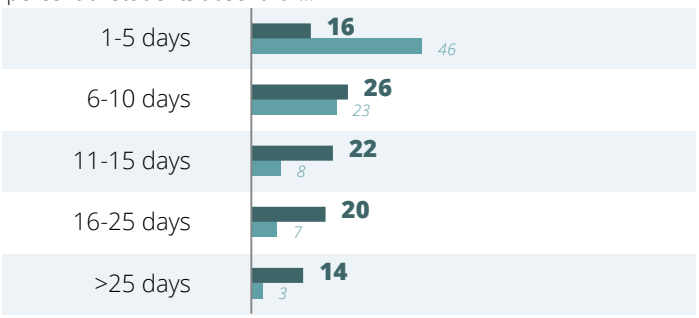
In-Seat Attendance Rate (%)

This School	**90**
City Average *	93

How are attendance and absences calculated?
In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

Unexcused Absences (%)

percent of students absent for...



DISCIPLINE

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

Total Explusions (#)

This School	**0**

Expulsion Rate (%)

This School	**0.00**
City Average *	0.02

Suspension Rate (%)

	% suspended 1+ days	% suspended 11+ days
All Students	**5** / 4	**0** / 0
Free or Reduced Lunch	**5** / 5	**0** / 0
Limited English Proficiency	*n < 10*	*n < 10*
Special Education	**0** / 7	**0** / 0
Asian	*n < 10*	*n < 10*
Black non-Hispanic	**5** / 5	**0** / 0
Hispanic / Latino	*n < 10*	*n < 10*
Multiracial	*n < 10*	*n < 10*
Pacific / Hawaiian	*n < 10*	*n < 10*
White non-Hispanic	*n < 10*	*n < 10*

This School / City Average *

This School / City Average *

* *The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.*

** *Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G*

STUDENT ACHIEVEMENT

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS Proficiency Rate

	Mathematics		Reading	
	2011-12	2012-13	2011-12	2012-13
All Students		*n < 25*		*n < 25*
Free or Reduced Lunch		*n < 25*		*n < 25*
Limited English Proficiency		*n < 25*		*n < 25*
Special Education		*n < 25*		*n < 25*
Asian		*n < 25*		*n < 25*
Black non-Hispanic		*n < 25*		*n < 25*
Hispanic / Latino		*n < 25*		*n < 25*
Multiracial		*n < 25*		*n < 25*
Pacific / Hawaiian		*n < 25*		*n < 25*
White non-Hispanic		*n < 25*		*n < 25*

This School ■
City Average ■

This School ■
City Average ■

STUDENT GROWTH

Measuring growth. The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS Growth Percentiles

	Mathematics			Reading		
	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students			*n < 25*			*n < 25*
Free or Reduced Lunch			*n < 25*			*n < 25*
Limited English Proficiency			*n < 25*			*n < 25*
Special Education			*n < 25*			*n < 25*
Asian			*n < 25*			*n < 25*
Black non-Hispanic			*n < 25*			*n < 25*
Hispanic / Latino			*n < 25*			*n < 25*
Multiracial			*n < 25*			*n < 25*
Pacific / Hawaiian			*n < 25*			*n < 25*
White non-Hispanic			*n < 25*			*n < 25*

This School ■
City Average ■

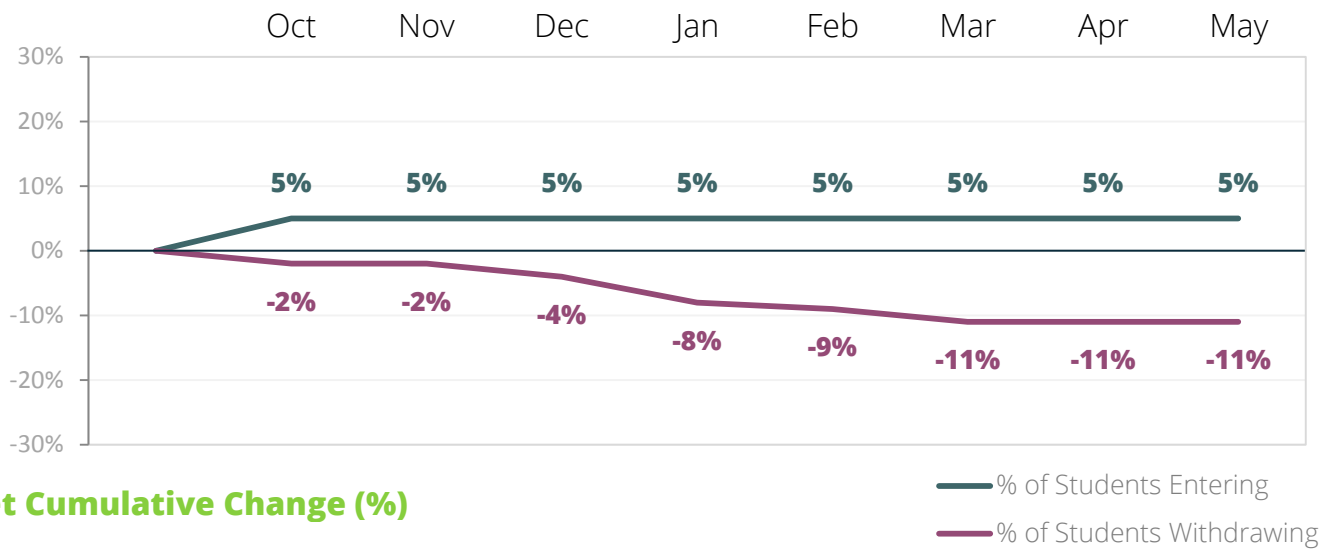
This School ■
City Average ■

STUDENT MOVEMENT

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

Mid-Year Entry and Withdrawals (%)
This School

Total Enrollment
183 Students



Net Cumulative Change (%)
-6%

Mid-Year Entry and Withdrawals (%)
City Average *

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	**2%**	**3%**	**3%**	**4%**	**5%**	**5%**	**6%**	**6%**
Withdrawal	**-2%**	**-3%**	**-3%**	**-4%**	**-5%**	**-6%**	**-6%**	**-7%**

* *The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.*

APPENDIX

More information. This page contains more detailed information on each of the metrics included in this report.

School Characteristics

School names, addresses, and grades served are reflective of information for the 2013-14 school year.

Student Characteristics

This school's total enrollment was identified using the October 5, 2012 audited enrollment data file. Charter school's enrollments by race/ethnicity, Limited English Proficiency and Free and Reduced Lunch status were determined using a school-verified version of the audited enrollment file. DCPS schools' enrollment by Limited English Proficiency was determined using the audit file itself and Free and Reduced Lunch enrollment was determined through a combination of the audit file and the DCPS end of year student summary file. Special Education enrollment was determined using the 2012-13 Child Count data file. The total number of Child Count Special Education students in this school was divided by the total number of students in the audited enrollment data file. The percent of students in each Level of Special Education was determined using the Child Count data, as well. Note that this metric is not included in reports for DCPS schools. DCPS schools that have been certified for the Community Eligibility Option which allows all students at that school to receive lunch meals at no charge are listed as 99%. All other DCPS school Free and Reduced Lunch rates are calculated based on the students enrolled at that school at the end of SY12-13.

Attendance

In-Seat Attendance metrics divide the total number of students' days present by the total number of students' days enrolled in this school. For DCPS, a full-day was defined as present for at least 60% of the school day in SY 12-13. Beginning in SY 13-14 a full-day is defined as present for at least 80% of the school day. For DCPS schools, the percent of students accumulating unexcused absences is determined using students' school of enrollment on the last day of school in the 2012-13 school year and all unexcused absences, regardless of the school in which the absence was accrued. PCSB absence data are associated with the school in which the absence was incurred. Students' subgroup status is determined by the data files outlined under Student Characteristics. City Average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the October 5, 2012 audited enrollment data file.

Discipline

Suspension metrics are limited to out-of-school suspensions only. These metrics divide the total number of students with suspensions of 1 or more days and 11 or more days in this school by the total number of students enrolled, as determined by the audit file. Students' subgroup status is determined by the data files outlined under Student Characteristics. City Average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the October 5, 2012 audited enrollment data file.

DC CAS Proficienty Rates and Median Growth Percentiles

These data are reported according to business rules defined by the Office of the State Superintendent of Education and outlined in its Assessment and Accountability Manual. Unlike other metrics in this report, City Average values are not specific to students enrolled in the grades served by this school.

Student Movement

The percent of students entering and exiting this school is determined by dividing the cumulative number of students entering (or exiting) throughout the year by the total number of students in the October 5, 2012 audited enrollment data file. For DCPS, all withdrawals are counted. Charter school rates only count the withdrawals of students enrolled in that school on October 5, 2012. For DCPS, only unique enrollments are included in this calculation. This means if students are withdrawn then admitted back to the same school they are not counted. For PCSB, each enrollment by a student is counted, regardless if it is unique to the same school. The impact of these differences in reported values is negligible.

Minimum Number of Students

Results are not reported for metrics with a small number of observations both to protect student privacy and guard against the fluctuations that occur naturally in small samples. For DC CAS metrics, the minimum number of students is 25. For all other metrics, the minimum number of students is 10.

DC Scholars PCS

2013-14 Equity Report

What is an Equity Report? Equity in education refers to all students receiving the same caliber of education regardless of their race, ethnicity, economic status, special education status or other factors.

Equity Reports give our schools, families and communities transparent and comparable information related to equity across all DC schools. This year, Equity Reports are available online so that information is easy to access, understand and use.

The Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) in consultation with charter schools, the Deputy Mayor for Education and NewSchools Venture Fund partnered to create these Equity Reports. Equity Reports are a complement to OSSE's LearnDC School Profiles, DCPS' School Scorecards and PCSB's Performance Management Framework.

SCHOOL CHARACTERISTICS (SY 2014-15)

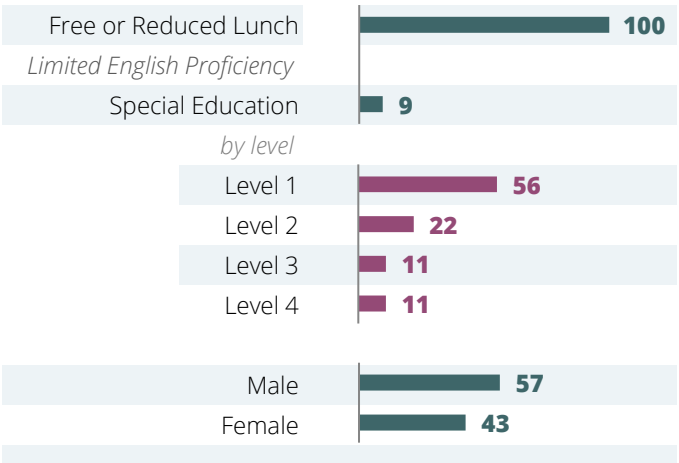
Grades	PK3-5th
Ward	Ward 7
Address	5601 E Capitol SE Washington, DC 20011
Contact	202-559-6138 http://www.dcscholars.org
Type	Public Charter School

STUDENT CHARACTERISTICS

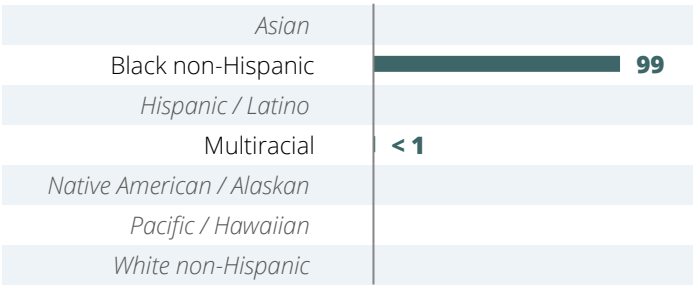
Total Enrollment (#)

299 Students

Enrollment by Subgroup (%)



Enrollment by Race/Ethnicity (%)

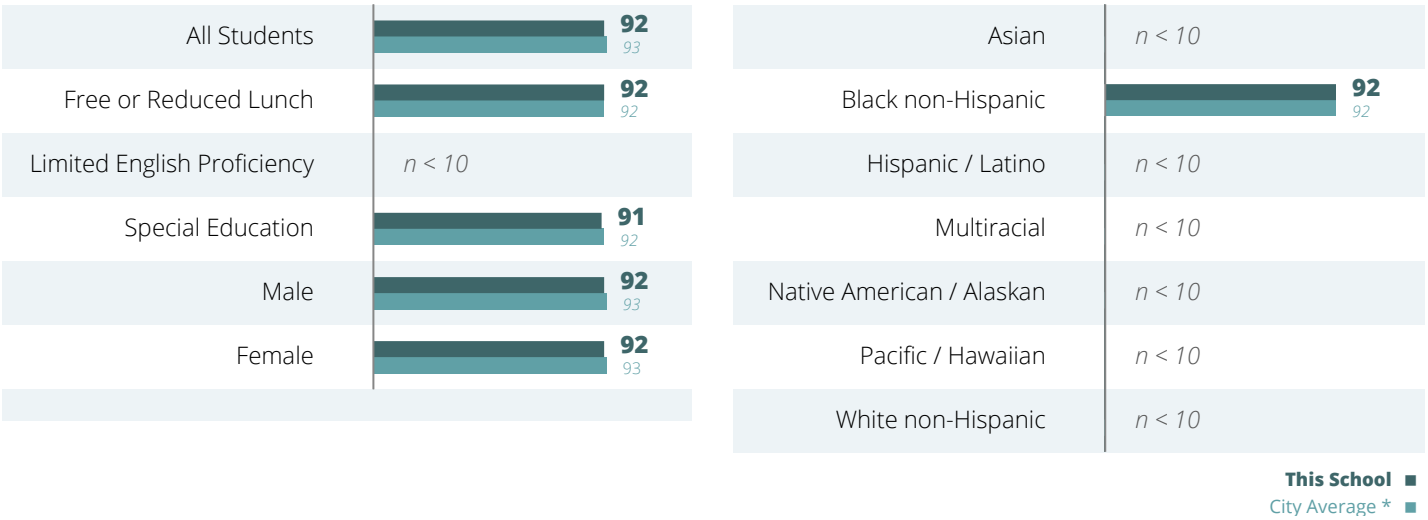


Office of the State Superintendent of Education | DISTRICT OF COLUMBIA PUBLIC SCHOOLS | DC PCSB DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

This Equity Report represents the joint effort of OSSE, DCPS, and PCSB to improve equity across all entities.
Support provided by NewSchools Venture Fund.

ATTENDANCE

In-Seat Attendance Rate (%)



DISCIPLINE

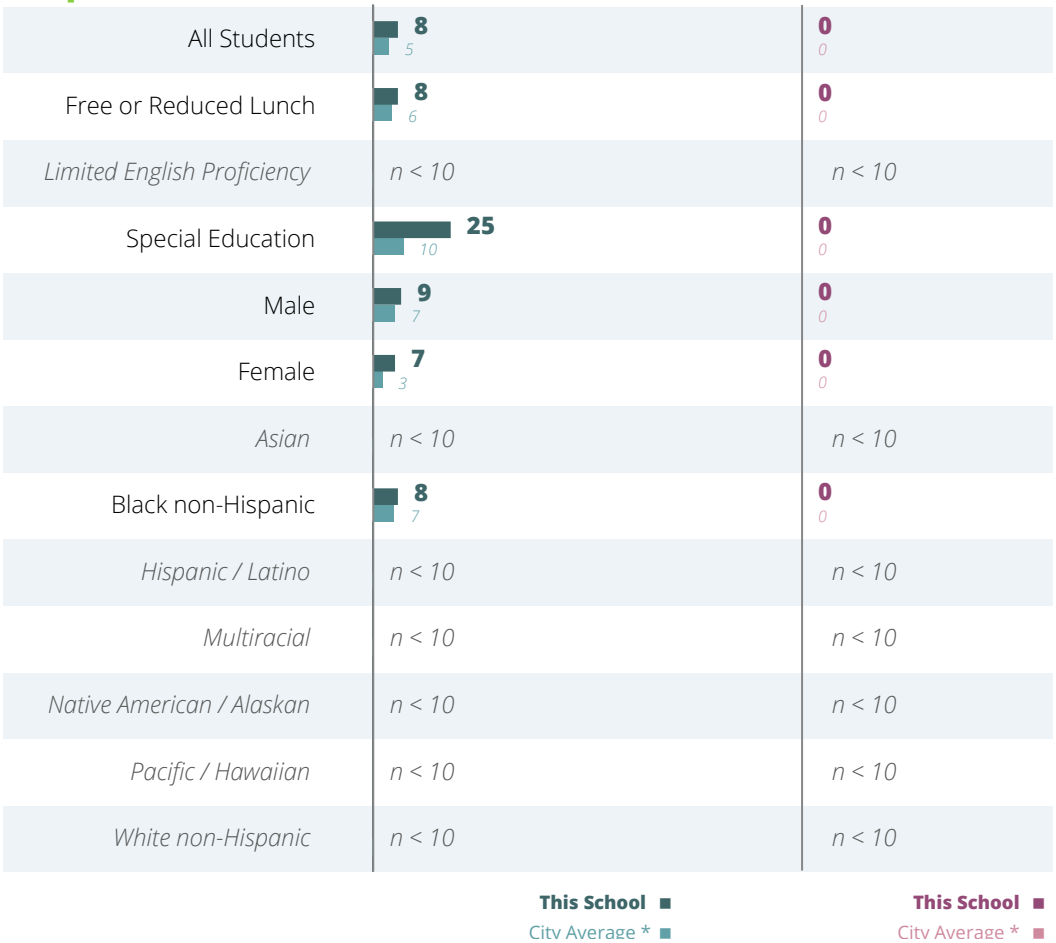
Total Explusions (#)

This School	**0**
City Average *	9

Expulsion Rate (%)

This School	**0.00**
City Average *	0.02

Suspension Rate (%)



STUDENT ACHIEVEMENT

DC CAS Proficiency Rate

	Mathematics		Reading	
	2012-13	2013-14	2012-13	2013-14
All Students	55	**70**	50	**47**
Free or Reduced Lunch	48	**70**	42	**47**
Limited English Proficiency		*n < 25*		*n < 25*
Special Education		*n < 25*		*n < 25*
Male	52	**62**	44	**50**
Female		*n < 25*		*n < 25*
Asian		*n < 25*		*n < 25*
Black non-Hispanic	49	**71**	44	**45**
Hispanic / Latino		*n < 25*		*n < 25*
Multiracial		*n < 25*		*n < 25*
Native American / Alaskan		*n < 25*		*n < 25*
Pacific / Hawaiian		*n < 25*		*n < 25*
White non-Hispanic		*n < 25*		*n < 25*

This School ■
City Average ■

This School ■
City Average ■

STUDENT GROWTH

DC CAS Growth Percentiles

	Mathematics			Reading		
	2012-13	2013-14	Avg. 2-Year Growth	2012-13	2013-14	Avg. 2-Year Growth
All Students			*n < 25*			*n < 25*
Free or Reduced Lunch			*n < 25*			*n < 25*
Limited English Proficiency			*n < 25*			*n < 25*
Special Education			*n < 25*			*n < 25*
Male			*n < 25*			*n < 25*
Female			*n < 25*			*n < 25*
Asian			*n < 25*			*n < 25*
Black non-Hispanic			*n < 25*			*n < 25*
Hispanic / Latino			*n < 25*			*n < 25*
Multiracial			*n < 25*			*n < 25*
Native American / Alaskan			*n < 25*			*n < 25*
Pacific / Hawaiian			*n < 25*			*n < 25*
White non-Hispanic			*n < 25*			*n < 25*

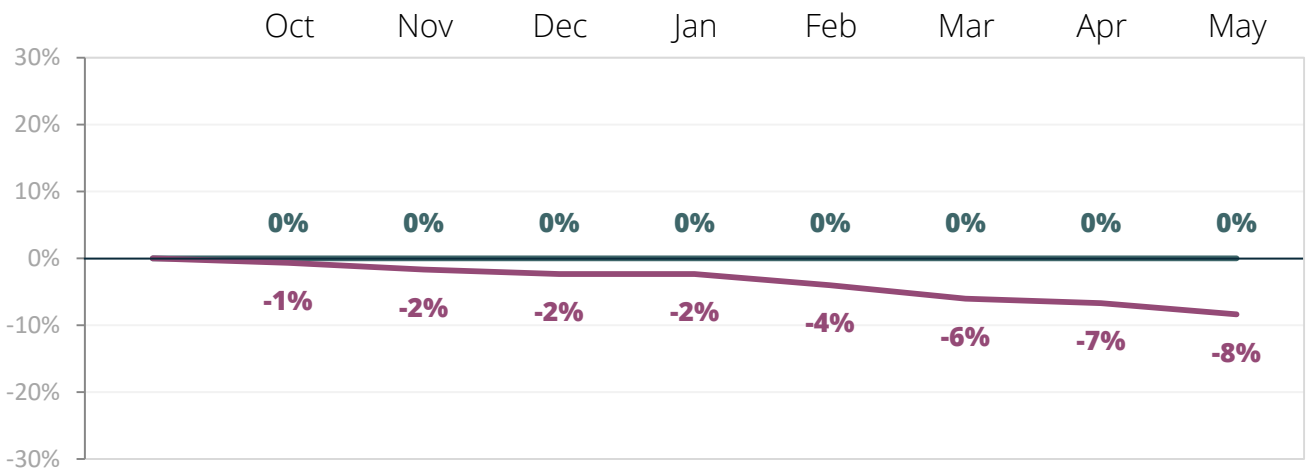
This School ■
City Average ■

This School ■
City Average ■

STUDENT MOVEMENT

Mid-Year Entry and Withdrawals (%)
This School

Total Enrollment
299 Students



Net Cumulative Change (%)
-8%

Mid-Year Entry and Withdrawals (%)
City Average *

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	**1%**	**2%**	**2%**	**3%**	**4%**	**4%**	**5%**	**5%**
Withdrawal	**-1%**	**-2%**	**-3%**	**-4%**	**-4%**	**-5%**	**-5%**	**-6%**

* *The City Averages displayed on this page only include the average of those grades served by this school in school year 2013-14.*

APPENDIX

Student Characteristics

Every fall, OSSE counts the number of students present in every public and public charter school. This enrollment audit provides us with a snapshot of the student body, including the total number of students enrolled and their characteristics. The subgroups that are shown here were identified as of particular importance when considering issues of equity, and they will appear throughout this report. This school's total enrollment was identified using the October 7, 2013 audited enrollment data file.

DCPS enrollment information, including race/ethnicity, gender, English Language Learner (ELL) and economically disadvantaged enrollment is determined using the audited enrollment file. DCPS schools that have been certified for the Community Eligibility Provision, which allows all students at that school to receive lunch meals at no charge, are listed as 99% economically disadvantaged. All other DCPS schools' economically disadvantaged rates are calculated using the end-of-year enrollment file.

Charter school enrollment information, including race/ethnicity, gender and economically disadvantaged enrollment is determined using the audited enrollment file. English Language Learner (ELL) enrollment for charter schools is determined using the audited enrollment file. Students aged 22 or older who are enrolled in English as a Second Language classes may also be considered to be ELL students by individual public charter schools; however, schools do not receive additional funding for such students and these enrollments not reflected here. Charter schools that have been certified for the Community Eligibility Provision, which allows all students at that school to receive lunch meals at no charge, are listed as 99% economically disadvantaged.

For both DCPS and public charter schools, Special Education enrollment is determined using the 2013-2014 Special Education Child Count file and the October 7, 2013 audited enrollment file. The total number of Child Count Special Education students, counting students with Individualized Education Programs (IEPs), is divided by the total number of students in the audited enrollment file. The percentage of students in each Level of Special Education is determined using the Child Count file, as well.

Student Movement

Students may enter or withdraw from a school during the school year. The diverging lines below show the rate at which students entered or withdrew from the school throughout the school year as a proportion of its enrollment at the start of the year. The net change in enrollment shows how much this school's enrollment grew or shrank over the course of the school year.

The definitions of entrance and withdrawal are consistent across all DC schools. The percentage of students entering into and withdrawing from this school is determined by dividing the cumulative number of students entering or withdrawing throughout the year by the total number of students present during the October 7, 2013 enrollment audit. A student enrolled at the time of the audit who withdraws is counted as one withdrawal. A student enrolled at the time of the audit who withdraws and then re-enrolls at the same school is not counted as either a mid-year withdrawal or entrance. A student not enrolled at the time of the audit who then later enrolls is counted as one entrance. A student not enrolled at the time of the audit who enrolls then withdraws is counted as one entrance and one withdrawal.

A student who changes status repeatedly over the course of the school year is counted according to that student's final status, such that a student cannot be attributed multiple entrances or withdrawals. For example, a student enrolled at the time of the audit who withdraws, re-enrolls and then withdraws is counted as one withdrawal. Likewise, a student not enrolled at the time of the audit who enrolls, withdraws and then enrolls is counted as one entrance.

Attendance

All students in a school benefit from a high in-seat attendance rate, or the average percentage of students in the classroom on a given day. Any absence, excused or unexecused, counts against this number.

In-seat attendance rates divide the total number of students' days present by the total number of students' days enrolled in the school.

Students' subgroup status is determined according to the rules outlined under student characteristics. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the October 7, 2013 enrollment audit. Data are not shown for subgroups with less than 10 students.

APPENDIX (CONT.)

Discipline

Suspension rates are calculated by dividing the total number of students with out-of-school suspensions of 1 or more full days (11 or more days in the case of long-term suspensions) in this school by the total number of students enrolled, as determined by the October 7, 2013 enrollment audit. Data are not shown for subgroups with less than 10 students. Students' subgroup status is determined according to the rules outlined under student characteristics. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the enrollment audit.

Student Achievement

All students in grades 3-8 and 10 take an end-of-year test called DC CAS. Students who perform on or above grade level in a subject are said to be proficient. View the percentage of students who were proficient in mathematics and reading. Compare historical data to look at how this school's scores have changed over time. Data are not shown for subgroups with less than 25 students. This data is reported according to business rules defined in OSSE's Assessment and Accountability Manual(http://www.dc.gov/publication/district-columbia-assessment-and-accountability-manual). DC average values include students enrolled in all tested grades and are not specific to the grades served by this school.

Student Growth

Median Growth Percentile (MGP) is a measure of the average academic growth of students at this school as compared to students at other DC schools. MGP identifies student growth by comparing DC CAS scores of groups of students who performed similarly in the past and creating a school-wide average. Data are not shown for subgroups with less than 25 students.

MGP is based on the growth percentiles of individual students, which range between 0 and 100. A student with a growth percentile of 80/100 would be said to have done better than "80 out of 100 peers" with similar test score history. The higher the growth percentile number, the higher the student growth compared to his peers. Although student growth percentiles range between 0 and 100, MGP averages the scores of all students in a school, so schools' scores tend to cluster in the middle of this range.

This data is reported according to business rules defined in OSSE's Assessment and Accountability Manual (http://www.dc.gov/publication/district-columbia-assessment-and-accountability-manual). DC average values include students enrolled in all tested grades and are not specific to the grades served by this school.

Graduation Rate

The graduation rate shows the percentage of students who received a high school diploma within four or five years of entering ninth grade. The five-year graduation rate includes all students who started high school in fall of 2009 and graduated by August 2014. The four-year rate includes all students who started high school in fall of 2010 and graduated by August 2014. Data are not shown for subgroups with less than 10 students.

Graduation rates are calculated by dividing the total number of graduates by an adjusted ninth grade cohort, or the group of students who entered ninth grade four or five years before. Only students who graduate with a regular diploma are counted as graduates for the purposes of the graduation rate. All other outcomes, including General Educational Development (GED) programs and Certificates of Individualized Education Program (IEP) Completion, do not count as graduates.

The number of graduates is determined by graduate files that are certified by DCPS and PCSB. Student subgroups are determined by the October 7, 2013 audited enrollment file according to the rules outlined under student characteristics.

The number of students in the ninth grade cohort is adjusted according to uniform rules set by the US Department of Education. The initial number of students in a cohort is set at the number of students in a school who are entering ninth grade for the first time. Students who transfer into the school are added to the cohort, and students who transfer out, move to another state or country, or are deceased are subtracted from the cohort.

The cohort year is set as four years following the year the cohort entered ninth grade. The same is true of the five-year graduation rate, which is why the most recent available cohort year for this measure lags the four-year rate by one year.

DC Scholars PCS

2014-15 Equity Report

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SCHOOL CHARACTERISTICS (SY 2015-16)

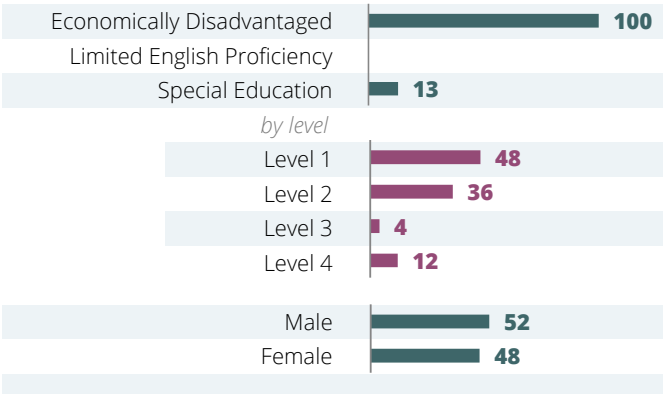
Grades	PK3 - 6
Ward	7
Address	5601 East Capitol Street SE Washington, DC 20019
Contact	202-559-6138 www.dcscholars.org
Type	Public Charter School

STUDENT CHARACTERISTICS

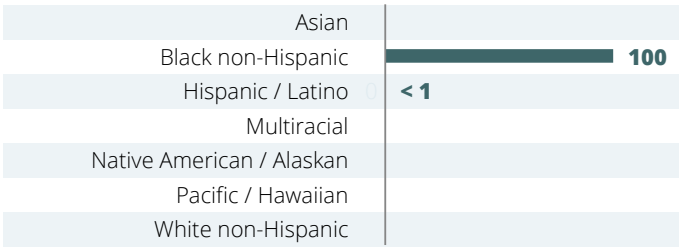
Total Enrollment (#)

389 Students

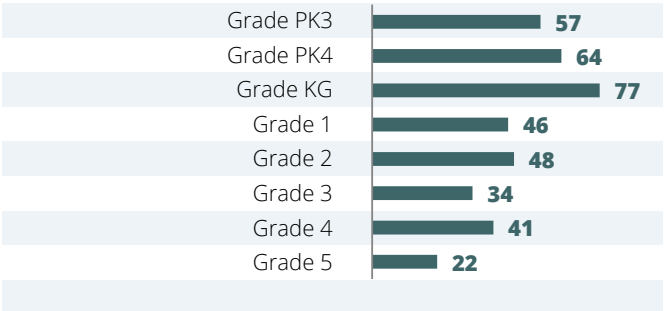
Enrollment by Subgroup (%)

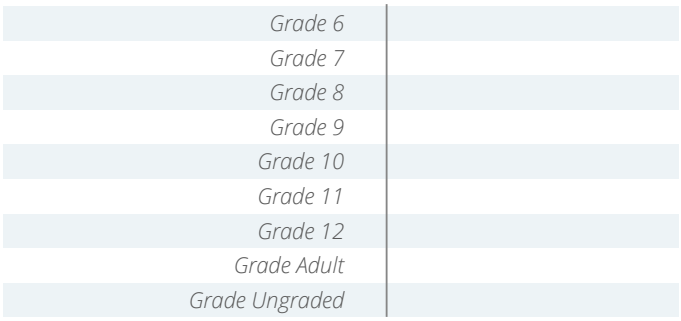


Enrollment by Race/Ethnicity (%)



Enrollment by Grade (#)

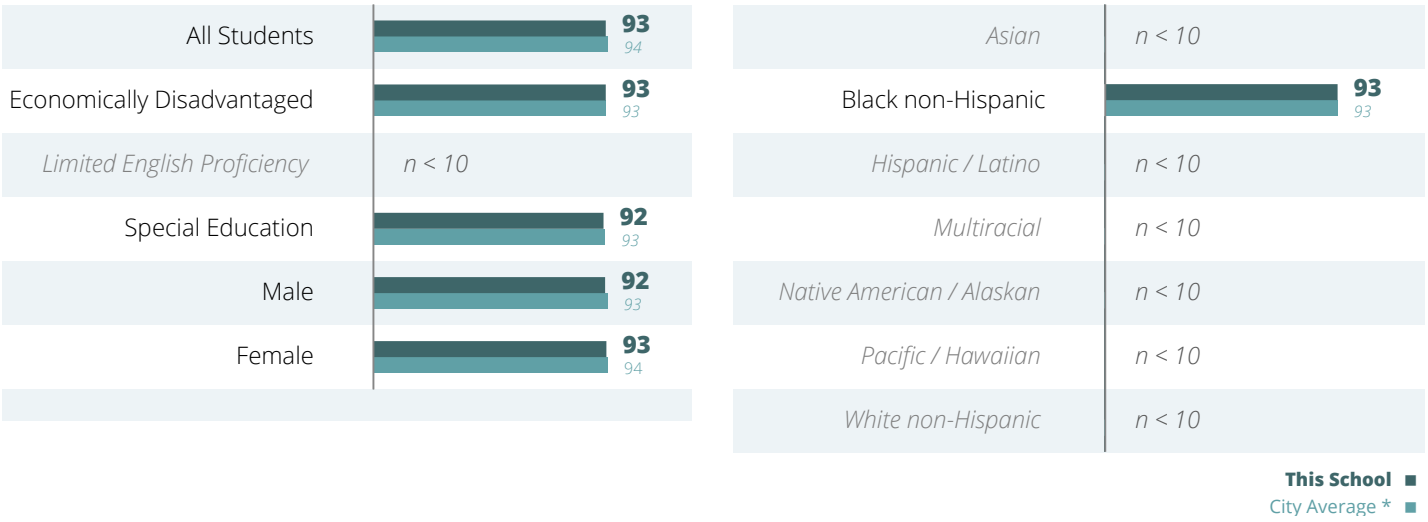




This Equity Report represents the joint effort of OSSE, DCPS, PCSB, and DME to improve equity across all entities.
Support provided by NewSchools Venture Fund.

ATTENDANCE

In-Seat Attendance Rate (%)



DISCIPLINE

Total Suspensions (#)

This School 63

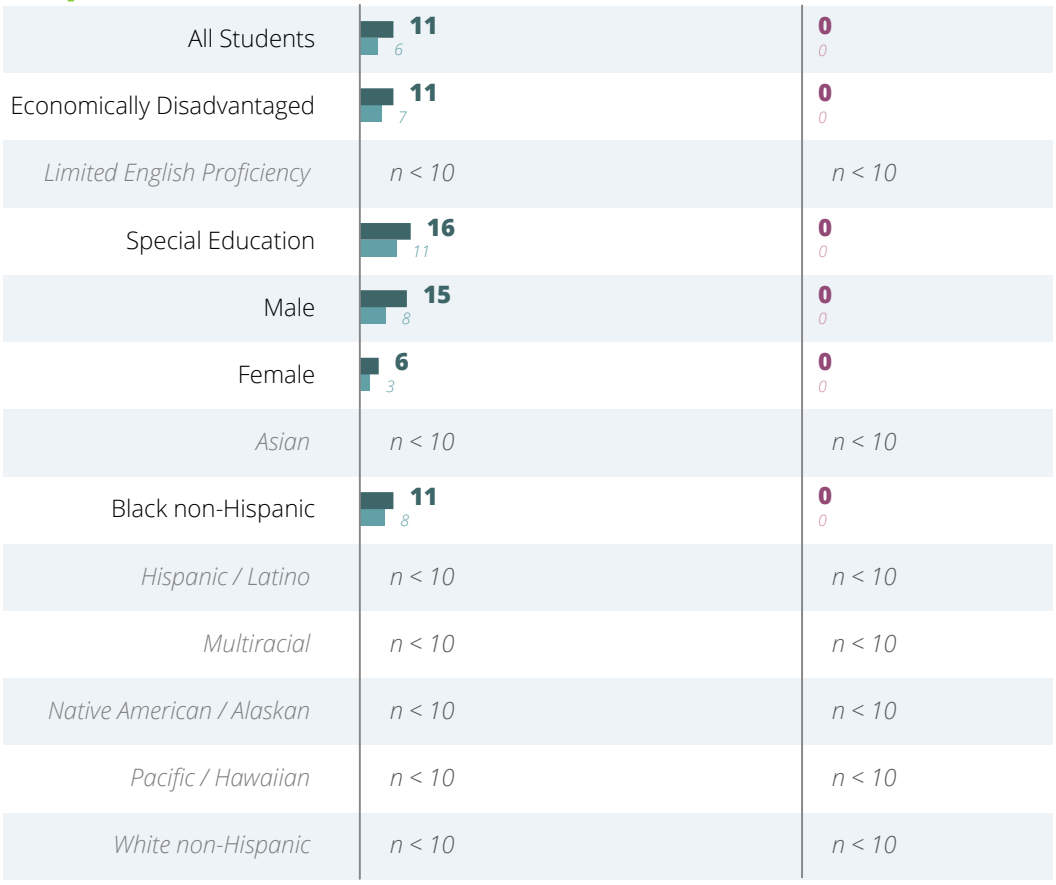
Total Expulsions (#)

This School 0

Expulsion Rate (%)

This School 0.00
City Average * 0.01

Suspension Rate (%)



STUDENT ACHIEVEMENT

PARCC Math Results*

	% Level 1 Did not yet meet expectations	% Level 2 Partially met expectations	% Level 3 Approached expectations	% Level 4 Met expectations	% Level 5 Exceeded expectations
All Students	13 / 21	25 / 32	34 / 26	28 / 20	0 / 2
Economically Disadvantaged	13 / 25	25 / 36	34 / 25	28 / 13	0 / 1
Limited English Proficiency	n < 25	n < 25	n < 25	n < 25	n < 25
Special Education	n < 25	n < 25	n < 25	n < 25	n < 25
Male	12 / 24	29 / 31	37 / 24	22 / 19	0 / 3
Female	13 / 18	21 / 32	31 / 27	36 / 21	0 / 2
Asian	n < 25	n < 25	n < 25	n < 25	n < 25
Black non-Hispanic	13 / 24	25 / 35	34 / 25	28 / 14	0 / 1
Hispanic / Latino	n < 25	n < 25	n < 25	n < 25	n < 25
Multiracial	n < 25	n < 25	n < 25	n < 25	n < 25
Native American / Alaskan	n < 25	n < 25	n < 25	n < 25	n < 25
Pacific / Hawaiian	n < 25	n < 25	n < 25	n < 25	n < 25
White non-Hispanic	n < 25	n < 25	n < 25	n < 25	n < 25

This School ■
City Average ■

PARCC ELA Results*

	% Level 1 Did not yet meet expectations	% Level 2 Partially met expectations	% Level 3 Approached expectations	% Level 4 Met expectations	% Level 5 Exceeded expectations
All Students	28 / 28	33 / 24	22 / 23	17 / 21	0 / 4
Economically Disadvantaged	28 / 35	33 / 28	22 / 23	17 / 14	0 / 1
Limited English Proficiency	n < 25	n < 25	n < 25	n < 25	n < 25
Special Education	n < 25	n < 25	n < 25	n < 25	n < 25
Male	35 / 34	31 / 25	20 / 21	14 / 17	0 / 3
Female	21 / 22	36 / 24	23 / 25	21 / 24	0 / 6
Asian	n < 25	n < 25	n < 25	n < 25	n < 25
Black non-Hispanic	28 / 33	33 / 27	22 / 23	17 / 16	0 / 1
Hispanic / Latino	n < 25	n < 25	n < 25	n < 25	n < 25
Multiracial	n < 25	n < 25	n < 25	n < 25	n < 25
Native American / Alaskan	n < 25	n < 25	n < 25	n < 25	n < 25
Pacific / Hawaiian	n < 25	n < 25	n < 25	n < 25	n < 25
White non-Hispanic	n < 25	n < 25	n < 25	n < 25	n < 25

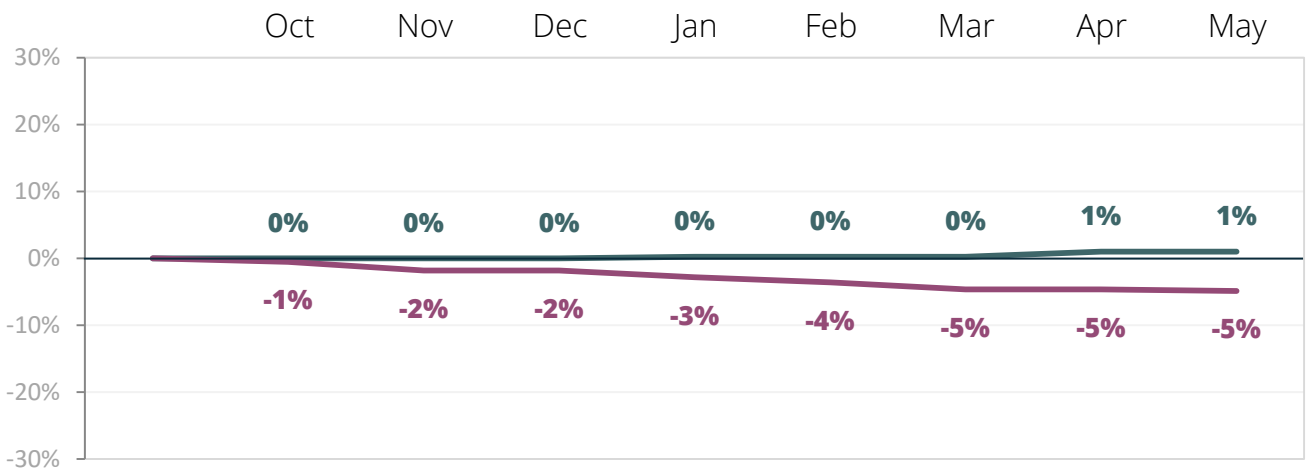
This School ■
City Average ■

* *Students with the most significant cognitive disabilities took the National Center and State Collaborative (NCSC) alternative assessment instead of PARCC. NCSC measures student performance on alternate achievement standards aligned to the Common Core State Standards. Go to results.osse.dc.gov to view a school's NCSC results.*

STUDENT MOVEMENT

Mid-Year Entry and Withdrawals (%)
This School

Total Enrollment
389 Students



Net Cumulative Change (%)

This School	**-4%**
City Average *	-1%

Mid-Year Entry and Withdrawals (%)
City Average *

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	**1%**	**1%**	**2%**	**3%**	**3%**	**4%**	**4%**	**4%**
Withdrawal	**-1%**	**-2%**	**-2%**	**-3%**	**-4%**	**-4%**	**-5%**	**-5%**

* *The City Averages displayed on this page only include the average of those grades served by this school in school year 2015-16.*

APPENDIX

Attendance

All students in a school benefit from a high in-seat attendance rate, or the average percentage of students in the classroom on a given day. Any absence, excused or unexcused, counts against this number. In-seat attendance rates divide the total number of students' days present by the total number of students' days enrolled in the school. Audited students' subgroup status is determined according to the rules outlined under student characteristics. Students not included in the audit have a separate student characteristic verification process detailed in the Equity Report business rules. Data are not shown for subgroups with less than 10 students. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the October 6, 2014 enrollment audit.

Discipline

Suspension rates are calculated by dividing the total number of students with out-of-school suspensions of 1 or more full days (11 or more days in the case of long-term suspensions) in this school by the total number of students enrolled, as determined by the October 6, 2014 enrollment audit. Data are not shown for subgroups with less than 10 students. Students' subgroup status is determined according to the rules outlined under student characteristics. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the enrollment audit. The total number of suspensions shows the number that occurred throughout the school year to any student enrolled, even if they were not included in the audited enrollment.

The total number of expulsions shows the number that occurred throughout the school year to any student enrolled, even if they were not included in the audited enrollment. Expulsion rates show the percentage of students who were expelled during the school year. Data are not shown for subgroups with less than 10 students. DCPS schools have adopted a discipline code that only allows for expulsion in extreme cases, such as incidents of extreme violence like attacking a student or staff member. DCPS schools have the option of transferring a middle or high school student to a DCPS alternative school for disciplinary reasons, and these transfers are not counted as expulsions. Each charter school creates its own policy for determining appropriate disciplinary action. The charter sector does not currently have one designated alternative school to transfer middle or high school students for long-term disciplinary reasons.

Graduation Rate

The graduation rate shows the percentage of students who received a high school diploma within four or five years of entering ninth grade. The five-year graduation rate includes all students who started high school in fall of 2010 and graduated by August 2015. The four-year rate includes all students who started high school in fall of 2011 and graduated by August 2015. Data are not shown for subgroups with less than 10 students.

Graduation rates are calculated by dividing the total number of graduates by an adjusted ninth grade cohort, or the group of students who entered ninth grade four or five years before. Only students who graduate with a regular diploma are counted as graduates for the purposes of the graduation rate. All other outcomes, including General Educational Development (GED) programs and Certificates of Individualized Education Program (IEP) Completion, do not count as graduates.

The number of graduates is determined by graduate files that are certified by DCPS and PCSB. Student subgroups are determined by the October 6, 2014 audited enrollment file according to the rules outlined under student characteristics.

The number of students in the ninth grade cohort is adjusted according to uniform rules set by the US Department of Education. The initial number of students in a cohort is set at the number of students in a school who are entering ninth grade for the first time. Students who transfer into the school are added to the cohort, and students who transfer out, move to another state or country, or are deceased are subtracted from the cohort.

The cohort year is set as four years following the year the cohort entered ninth grade. The same is true of the five-year graduation rate, which is why the most recent available cohort year for this measure lags the four-year rate by one year.

APPENDIX (CONT.)

Student Achievement

The Partnership for Assessment of Readiness for College and Careers (PARCC), a consortium of states including the District of Columbia, worked together to develop a set of new assessments designed to measure students' mastery of the Common Core State Standards in ELA and mathematics, in grades 3-8 and high school. These new PARCC assessments help determine whether students are on-track for college and career readiness. The District implemented the PARCC assessments for the first time during the spring of the 2014-15 school year, replacing the previous DC CAS state assessment. Readers are encouraged to learn more about the PARCC assessments at http://preview-osse.dc.gov/parcc. Students with the most significant cognitive disabilities took the National Center and State Collaborative (NCSC) alternative assessment instead of PARCC. NCSC measures student performance on alternate achievement standards aligned to the Common Core State Standards. Go to results.osse.dc.gov to view a school's NCSC results.

Student Characteristics

Every fall, OSSE counts the number of students present in every public and public charter school. This enrollment audit provides us with a snapshot of the student body, including the total number of students enrolled and their characteristics. The subgroups that are shown here were identified as of particular importance when considering issues of equity, and they will appear throughout this report. This school's total enrollment was identified using the October 6, 2014 audited enrollment data file.

For both DCPS and public charter schools, enrollment information, including race/ethnicity, gender, English Language Learner (ELL) and economically disadvantaged enrollment is determined using the audited enrollment file. For English Language Learners, only students between the ages of 3 and 21 are included in these metrics. Schools that have been certified for the Community Eligibility Provision, which allows all students at that school to receive lunch meals at no charge, are listed as 100% economically disadvantaged. All other schools' economically disadvantaged rates are calculated using the audited file.

For both DCPS and public charter schools, Special Education enrollment is determined using the audited enrollment population and an end-of-year special education file. A student's special education level is determined by their highest level of need identified during the school year. The total number of Special Education students, counting students with Individualized Education Programs (IEPs), is divided by the total number of students in the end of year enrollment file. The percentage of students in each Level of Special Education is determined using the audited and end of year file, as well. Only Special Education students between the ages of 3 and 21 are included in this metric.

Student Movement

Students may enter or withdraw from a school during the school year. The diverging lines below show the rate at which students entered or withdrew from the school throughout the school year as a proportion of its enrollment at the start of the year. The net change in enrollment shows how much this school's enrollment grew or shrank over the course of the school year.

The definitions of entrance and withdrawal are consistent across all DC schools. The percentage of students entering into and withdrawing from this school is determined by dividing the cumulative number of students entering or withdrawing throughout the year by the total number of students present during the October 6, 2014 enrollment audit. A student enrolled at the time of the audit who withdraws is counted as one withdrawal. A student enrolled at the time of the audit who withdraws and then re-enrolls at the same school is not counted as either a mid-year withdrawal or entrance. A student not enrolled at the time of the audit who then later enrolls is counted as one entrance. A student not enrolled at the time of the audit who enrolls then withdraws is counted as one entrance and one withdrawal.

A student who changes status repeatedly over the course of the school year is counted according to that student's final status, such that a student cannot be attributed multiple entrances or withdrawals. For example, a student enrolled at the time of the audit who withdraws, re-enrolls and then withdraws is counted as one withdrawal. Likewise, a student not enrolled at the time of the audit who enrolls, withdraws and then enrolls is counted as one entrance.

DC average values for this metric are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the annual enrollment audit.

Appendix E

DC Scholars Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

DC Scholars Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

DC Scholars Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	The school can seek accreditation at a later date; it is in the first year of operation

DC Scholars PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Disicpline Policy and Due Process	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	

DC Scholars PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	COMPLIANT	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	COMPLIANT	

DC Scholars PCS

COMPLIANCE REVIEW REPORT

2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: ***DC Scholars PCS***

January 15, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	**Compliant**	7/25/14	✔
School Calendar	**Compliant**	7/25/14	✔
Monthly Financial Statements - June	**Compliant**	7/31/14	✔
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/1/14	X
Auditor Engagement Letter	**Compliant**	8/15/14	✔
Fire Drills	**Compliant**	8/20/14	✔
Charter School Athletics Compliance	**Compliant**	8/31/14	X
Annual Report SY2013-2014	**Compliant**	10/6/14	✔
Accreditation	**Compliant**	10/10/14	✔
Basic Business License	**Compliant**	10/10/14	✔
Board Meeting Approved Minutes	**Compliant**	10/10/14	✔
Board Roster	**Compliant**	10/10/14	✔
Certificate of Insurance	**Compliant**	10/10/14	✔
Certificate of Occupancy	**Compliant**	10/10/14	✔
Child Find Policy	**Compliant**	10/10/14	✔
Employee Handbook: Employment Policies	**Compliant**	10/10/14	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/10/14	✔
Litigation Proceedings Calendar	**Compliant**	10/10/14	✔
School Emergency Response Plan	**Compliant**	10/10/14	✔
School Nurse Notification OR Certified Staff to Administer Medication	**Compliant**	10/10/14	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/10/14	✔
SPED-Continuum of Services	**Compliant**	10/10/14	✔
Student Handbook	**Compliant**	10/10/14	✔
Early Childhood (EC) PMF Assessment Selection Form	**Compliant**	10/17/14	✔

Annual Teacher and Principal Evaluation Reflection (LEA)	**Compliant**	10/28/14	✔
Quarterly Financial Statements - 1st	**Compliant**	10/31/14	✔
Audited Financial Statements	**Compliant**	11/3/14	✔
Audited Financial Statements - FAR Data Entry Form	**Compliant**	11/7/14	✔
Fire Drills	**Compliant**	12/5/14	✔
Staff/Volunteer Roster and Background Checks - 10/10/2014	**Compliant**	12/17/14	✔

SY 2014-2015 DC Public Charter School Board Compliance Review Report - Contracts Submission

For LEA/Campus: ***DC Scholars PCS***

Requirement	Compliance Status	Due	On Time
Contracts	**2 Submitted**	3 days after contract is awarded	**2 of 2**

Date of Submission to PCSB	Name of Charter School	Vendor	Services to be Provided	Effective Date of Contract-10 days (SRA)	Value of Contract	# of Days Between Date of Contract Award to Vendor & Submission to PCSB
9/3/14	DC Scholars PCS	ACS	IT services and equipment	9/13/14		**Compliant**
9/3/14	DC Scholars PCS	Springboard	Afterschool services	9/13/14	$150,000	**Compliant**

2014-15 Compliance Review Requirements

Requirement	Description
2014-15 School Calendar	Calendar must include the following: -minimum 180 days of school (6+ hours) -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable *If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus
Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)
High School Course Offering--Assurance	All courses and credits offered to high school students; include graduation requirements
Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)
Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided
Annual Report	2013-14 Annual Report includes: -Narrative (description of performance and progress; goal attainment; school program) -Data Report -Appendices (staff roster; board roster; financials)
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.
ESEA Focus Schools: web-based Sub-group Intervention Plan	Assurance letter stating that the school uploaded their plan for supporting Focus sub-groups into web-based tool

2014-15 Compliance Review Requirements

Requirement	Description
Professional Development Calendar, Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)
Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.
Certificate of Occupancy	Includes school name and current address; **Occupancy load on form is equal to or greater than the sum of staff and students**
Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's **charter agreement**); should include all addresses/ campuses of an LEA
Basic Business License	Current Basic Business License
School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)
Board Roster	<u>Board makeup must include:</u> -Odd number of voting members (odd number of voting members/ doesn't include ex-officio) -Greater than 3 but no more than 15 -Majority of members residing in DC (include address or city of residence) -2 parent members (voting members) * **Adult schools may use alumnae or adult students to satisfy the parent requirement*
Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occuring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo
Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law
School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. **OR,** an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.
Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members **Should confirm staff's understanding of their obligation for reporting sexual abuse of student.*

2014-15 Compliance Review Requirements

Requirement	Description
Child Find Policy	An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts: • Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment • Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment
Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted within the past **TWO years** **All volunteers working more than 10 hrs/ week must have background checks*
Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: *sexual harassment *equal opportunity *drug-free workplace *complaint Resolution Process *Whistle blower Policy (best practice, not mandatory)
Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process
SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)
Student Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	**Discipline Policy** -clear explanation of infractions -clear explanation of consequences (basis for suspensions/ expulsions) -manifestation determination process for students with disabilities -due process and appeals procedures for student/ parents for disciplinary incidents **Attendance Policy** -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) **Safeguard of Student Information Policy**--aligns with FERPA regulations
Lease	Lease
Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date
Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter
Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)

2014-15 Compliance Review Requirements

Requirement	Description
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.
Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.
2015-2016 Student Application	Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview *should include a non-discrimination clause
2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement
Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year

SY 2015-2016 DC Public Charter School Board Compliance Review Report

DC Scholars PCS

January 22, 2016

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	**Compliant**	7/28/15	✔
Fire Drill Schedule	**Compliant**	7/28/15	✔
Auditor Engagement Letter FY2015	**Compliant**	8/17/15	✔
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/31/15	✔
Annual Teacher and Principal Evaluation Reflection (LEA)	**Compliant**	8/31/15	✔
Charter School Athletics Compliance	**Compliant**	8/31/15	✔
School Calendar	**Compliant**	9/16/15	✔
Professional Development Calendar (Title I Schools)	**Compliant**	9/30/15	✔
Student/Family Handbook	**Compliant**	10/8/15	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/8/15	✔
Certificate of Occupancy	**Compliant**	10/8/15	✔
Certificate of Insurance	**Compliant**	10/8/15	✔
Litigation Proceedings Calendar	**Compliant**	10/8/15	✔
Board Meeting Approved Minutes - 1st Quarter	**Compliant**	10/8/15	✔
School Emergency Response Plan	**Compliant**	10/8/15	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/8/15	✔
Child Find Policy	**Compliant**	10/8/15	✔
Staff/Volunteer Roster and Background Checks	**Compliant**	10/8/15	✔
Employee Handbook: Employment Policies	**Compliant**	10/8/15	✔
Accreditation	**Compliant**	10/8/15	✔
ADA	**Compliant**	10/8/15	✔
Title IX	**Compliant**	10/8/15	✔
ELL	**Compliant**	10/8/15	✔
Staff Preference	**Compliant**	10/8/15	✔
SPED-Continuum of Services	**Compliant**	10/8/15	✔
Board Roster	**Compliant**	10/21/15	✔
Annual Report	**Compliant**	10/29/15	✔
Quarterly Financial Statements - 1st Quarter	**Compliant**	10/31/15	✔
Audited Financial Statements 2014-2015	**Compliant**	12/1/15	✔
Audited Financial Statements - FAR Data Entry Form 2014-2015	**Compliant**	12/1/15	✔
Fire Drills Conducted	**Compliant**	12/8/15	✔
School Nurse Notification/Certified Staff to Administer Medication	**Compliant**	12/15/15	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

SY 2015-16 DC Public Charter School Board Compliance Review Report - Contract Submission Summary
DC Scholars PCS

This report summarizes the school's compliance with contract submission requirements for Fiscal Year 2015 (July 1, 2014 - June 30, 2015).

Cells highlighted in the following table indicate that the school did not submit contract information for an expenditure over $25,000.
If you believe that DC PCSB is missing records or flagging expenditures in error, please contact Mikayla Lytton at mlytton@dcpcsb.org.

Expenditures over $25,000 *(submitted as part of the audited financial statements)*						
Vendor Name	**Services Provided**	**Value**	**Submitted for Bid?**	**Explanation, if No**	**If Renewal, when was contract bid?**	**DC PCSB Review Notes**
Scholar Academies	Management Fees & Related Party	$ 694,027	N	management contract		
Independence Blue Cross	Health Insurance	$ 382,289	N	benefits are provided through CMO contract with provider		While broker-procured services do not need to be bid, DC PCSB requires that the school submit evidence that the broker solicited such services from a range of providers.
Hord Coplan Macht, Inc.	Shadd Project	$ 366,206	N	these were not expenses of DCS PCS; they were investment in 5601 E. Capitol St. LLC and were bid by the LLC		The school should contact DC PCSB to discuss its rationale for this exemption.
DC Treasurer	Rent	$ 295,163	N	operating lease		
DC Public Charter School Board	Authorizer Fees	$ 291,879	N	authorizer fees		
Revolution Foods, Inc.	Food Program	$ 249,420	N	renewal	Jun-12	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
MCN Build	Shadd Project	$ 236,036	N	these were not expenses of DCS PCS; they were investment in 5601 E. Capitol St. LLC and were bid by the LLC		The school should contact DC PCSB to discuss its rationale for this exemption.
Springboard Education in America	Afterschool Program	$ 178,000	Y			
ACS International Resources	IT Consulting and Equipment	$ 130,657	Y			
Charter School Incubator Initiative	Shadd Project	$ 90,995	N	these were not expenses of DCS PCS; they were investment in 5601 E. Capitol St. LLC and were bid by the LLC		The school should contact DC PCSB to discuss its rationale for this exemption.
People Animals Love	FY14 Payables	$ 78,248	N	remaining balance from previous contract		The school should contact DC PCSB to discuss its rationale for this exemption.

Bolana Capitol Enterprises, Inc.	Janitorial	$ 73,430	Y			
RelComm	Computers & Network Equipment	$ 54,876	N	part of larger E-Rate grant with funds left over from 2012		
Eileen Haley	Speech Pathologist	$ 48,645	N	renewal	Aug-13	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Brailsford & Dunlavey	Shadd Project	$ 42,753	N	these were not expenses of DCS PCS; they were investment in 5601 E. Capitol St. LLC and were bid by the LLC		The school should contact DC PCSB to discuss its rationale for this exemption.
ETES End-to-End Solutions	Special Ed Services	$ 42,187	N	renewal	Sep-13	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Therapy Source	Special Ed Services	$ 38,640	N	renewal	Sep-13	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Telephonix, Inc.	Network Cabling & Installation	$ 38,016	N	part of larger E-Rate grant with funds left over from 2012		
RICOH	Copier Lease	$ 29,808	N	multi-year contract	Sep-12	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Office Depot	Office Supplies	$ 27,431	N	aggregate purchases of <$25K each		

Cells highlighted below indicate that the contract was not submitted timely or was not bid appropriately.

Submitted Contracts
(submitted to Epicenter throughout the fiscal year)

Vendor Name	Services Provided	Value	Submission Date	Award Date	Contract Effective Date	Bid Appropriately?	Timely Submitted?
ACS	IT services and equipment	$ 25,000.00	9/3/2014	7/31/2014	9/13/2014	Y	Untimely
Bolana Inc.	Janitorial Services Agreement	$ 60,000.00	4/4/2014	3/28/2014	4/14/2014	Y	Untimely
Springboard	Afterschool services	$ 150,000.00	9/3/2014	8/22/2014	9/13/2014	Y	Untimely

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
7/28/2015	2015-16 School Calendar	Calendar must include the following: -minimum 180 days of school (6+ hours)* -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus *If the school has received permission from PCSB to waive the 6-hour requirement, please make that notation on the school calendar **All Adult Education Programs must include start and end dates for each semester and orientation period	LEA	All Schools
7/28/2015	Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2015-2016 school year. This calendar must also include an assurance statement that the number of meetings is no fewer than what is stated in the school's bylaws.	LEA	All Schools
7/28/2015	High School Course Offering	All courses and credits offered to high school students; include graduation requirements Note: All schools should have the minimum DC graduation course requirements (unless already specified otherwise in the school's charter agreement). Any school that wishes to change their graduation requirements to require less than what OSSE mandates must submit a charter amendment request.	Campus	High Schools ONLY
7/28/2015	Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)	Campus (1 for each facility)	All Schools
8/17/2015	Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
8/31/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
8/31/2015	Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided	Campus	All schools that offer sports
8/31/2015	Annual Teacher and Principal Evaluation Reflection (SY 2014-15)	This reflection details a brief summary of the evaluation process, a classification of the number of teachers and principals in each performance area and next steps for improving your school's evaluation process. Required for PCSB monitoring of Principle 3 of the ESEA Waiver.	LEA and Campus	Title 1 Schools
9/8/2015	Annual Report	2014-15 Annual Report is one document that includes: -Narrative (including goal attainment with a description of whether each charter goal was "met" or "missed" and evidence explaining why) -Data Report -Appendices (staff roster; board roster; financials)	LEA	All Schools in operation SY 2014-2015

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
9/30/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2014-2015; PCSB identified schools
9/30/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 2013-2014 and those identified in SY 14-15.
9/30/2015	Professional Development Calendar (SY 2015-16), Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)	LEA	Title 1 Schools
9/30/2015	Adult Education Assessments	Adult education assessment form indicating what assessments the school plans to administer for the current school year. Each adult education program must let PCSB know which assessments the school will be held accountable to for the Adult Education PMF.	Campus	Adult Education Schools
9/30/2015	Early Childhood Assessments	EC Assessment Selection Form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC/ES/MS PMF.	Campus	Early Childhood Schools
10/8/2015	Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students	Campus (1 for each facility)	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/ campuses of an LEA	LEA	All Schools
10/8/2015	School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)	Campus	All Schools
10/8/2015	Board Roster	Board makeup must include: -Odd number of voting members -Greater than 3 but no more than 15 -Majority of members residing in DC (include address OR city of residence) -2 parent members (voting members) *Please include all members' email addresses **Adult schools may use alumnae or adult students to satisfy the parent requirement	LEA	All Schools
10/8/2015	Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo. *In addition to this annual requirement, please note schools are required to notify PCSB within seven days of receiving any new complaint	LEA	All Schools
10/8/2015	Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2015; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law	LEA	All Schools
10/8/2015	School Emergency Response Plan	An assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.	Campus (1 for each facility)	All Schools
10/8/2015	Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members -should confirm staff's understanding of their obligation for reporting sexual abuse of students	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Child Find Policy	An LEA's Child Find procedures should include, but are not limited to, a written description of: -how the LEA transitions students from Part C to Part B (if applicable to your student population) -public awareness and universal screening -identification/referral -evaluation and assessment -serving the student *Child Find Procedures apply to students 21 and under (Adult Education programs should also complete this requirement)	LEA	All Schools (DCPS Dependent LEAs should complete the assurance that they comply with DCPS's Child Find Policies and Procedures)
10/8/2015	Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted *All volunteers working more than 10 hrs/ week must have background checks	Campus	All Schools
10/8/2015	Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: -sexual harassment -equal opportunity -drug-free workplace -staff complaint Resolution Process -whistle blower Policy (best practice, not mandatory)	LEA	All Schools
10/8/2015	Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process *ALL schools in operation for five years or more must be accredited or may be subject to board action per PCSB's Accreditation Policy	LEA	All Schools
10/8/2015	SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Student/Family Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	Discipline Policy -clear explanation of infractions and what leads to a suspension or expulsion -explanation of manifestation determination process for students with disabilities -due process and appeals procedures for parents if their child is issued a suspension or expulsion *Please note that substantive changes to the discipline policy must be submitted to PCSB as an amendment to the school's charter agreement. Attendance Policy -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) -Grievance Procedure -- process for resolving parent/student complaints -Safeguard of Student Information Policy--aligns with FERPA regulations	LEA	All Schools
10/8/2015	Lease	Lease	Campus (1 for each facility)	New Schools, Schools in a new facility Schools with a new lease agreement
10/8/2015	Staff Preference	Assurance letter stating that enrollment based on staff preference is limited to 10% of the total student population or to 20 students, whichever is less. *If your school does not enact staff preference, please also submit an assurance letter making that clear	LEA	All Schools
10/8/2015	ELL	Assurance letter attesting to and describing the school's compliance with laws and regulations related to the education of English Language Learners.	LEA	All Schools
10/8/2015	ADA	Assurance that the facility is ADA compliant OR if it is not, how the school will meet the needs of students, staff, and community stakeholders who may require accommodations to access the facility.	Campus	All Schools
10/8/2015	Title IX	Assurance letter attesting to and describing the school's compliance with laws and regulations related to Title IX.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/31/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
10/31/2015	Quarterly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	All schools (except those submitting monthly financials)

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
11/30/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
12/1/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 13-14 and those identified in SY 14-15.
12/1/2015	Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools
12/1/2015	Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.	LEA	All Schools
12/8/2015	2015-2016 Student Application	Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview *should include a non-discrimination clause	LEA	Schools not participating in MySchoolsDC
12/8/2015	2016-2017 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement	LEA	Schools not participating in MySchoolsDC
12/8/2015	Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year	Campus (1 for each facility)	All Schools

Appendix F

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2012 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	DC Scholars Public Charter School
Final Percentage Rating:	84%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – N/A • Indicator 12 – N/A • Indicator 13 – N/A	N/A	N/A
2	Information regarding timely, valid and reliable data	• All data are submitted timely	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• LEA did not receive a report in FFY 2012 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	LEA has 26-50 students with IEPs • No dispute resolution complaints were filed against the LEA or 0-4 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – 4 • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – 0 • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	3.5	4
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Either timely LEA submission of Phase I and Phase II applications, or reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2012 grant cycle	2	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet minimum "n" size for disability subgroup	N/A	N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	• LEA was not issued any findings of noncompliance from FFY 2012 that were due for correction in FFY 2013	N/A	N/A
		• BONUS: LEA has no longstanding noncompliance from FFY 2011, 2010 and 2009	N/A	
		Total Number of Points Achieved		13.5
		Total Possible Points from Applicable Elements		16
		Percentage of Points Achieved from Applicable Elements		84%

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Division of Elementary, Secondary and Specialized Education

ENCLOSURE 2
FEDERAL FISCAL YEAR (FFY) 2013 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	DC Scholars Public Charter School
Final Percentage Rating:	82%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – in compliance • Indicator 12 – N/A • Indicator 13 – N/A	1	1
2	Information regarding timely, valid and reliable data	• Not all data are submitted timely	0	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	Student-level • LEA did not receive a report in FFY 2013 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	LEA has 26-50 students with IEPs • No dispute resolution complaints were filed against the LEA or 0-4 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – 4 • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – 0 • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	3.5	4
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2013 grants cycle	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and LEA reported on MOE to OSSE timely	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet minimum "n" size for disability subgroup	N/A	N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	• 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance	2	2
		• BONUS: LEA has no longstanding noncompliance from FFY 2009, 2010, 2011 and 2012	1	
Total Number of Points Achieved				15.5
Total Possible Points from Applicable Elements				19
Percentage of Points Achieved from Applicable Elements				82%

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2014 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	DC Scholars Public Charter School
Final Percentage Rating:	84%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – 0%-74% compliance rate • Indicator 12 – N/A • Indicator 13 – N/A	0	2
2	Information regarding timely, valid and reliable data	• FFY 2014 child count data submitted timely • FFY 2014 Phase I and Phase II applications submitted timely • FY 2015 IDEA Maintenance of Effort (MOE) submitted timely	3	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• LEA did not receive a report in FFY 2014 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	• No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – 4 • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 2 • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	3.75	4
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2014 grants cycle	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	• Reading assessments: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup • Math assessments: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup	N/A	N/A

	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c[1]	**LEA performance results on Next Generation Assessments in reading and math (Partnership for Assessment of Readiness for College and Careers (PARCC) and the National Center and State Collaborative (NCSC) Alternative Assessment):**	**Math**	**Reading**
		Proficiency rates are calculated based on the following performance levels: • PARCC Level 4: Percentage of students who met expectations • PARCC Level 5: Percentage of students who exceeded expectations • NCSC Level 3: Percentage of students who met expectations • NCSC Level 4: Percentage of students who exceeded expectations • N/A — LEA did not meet minimum "n" size for disability subgroup	N/A	N/A
8	Evidence of correction of findings of noncompliance that were issued in FFY 2014 and due for correction in FFY 2015, including progress toward full compliance	• The LEA did not receive any findings of noncompliance from FFY 2014 that were due for correction in FFY 2015.	N/A	N/A
		Total Number of Points Achieved		11.75
		Total Possible Points from Applicable Elements		14
		Percentage of Points Achieved from Applicable Elements		84%

[1] For FFY 2014 IDEA Part B Determinations, OSSE is reporting the performance of each LEA's students with disabilities (SWD) subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2014 National Center and State Collaborative (NCSC) Alternative Assessment. This indicator will not be assigned a weight for this year. For FFY 2015 and beyond, OSSE will use each LEA's SWD performance on the state-wide assessments in alignment with the new accountability system that will be developed pursuant to the Elementary and Secondary Education Act, amended by the Every Student Succeeds Act (ESSA). OSSE will provide LEAs information on how this indicator will be calculated in advance of next year's determinations.

Appendix E

DC PUBLIC CHARTER SCHOOL BOARD

Scott Pearson
Executive Director

February 13, 2019

VIA ELECTRONIC MAIL
Robert Weinberg, Board Chair
Jennifer Leonard, Executive Director
DC Scholars Public Charter School
5601 E Capitol St. SE,
Washington, DC 20019

Dear Mr. Weinberg and Ms. Leonard,

Thank you for meeting with us on February 1, 2019. We appreciated the discussion that occurred among you, DC Scholars Public Charter School (DC Scholars PCS) Interim Head of School Nicole Bryan, Board Members Andrew Ellenbogen and Megan Marcano, Parent Board Member Timmeca Wilson, DC Public Charter School Board (DC PCSB) Chair Rick Cruz, Deputy Director Naomi Rubin DeVeaux, and staff members Alyssa Noth, Nicole Cole, and me. The purpose of the meeting was to discuss DC Scholars PCS's declining academic performance.

We began by discussing our shared concern about the school's low score on the Performance Management Framework (PMF) last year. Over the past three years, DC Scholars PCS's performance on the PMF has declined by almost thirty percentage points. Since school year (SY) 2015-16, the decline has been so dramatic that the school has dropped from Tier 1 to just two and a half percentage points above Tier 3.

You explained that in SY 2016-17 the school experienced an unexpected change in leadership that had a significant impact on its academic program. However, you expressed your belief that the school has begun to stabilize under the direction of Interim Head of School Nicole Bryan. Ms. Bryan explained that there was an overall lack of clarity about leader roles and responsibilities. In response, she invested a significant amount of time to improve the school's culture and leader capacity. Nevertheless, you recognize that the investments made in leadership have not fully reached your teachers—particularly in the elementary school.

The primary reason for the school's low PMF score was the low growth scores in Math and English Language Arts (ELA). While you anticipate improvement in ELA at the middle school level, you have not seen the same level of growth in the elementary grades. You acknowledged concerns with the math program across all grade levels and stated that you might not see significant growth in math this year. Despite these challenges, your board is optimistic about the progress the school is making.

Given Ms. Bryan is serving in an interim role at DC Scholars PCS, you have hired a search firm to assist in recruiting a permanent Head of School. We expressed concern that the school will continue to undergo leadership changes. You responded by noting that you anticipate Ms. Bryan will stay onboard to coach the new Head of School and you expect that both school leaders will remain with the school through the next academic year.

DC Scholars PCS will undergo its ten-year charter review in SY 2021-22. To meet its goals and academic achievement expectations, the school must earn a minimum average PMF score of 45.0% for school years 2016-17, 2017-18, 2018-19, 2019-20, and 2020-21. Achieving this average will require significant improvement. We ended the meeting by stressing the urgency of this turnaround effort.

Sincerely yours,

Scott Pearson

Appendix F

DC PUBLIC CHARTER SCHOOL BOARD

Rashida Young
Chief School Performance Officer

November 30, 2020

VIA ELECTRONIC MAIL
Robert Weinberg, Board Chair
Jennifer Leonard, Executive Director
DC Scholars Public Charter School
5601 East Capitol Street SE
Washington, DC 20019

Dear Mr. Weinberg and Ms. Leonard:

We appreciated the discussion that occurred on November 5, 2020, among DC Scholars Public Charter School (DC Scholars PCS) board members Robert Weinberg, Andrew Ellenbogen, Tiffianne Hudnall, Erica Jackson, Jacquelyn Lendsey, Evan Piekara, and Crystal Willams; DC Scholars PCS staff Jennifer Leonard, Amy Helms, and Nicole Bryan; DC Public Charter School Board (DC PCSB) member Rick Cruz; and DC PCSB staff members Dr. Michelle Walker-Davis, Erin Kupferberg, Melodi Sampson, Alison Waddy, and me. The purpose of the meeting was to discuss DC Scholar PCS's goal attainment ahead of its 10-year charter review in school year (SY) 2021 – 22.

As we discussed, we are living through extremely unusual circumstances, which have limited DC Scholars PCS's ability to demonstrate goal attainment. Per its charter agreement, the school will have met its charter goals if it earns an average Performance Management Framework (PMF) score equal to or greater than 45.0%. With an average of 44.2%, DC Scholars PCS has not met this goal outright. However, as noted during the meeting, at a 10-year charter review, the DC PCSB Board may exercise discretion to continue the charter of a school even where the school has failed to meet its goals.

We appreciated hearing the qualitative shifts your school has deployed since our February 2019 Board-to-Board meeting. You shared that you have separated from your former charter management organization, hired new personnel, restructured the school, adopted a new curriculum, and begun providing targeted and ongoing staff development. You also shared your assessment of how the school culture has shifted, as indicated by improved

teacher retention rates, teachers' positive perspective on the Insight survey, and higher enrollment numbers than in previous years.

We also discussed how the school plans to track academic gains in a virtual environment. You shared that you are using ANET, iReady, and Expeditionary Learning Skills and Phonics assessments to capture student performance in SY 2020 – 21. We encouraged you to share information with DC PCSB as you track student growth with EmpowerK12, and as you learn more about iReady national norms.

In preparation for your 10-year charter review, we noted that the school may submit supplemental student-level academic data for DC PCSB's consideration to demonstrate growth and achievement during SY 2019 – 20 and SY 2020 – 21. Considering the unique circumstances we are experiencing, we also acknowledged that our approaches to oversight may shift over the next school year. As such, DC PCSB is committed to keeping DC Scholars PCS informed and exploring additional methods for evaluating school performance.

Thank you for all of your work during this challenging time.

Sincerely,

[redacted]

Chief School Performance Officer
DC Public Charter School Board

Appendix G1

DC PUBLIC CHARTER SCHOOL BOARD

SY 2016-2017 DC Public Charter School Board Compliance Review Report

DC Scholars PCS

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	**Compliant**	7/26/16	✔
School Calendar	**Compliant**	7/26/16	✔
Goals and Assessments	**Compliant**	7/26/16	✔
Fire Drill Schedule	**Compliant**	7/26/16	✔
Quarterly Financial Statements - 4th Quarter	**Compliant**	7/31/16	✔
Auditor Engagement Letter	**Compliant**	8/16/16	✔
Student/Family Handbook	**Compliant**	8/23/16	✔
Annual Report	**Compliant**	9/6/16	✔
Charter School Athletics Compliance	**Compliant**	9/14/16	✔
Professional Development Calendar (Title I Schools)	**Compliant**	9/30/16	✔
Board Roster	**Compliant**	10/6/16	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/6/16	✔
Employee Handbook: Employment Policies	**Compliant**	10/6/16	✔
Accreditation	**Compliant**	10/6/16	✔
SPED-Continuum of Services	**Compliant**	10/6/16	✔
Child Find Policy	**Compliant**	10/6/16	✔
Board Meeting Approved Minutes - 1st Quarter	**Compliant**	10/6/16	✔
ADA	**Compliant**	10/6/16	✔
Title IX	**Compliant**	10/6/16	✔
School Emergency Response Plan	**Compliant**	10/6/16	✔
ELL	**Compliant**	10/6/16	✔
School Nurse Notification/Certified Staff to Administer Medication	**Compliant**	10/6/16	✔
Certificate of Occupancy	**Compliant**	10/6/16	✔
Staff/Volunteer Roster and Background Checks	**Compliant**	10/6/16	✔
Certificate of Insurance	**Compliant**	10/6/16	✔
Litigation Proceedings Calendar	**Compliant**	10/6/16	✔
Staff Preference	**Compliant**	10/6/16	✔
Lease/Purchase Agreement and Right of Entry	**Compliant**	10/6/16	✔
Quarterly Financial Statements - 1st Quarter	**Compliant**	10/31/16	✔
Student Enrollment Forms	**Compliant**	12/8/16	✔
Fire Drills Conducted	**Compliant**	12/8/16	✔
Facilities Expenditure Data Inputs	**Compliant**	12/15/16	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

A rating of *compliant* means the school has satisfied the compliance standards.
A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.
A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at kdammann@dcpcsb.org.

Appendix G2

SY 2017-2018 DC Public Charter School Board Compliance Review Report

DC Scholars PCS

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	**Compliant**	8/1/17	✔
Fire Drill Schedule	**Compliant**	8/1/17	✔
School Calendar	**Compliant**	8/1/17	✔
Student/Family Handbook	**Compliant**	8/1/17	✔
Annual Report	**Compliant**	10/2/17	✔
Accreditation	**Compliant**	10/10/17	✔
Board Meeting Approved Minutes - 1st Quarter	**Compliant**	10/10/17	✔
Board Roster	**Compliant**	10/10/17	✔
Certificate of Insurance	**Compliant**	10/10/17	✔
Certificate of Occupancy	**Compliant**	10/10/17	✔
Employee Handbook: Employment Policies	**Compliant**	10/10/17	✔
Lease/Purchase Agreement and Right of Entry	**Compliant**	10/10/17	✔
Litigation Proceedings Calendar	**Compliant**	10/10/17	✔
School Emergency Response Plan	**Compliant**	10/10/17	✔
School Nurse Notification/Certified Staff to Administer Medication	**Compliant**	10/10/17	✔
Seclusion and/or Restraint Checklist	**Compliant**	10/10/17	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/10/17	✔
Special Education Packet	**Compliant**	10/10/17	✔
Staff/Volunteer Roster and Background Checks	**Compliant**	10/10/17	✔
Fire Drills Conducted	**Compliant**	12/12/17	✔
Student Enrollment Forms	**Compliant**	12/12/17	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

A rating of *compliant* means the school has satisfied the compliance standards.
A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.
A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at kdammann@dcpcsb.org.

Appendix G3

SY 2018-2019 DC Public Charter School Board Compliance Review Report

DC Scholars PCS

Requirement	Compliance Status	Due	On Time
Student Handbook	**Compliant**	7/19/2018	✔
School Calendar	**Compliant**	7/19/2018	✔
Fire Drill Schedule	**Compliant**	7/19/2018	✔
Charter Board Calendar	**Compliant**	7/19/2018	✔
Attendance SST Meetings	**Compliant**	7/19/2018	✔
Q1 Procurement Contracts	**Compliant**	9/30/2018	✔
Annual Report	**Compliant**	10/2/2018	✔
Certified Staff to Administer Medicine	**Compliant**	10/9/2018	✔
Board Roster	**Compliant**	10/9/2018	✔
Accreditation	**Compliant**	10/9/2018	✔
Seclusion & Restraint Checklist	**Compliant**	10/9/2018	✔
LRE Continuum of Services Checklist	**Compliant**	10/9/2018	✔
Staff Preference	**Compliant**	10/9/2018	✔
Child Find Policy Checklist	**Compliant**	10/9/2018	✔
Title IX	**Compliant**	10/9/2018	✔
Q1 Board Meeting Minutes	**Compliant**	10/9/2018	✔
ADA Assurance	**Compliant**	10/9/2018	✔
Certificate of Occupancy	**Compliant**	10/9/2018	✔
English Learners Assurance	**Compliant**	10/9/2018	✔
Insurance Certificate	**Compliant**	10/9/2018	✔
Sexual Violation Protocol	**Compliant**	10/9/2018	✔
Staff Roster and Background Checks	**Compliant**	10/9/2018	✔
Employee Handbook	**Compliant**	10/9/2018	✔
School Emergency Response Plan	**Compliant**	10/9/2018	✔
Fire Drill Schedule (Mid-Year Update)	**Compliant**	12/11/2018	✔
Student Enrollment Forms	**Compliant**	12/11/2018	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

A rating of *compliant* means the school has satisfied the compliance standards.
A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.
A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at kdammann@dcpcsb.org.

Appendix G4

SY 2019-2020 DC Public Charter School Board Compliance Review Report

DC Scholars PCS

Requirement	Compliance Status	Due	On Time
Charter Board Calendar	**Compliant**	7/3/19	✔
Fire Drills	**Compliant**	7/3/19	✔
School Calendar	**Compliant**	7/3/19	✔
Student Support Team Meetings	**Compliant**	7/3/19	✔
Student/Family Policies	**Compliant**	7/3/19	✔
Annual Report	**Compliant**	10/1/19	✔
Accreditation	**Compliant**	10/8/19	✔
ADA Assurance	**Compliant**	10/8/19	✔
Board Roster	**Compliant**	10/8/19	✔
Certificate of Occupancy	**Compliant**	10/8/19	✔
Certified Staff to Administer Medicine	**Compliant**	10/8/19	✔
Child Find Policy Checklist	**Compliant**	10/8/19	✔
Employee Policies	**Compliant**	10/8/19	✔
English Learner Services - PK-12 Schools	**Compliant**	10/8/19	✔
Insurance Certificate	**Compliant**	10/8/19	✔
Lease	**Compliant**	10/8/19	✔
LRE Continuum of Services Checklist	**Compliant**	10/8/19	✔
Quarterly Board Meeting Minutes - Q1	**Compliant**	10/8/19	✔
School Emergency Response Plan	**Compliant**	10/8/19	✔
Seclusion & Restraint Checklist	**Compliant**	10/8/19	✔
Staff Preference	**Compliant**	10/8/19	✔
Staff Roster and Background Checks	**Compliant**	10/8/19	✔
Title IX Checklist	**Compliant**	10/8/19	✔
Fire Drill Schedule Mid-Year Update	**Compliant**	12/10/19	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

A rating of *compliant* means the school has satisfied the compliance standards.
A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.
A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue

Questions about this report can be directed to Janay Saunders at jsaunders@dcpcsb.org.

Appendix G5

SY 2020-2021 DC Public Charter School Board Compliance Review Report

DC Scholars PCS

Requirement	Compliance Status	Due	On Time
Charter Board Calendar	**Compliant**	7/7/20	✓
Fire Drill Schedule	**Compliant**	7/7/20	✓
School Calendar	**Compliant**	7/7/20	✓
Student Support Team Meetings	**Compliant**	7/7/20	✓
Student/Family Policies	**Compliant**	7/7/20	✓
Policy to Prevent and Address Sex Abuse in Schools Assurance	**Compliant**	9/30/20	✓
Annual Report	**Compliant**	10/1/20	✓
Accreditation	**Compliant**	10/8/20	✓
ADA Assurance	**Compliant**	10/8/20	✓
Certificate of Occupancy	**Compliant**	10/8/20	✓
Child Find Policy Checklist	**Compliant**	10/8/20	✓
Employee Policies	**Compliant**	10/8/20	✓
English Learner Services - PK-12 Schools	**Compliant**	10/8/20	✓
Insurance Certificate	**Compliant**	10/8/20	✓
Lease	**Compliant**	10/8/20	✓
LRE Continuum of Services Checklist	**Compliant**	10/8/20	✓
Seclusion & Restraint Checklist	**Compliant**	10/8/20	✓
Staff Preference	**Compliant**	10/8/20	✓
Staff Roster and Background Checks	**Compliant**	10/8/20	✓
Title IX Checklist	**Compliant**	10/8/20	✓
Board Roster	**Compliant**	10/8/20	✓
Quarterly Board Meeting Minutes - Q1	**Compliant**	10/8/20	✓
School Emergency Response Plan	**In Progress**	10/8/20	✓
Certified Staff to Administer Medicine	**Compliant**	11/6/20	✓
Fire Drill Schedule - Midyear Update	**Compliant**	12/10/20	✓
Student Enrollment Forms	**Compliant**	12/10/20	✓
DC Non-Profit Status	**Compliant**	N/A	✓
Basic Business License	**Compliant**	N/A	✓

A rating of *compliant* means the school has satisfied the compliance standards.
A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.
A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Janay Saunders at jsaunders@dcpcsb.org.

Appendix H

Division of Specialized Education
Office of Quality Assurance & Monitoring
Glossary

APR: *Annual Performance Report* – Measures and reports on the District of Columbia's progress in meeting the targets and goals specified in the District of Columbia's State Performance Plan to the **Office of Special Education Programs (OSEP)**.

AYP: *Adequate Yearly Performance* – A measurement defined by the No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests.

BIP: *Behavior Intervention Plan* - Written plan that describes how an educational setting will be changed to improve the behavioral success of a student. The intervention must be based on the hypothesized caused (function) of the student's behavior which is found in his or her **Functional Behavior Assessment (FBA)**.

COA: *Certificate of Approval* - All nonpublic schools must receive a COA from OSSE prior to accepting any referral or placement of a District student with a disability or ward of the District with an IEP funded by the District government. Before receiving a COA, a non-public school must demonstrate to the satisfaction of OSSE that the health and safety of the students is protected and that the school is able to implement the provisions of each student's IEP.

DC CATS: *District of Columbia Corrective Action Tracking System*

Disproportionality: When there are more children from a particular racial or ethnic group who are experiencing a given situation more than would be expected, based on the group's representation in the general population.

Due Process Hearing: Procedure to resolve disputes between parents and schools; administrative hearing before an impartial hearing officer or administrative law judge.

Early Childhood Transition: All children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community and receive services by their third birthday.

EDGAR: *Education Department General Administrative Regulations* – The established regulations that the United States Department of Education (DOE) must adhere to; the guidelines that the state and local agencies must follow when working with the DOE.

EIS – *Early Intervention Services* – Education and services provided to support young children who have a diagnosed physical or mental condition, an existing delay, or who are at risk of developing a delay or special need that may affect their development or impede their education.

FAPE: *Free Appropriate Public Education* – The **IDEA** requires that a free appropriate public education is made available to all children with disabilities residing in the State between the ages of 3 and 21, including children with disabilities who have been suspended or expelled from school.

FBA: Functional Behavior Assessment - Process of identifying the cause of a student's behavior before developing an intervention plan for him or her.

FFY: *Federal Fiscal Year*

Focused Monitoring: Monitoring process in which priority areas are purposefully selected to be examined for compliance and results, with a focus on identifying the root cause of noncompliance or poor results.

GEPA: *General Education Provision Act*

IDEA: *Individuals with Disabilities Education Act* – Federal law that governs how states and public agencies provide early intervention, special education and related services to children with disabilities. Infants and toddlers with disabilities (birth to 2 years old) receive early intervention services under IDEA Part C, and children and youth (3 to 21 years old) receive special education and related services under IDEA Part B.

IEP: *Individual Education Plan or Program* – Plan developed for every student with a disability who is found to meet the federal and state requirements for special education. The **IEP** must be designed to provide the child with a **Free Appropriate Public Education (FAPE)**.

LEA: *Local Educational Agency* – An educational agency responsible for providing free public elementary and secondary instruction or education support services within a U.S. state or territory.

LRE: *Least Restrictive Environment* – Requirement to educate special needs children with children who are not disabled to the maximum extent possible.

Mediation: One method of resolving disputes between parents and schools; must be voluntary, cannot be used to deny or delay right to a due process hearing; must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

Non-Public: Schools which serve District of Columbia students with disabilities that are not part of the District of Columbia Public Schools or any other public school or public charter school system. All nonpublic schools must receive a **Certificate of Approval (COA)** from OSSE prior to accepting any referral or placement of a District student with a disability or ward of the District with an IEP funded by the District government.

ODR: Office of Dispute Resolution - OSSE office which is responsible for the conduct of special education due process hearings. ODR ensures that parents of children with disabilities and public educational agencies have an opportunity to seek due process hearings to resolve disagreements over the identification, evaluation, educational placement of a child with disabilities, or the provision of a free appropriate public education to the child.

OMB: *Office of Management and Budget for the United States*

OSEP: *Office of Special Education Programs for the United States Department of Education*

Performance Improvement Plan: Tool to monitor and measure the results and practices, processes and/or behaviors of a particular **LEA** in an effort to improve performance.

Post-Secondary: Institutes of higher learning beyond secondary schools, e.g. colleges, universities and professional schools.

QSR: Quality Service Review – Established system review used to evaluate the way that individual students are provided services by the District.

Re-Evaluation: Procedure to determine whether a child has a disability and the nature and extent of the **special education** and **related services** that the child needs; re-evaluations shall occur at least once every three years, unless the parent and LEA agree that a reevaluation is unnecessary; reevaluations shall not occur more frequently than once a year, unless the parent and LEA agree otherwise.

Related Services: Services necessary for the child to benefit from special education; includes speech language pathology and audiology services, behavior support services, physical and occupational therapy, etc.

RSMR: *Related Service Management Report* – Report which allows LEAs to proactively manage related service delivery.

SEA: *State Educational Agency* – Formal government label for the **state**-level government agencies within each U.S. **state or territory** responsible for providing information, resources and technical assistance on educational matters to schools and residents; OSSE is the SEA for the District of Columbia.

Secondary Transition: When the child turns 16 (or younger if determined appropriate by the IEP Team), and updated annually thereafter, the IEP must include:

1. Appropriate measureable postsecondary goals based upon age appropriate transition assessments related to training, education, employment and where appropriate, independent living skills; **and**
2. Transition services (including courses of study) needed to assist the child in reaching those goals.

SEDS: *Special Education Data System* – Electronic data system for developing and recording Individualized Education Programs and evaluations and reevaluations within the District of Columbia.; SEDS is the **system of record** for the District of Columbia.

Self-Assessment: Process that allows an organization to clearly discern its strengths and areas in which improvements can be made, and culminates in planned improvement actions which are then monitored for progress.

Special Education: Specially designed instruction, at no cost to parent, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals, institutions and other settings.

SPP: *State Performance Plan* – Plan developed by OSSE with 20 indicators for improving outcomes of children with disabilities in the District of Columbia; the SPP serves as a road map that outlines performance goals and annual targets that ensure accelerated reform.

TA: *Technical Assistance* – Assistance in carrying out policy studies, providing advice, supporting project preparation and implementation, and enhancing capabilities of an organization.

US ED: United States Department of Education – Cabinet-level department of the United States government. Created by the Department of Education Organization Act (Public Law 96-88), it was signed into law by President Jimmy Carter on October 17, 1979 and began operating on May 4, 1980.

Appendix I

Special Education Factsheet for Review and Renewal Reports
(Terms listed in order of appearance)

Individuals with Disabilities Education Act (IDEA)
IDEA is a federal law, codified as 20 U.S.C. §§ 1400 et seq. It ensures students with disabilities are provided with free, appropriate public education that is tailored to their individual needs. Each students' needs are captured in their Individualized Education Program (IEP).

Section 504 of the Rehabilitation Act of 1973
The Rehabilitation Act of 1973 is a federal law, codified as 29 U.S.C. § 701 et seq. Section 504 of the law prohibits discrimination against people with disabilities in programs that receive federal financial assistance (e.g., public elementary and secondary schools). Section 504 protects students with disabilities from exclusion and unequal treatment in schools.

Annual Determinations
Each year, IDEA requires OSSE, as the state education agency (SEA), to make determinations annually about the performance of LEAs with special education requirements. OSSE publishes its findings in an Annual Determination report, as required by the Code of Federal Regulations (34 C.F.R. § 300.600). Each year's report is based on compliance data collected from the prior federal fiscal year. For example, in SY 2017-18, OSSE published its 2015 Annual Determination reports based on FFY 2015-16 performance. OSSE must use the same categories that the United States Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. These categories are: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

On-Site Monitoring
OSSE conducts on-site monitoring visits at select LEAs to determine whether they are compliant with federal and local laws and regulations (including special education and related service requirements). OSSE selects LEAs for on-site monitoring visits based on its Risk-Based Monitoring Guidance and assigns a risk designation to each LEA based on several criteria, including IDEA Part B performance. OSSE then uses the risk designation (typically "high-risk") to determine if an LEA will receive on-site monitoring. During the visits, OSSE reviews documents; interviews staff, families, and students; and examines fiscal records. After each visit, OSSE produces an On-Site Monitoring Report. Each LEA is responsible for being fully compliant with student-level indicators and LEA-level indicators in the report. If OSSE determined an LEA was less than 100% compliant with a student-level indicator that could not be corrected retroactively, OSSE would identify the point of

noncompliance as an LEA-level violation and give the LEA 365 days to correct the finding.

IDEA Procedural Timeliness Monitoring
OSSE monitors schools in three areas related to timeliness of creating and maintaining compliant IEP for students: 1) Initial Evaluation, 2) Reevaluation, and 3) Part C to B Transition.

1) *Initial Evaluation*
   An initial evaluation is a process used to determine whether a student has a disability and, if so, the nature and extent of the special education and related services the student needs. Under District of Columbia law (D.C. Code § 38-2561.02(a)(2)(A)), each LEA must make reasonable efforts to obtain parental consent for initial evaluation within 30 calendar days of referral. Each LEA must complete initial evaluations within 60 calendar days of receiving parental consent.

2) *Reevaluation*
   Conducted after an initial evaluation, a reevaluation is used to determine whether a student with an identified disability still has a disability. Each LEA must conduct a reevaluation for each student with a disability at least once every three years. The LEA must conduct a reevaluation whether or not the student's needs have changed, unless the parent and the LEA agree that a reevaluation is unnecessary.

3) *Part C to B Transition*
   The IDEA requires that for all children who receive early intervention services in Part C (birth through age two) and who are potentially eligible for Part B special education services (age three to 21), there is a smooth and effective transition from one system to the next. Specific regulations for Part B and for Part C of IDEA set forth the programmatic requirements that must take place by a child's third birthday (34 C.F.R. 300.124).

Secondary Transition Monitoring
The IDEA requires that transition planning for students who receive special education services and have an IEP must begin by age 16.[1] This process involves the

[1] On July 1, 2018 the Enhanced Special Education Services Amendment Act of 2014 took effect and required that secondary transition planning in DC must be in effect after a child with a disability turns 14. However, OSSE's Secondary Transition Monitoring currently aligns with the age requirement of the IDEA, 16 years and up.

development of a plan with goals that will transition students from high school to postsecondary employment, education/training, and independent living.[2]

Child Find Monitoring
Child Find is a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate students who may require special education and related services. Each LEA must have policies and procedures designed to ensure child find takes place. OSSE conducts desktop reviews of all LEA child find policies to ensure they are compliant with the law and do not adversely affect special education identification rates. Additionally, starting in SY 2018-19 and consistent with a judicial order (*D.L. v. The District of Columbia* (Case No. 1:05-cv-01437), 860 F.3d 713 (DC Cir. 2017)), OSSE compares every LEA's special education enrollment rate to the target special education enrollment rate (8.5%) for all students and specifically for students age 3-5 years old, if applicable.

Disproportionate Representation Review
Each year, OSSE reviews whether LEAs have inappropriately identified students as having a disability. OSSE also reviews whether LEAs have disproportionately identified students of a particular race or ethnicity as having a disability. OSSE bases its review on a given school year's enrollment audit and child count data. (Child count refers to activities an LEA completes to accurately count all students ages 3-21 receiving special education services, identify their educational environments, and appropriately identify service levels to comply with federal and state reporting requirements.) OSSE only reviews LEAs with an enrollment of 40 or more students with disabilities and five or more students with disabilities in the qualifying racial or ethnic subgroup. LEAs found to have disproportionate representation must complete and submit a self-study to assess its own policies and practices related to child find, evaluation, and eligibility. An LEA will be cited for non-compliance if the disproportionate representation was found to be the result of inappropriate identification.

Significant Discrepancy Review
OSSE annually reviews LEAs rates of suspension and expulsion for students with disabilities as compared to their non-disabled peers. This review is based on the prior school year's data. OSSE will annually define what constitutes 'significant discrepancy' between these two rates. For those LEAs found to have significant discrepancy, OSSE requires the LEA to complete and submit a self-study to review its own policies and practices related to the development and implementation of individualized education programs (IEPs), procedural safeguards, and the use of positive behavioral interventions and supports. An LEA will be cited for significant

[2] 34 C.F.R. 300.320(b)-(c).

discrepancy noncompliance only if the school's policies and practices do not comply with regulatory requirements.

Significant Disproportionality Review
Each year, OSSE reviews LEAs for significant disproportionality when students in a racial or ethnic group are more likely to be:

- Identified as a student with a disability;
- Identified as a student with a particular disability;
- Placed in more restrictive settings; or
- Suspended or expelled at a higher rate than students in other racial or ethnic groups.

Under this rule, if a state identifies significant disproportionality based on race or ethnicity in an LEA with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings, or the taking of disciplinary actions, the LEA must reserve 15 percent of IDEA funds for Comprehensive CEIS to address factors contributing to the significant disproportionality.

Beginning with its review of the 2019-2020 school year, OSSE is implementing the multi-year flexibility to identify LEAs having significant disproportionality. Under this flexibility, OSSE continues to examine LEAs for significant disproportionality annually, but will only identify LEAs that exceed the risk ratio thresholds in the same analysis category for multiple years.

Hearing Officer Determination (HOD) Implementation Review
Per IDEA, OSSE must ensure parents of students with disabilities have an opportunity to seek an impartial due process hearing to resolve disagreements over specific student-level issues. After each due process hearing, OSSE's Office of Dispute Resolution issues a written HOD, detailing its findings along with any actions the LEA must fulfill. Many other complaints are withdrawn for a number of reasons, including settlement. Not all outcomes are required to be tracked; thus, for the purposes of charter reviews and renewals, DC PCSB reports only on HODs that resulted in a finding of noncompliance against the LEA. OSSE manages and oversees compliance through the HOD Tracker (formerly called the Blackman Jones database), that tracks the timely implementation of actions required by HODs.

> ***Due Process Complaint***- Due process typically involves legal counsel in the District but an attorney is not required. The process involves a hearing and address student specific issues. Systemic issues, or issues across an entire school may not be addressed through a due process complaint. The parties

have multiple opportunities during the process to resolve their concerns through agreement or a hearing officer issues a decision on the issues after the hearing.

State Complaints – The state complaint process is an administrative investigation process where any person may file a complaint with OSSE requesting the investigation of student specific or systemic (across the LEA issues). The complaint must include facts regarding the specific student violations or systemic violations to allow the agency to investigate. OSSE will interview the complainant and school staff, investigate records, and issue a written decision determining if the school violated special education law.

Appendix J1

LEA Onsite Visit: Student Compliance 2018-2019

Agency: **DC Scholars PCS**
Initial Release Date: **5/23/2019**
Date of Notification: **6/26/2019**
Days Remaining: **-417**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Initial Evaluation and Reevaluation						
12) Parents Provided Procedural Safeguards *§300.504(a)(1)*	5	1	4	0	20.00%	Provide a copy of procedural safeguards to parents. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
13) Consent Form Signature Prior to Initial Evaluation *§300.300(a)*	5	5	0	0	100.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
14) Variety of Assessment Tools and Strategies Used *§300.304(b)(1)*	5	3	2	0	60.00%	Provide evidence that multiple and appropriate sources were used to determine eligibility including parent input. If no evidence can be provided, then reconvene the IEP team to determine whether the student's eligibility needs to be re-determined to correct failure to consider parent input and at least one other data source. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
15) Consent Form Signature Prior to Reevaluation *§300.300(c)(1)*	5	2	3	0	40.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
16) Variety of Sources Used to Determine Continued Eligibility *§300.306(c)*	5	5	0	0	100.00%	Provide evidence that multiple and appropriate sources were used to determine eligibility. If no evidence can be provided, then reconvene the IEP team to re-determine eligibility and the educational needs of the student. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
IEP (Individualized Education Program)						
17) Parent/Student Invited to IEP Meeting *§300.322(a)(1)*	10	10	0	0	100.00%	Provide evidence that the parent/student attended the meeting or refused to attend the meeting. If parent/student was not invited, reconvene IEP meeting with invitation to the parent/student. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
18) Parent/Student Notified of Meeting *§300.322(a)(1)*	10	7	3	0	70.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
19) 'Parent' Meets Definition in IDEA Regulations *§300.30*	10	2	0	8	100.00%	If no parent can be located, promptly contact the OSSE for appointment of a surrogate parent and reconvene IEP meeting with invitation to surrogate parent. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
20) Regular Education Teacher Attended IEP Meeting *§§300.321(a), 300.321(e)*	10	4	6	0	40.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
21) Special Education Teacher Attended IEP Meeting *§§300.321(a), 300.321(e)*	10	4	6	0	40.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.

22) LEA Designee Attended IEP Meeting *§§300.321(a), 300.321(e)*	10	4	6	0	40.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
23) Evaluation Interpreter Attended IEP Meeting *§§300.321(a), 300.321(e)*	10	4	6	0	40.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
24) PLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities *§300.320(a)(1)*	10	9	1	0	90.00%	Convene an IEP meeting or amend the student's IEP so that it includes a PLAAFP that demonstrates how disability affects involvement and progress in general curriculum. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
25) IEP Contains Measurable Annual Goals *§300.320(a)(2)(i)*	10	10	0	0	100.00%	Convene an IEP meeting or amend the student's IEP so that it includes measurable goals. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
26) IEP Statement of Measurable Annual Related Services Goal(s) *§300.320(a)(2)(i)(B)*	10	6	0	4	100.00%	Convene an IEP meeting or amend the student's IEP so it includes measurable related services goals. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
27) IEP Team Considered Strategies to Address Behavior *§300.324(a)(2)(i)*	10	6	0	4	100.00%	Provide evidence that the IEP team considered the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing an FBA and BIP if necessary. If no evidence is available, reconvene the IEP team or amend the IEP to document consideration of the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing an FBA and BIP if necessary OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
28) ESY Determined on Individual Basis *§300.106(a)(2)*	10	4	6	0	40.00%	Provide evidence that ESY was determined on an individual basis. If no evidence can be provided, the IEP Team must convene or amend the IEP to complete the ESY criteria worksheet and determine the appropriate amount of compensatory education if the student requires compensatory education. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
29) IEP Description of How Progress will be Measured *§300.320(a)(3)(i)*	10	10	0	0	100.00%	Convene an IEP meeting or amend the student's IEP so it includes a description on how the progress towards annual goals will be measured. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
30) IEP Review of Progress of Annual Goal *§300.320(a)(3)(ii)*	10	7	3	0	70.00%	Convene an IEP meeting or amend the student's IEP so it includes a statement of when the parent(s) will be regularly informed of progress. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
31) IEP Statement of Special Education and Related Services *§300.320(a)(4)*	10	10	0	0	100.00%	Convene an IEP meeting or amend the student's IEP so it includes a statement of special education and related services, and supplementary aids and services. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
33) Alternate Assessment Statement of Participation *§300.320(a)(6)(ii)(A)*	1	0	1	0	0.00%	Convene an IEP Team meeting or amend the student's IEP to include a statement of why the student cannot participate in the regular assessment. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
34) IEP Contains Benchmarks or Short-term Objectives *§300.320(a)(2)(ii)*	1	1	0	0	100.00%	Convene an IEP Team meeting or amend the student's IEP to include a description of benchmarks or short-term objectives. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.

35) IEP Contains Projected Date for Services *§300.320(a)(7)*	10	10	0	0	100.00%	Reconvene IEP team or amend IEP to include the projected date for beginning of services and modifications, anticipated frequency, location and duration for services and modifications. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
36) IEP Developed Within 30 Days of Initial Eligibility Determination *§300.323(c)(1)*	5	5	0	0	100.00%	Not correctable at the student level. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
37) Implementation of Related Services *§300.323(c)(2)*	10	10	0	0	100.00%	Develop a plan that addresses missed related services or specialized instruction hours. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
38) Annual IEP Review *§300.324(b)(1)(i)*	10	10	0	0	100.00%	Convene the IEP Team to review and renew the student's IEP. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
LRE (Least Restrictive Environment)						
39) Consideration of Harmful Effects *§300.116(d)*	10	10	0	0	100.00%	Reconvene IEP team or amend IEP to include documentation in the justification section of the IEP that harmful effects were considered by the IEP team. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
40) IEP Least Restrictive Environment in Regular Education *§300.320(a)(5)*	9	9	0	0	100.00%	Convene an IEP meeting or amend the student's IEP so it includes a statement of why the student will not participate with non disabled students in regular education. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
41) Supplemental Aids/Services Used Before Removal From Regular Education *§300.114(a)(2)(ii)*	9	9	0	0	100.00%	Reconvene IEP team or amend IEP to include documentation that education in the regular education environment cannot be achieved satisfactorily with the use of supplementary aids and services. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.
42) Student Placement Based on IEP *§300.116(b)(2)*	9	9	0	0	100.00%	Reconvene the IEP Team to determine the student's placement. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.

Appendix J2

LEA Onsite Visit: LEA Compliance 2018-2019

Agency: **DC Scholars PCS**
Initial Release Date: **5/23/2019**
Date of Notification: **6/26/2019**
Days Remaining: **-416**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Least Restrictive Environment (LRE)						
1) Continuum of Alternative Placements *§300.115*	1	1	0	0	100.00%	The LEA must develop a plan to provide a continuum of alternative placements consistent with the regulatory requirement.
Individual Education Program (IEP)						
2) IEP Accessibility *§300.323(d)(1)*	1	1	0	0	100.00%	The LEA must develop a plan, policy or practice to ensure that all individual responsible for the implementation of IEPs have access to the students' IEPs.
Data						
3) Students Referred to Special Education Entered Into SEDS *§300.211*	1	1	0	0	100.00%	LEA must develop and implement a plan that addresses timely data entry.
4) LEA Timely Response to Data Requests *§300.211*	1	1	0	0	100.00%	The LEA must develop a plan, policy or practice to ensure timely data submissions.
Dispute Resolution						
5) LEA Provides Information on State Complaints *OSSE State Complaint Policy*	1	1	0	0	100.00%	LEA must develop and implement a plan that addresses timely compliance with dispute resolution activities. Provide documentation of the above to OSSE.
6) LEA Timely Implements Corrective Actions *§300.600(e)*	1	1	0	0	100.00%	LEA must develop and implement a plan that addresses timely compliance with dispute resolution activities. Provide documentation of the above to OSSE.
NIMAS						
7) LEA Provision of Instructional Materials *§300.172*	1	0	0	1	0.00%	LEA must provide documentation of communication with NIMAC or documentation of providing students with instructional materials.
Fiscal						
8) LEA Correctly Procures, Utilizes and Charges Construction Expenses *§300.718*	1	0	0	1	0.00%	The LEA must submit documents for the construction project paid for with IDEA funds.
9) LEA Utilizes IDEA Funds for Providing CEIS *§§300.226, 300.646*	1	0	0	1	0.00%	**Voluntary Elections:** The LEA must modify its existing budgets and spending plans. **Required Elections:** The LEA must report on CEIS expenditures in the designated area of the fiscal workbook.
10) LEA Properly Tracks Students Who Receive CEIS *§300.226(d)*	1	0	0	1	0.00%	The LEA has a policy/procedure to track students receiving CEIS and subsequent special education services for two years and the LEA can demonstrate that they have begun tracking students who received CEIS (if applicable).
11) LEA Consultation with Rep/Parent of Parentally-placed Students in Private Schools *§300.134*	1	0	0	1	0.00%	The LEA must provide documentation of meaningful consultation regarding child find, proportionate share, consultation process and provision of services (including written explanation if needed).
12) LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools *§300.134*	1	0	0	1	0.00%	The LEA must submit documentation/certifications showing that meaningful consultation occurred between the LEA and private school(s).
13) Eligibility Standard for IDEA Part B Funds *§300.203(b)*	1	1	0	0	100.00%	The LEA must provide proof of local budget from the last two years.
14) Compliance Standard for IDEA Part B Funds *§300.203(b)*	1	1	0	0	100.00%	The LEA must provide supporting documentation for local expenditures submitted in their most current MOE submission to OSSE.
15) Sub grantee Corrective Action Plans *§300.203(a), 2 CFR §200.331(B)*	1	0	0	1	0.00%	The LEA must provide a copy of their Corrective Action Plan and any related documents.
16) A-133 Audit Findings *OMB Circular A-133, 2 CFR §200.501*	1	0	0	1	0.00%	The LEA must provide a copy of their Corrective Action Plan and any related documents.

17) IDEA Part B Funds Used to Supplement Local Funds *§§300.213, 2 CFR 200.501*	1	1	0	0	100.00%	The LEA must provide a copy of their most recent excess cost tool.
18) IDEA Part B Funds Used to Pay Excess Cost *2 CFR §300.202*	1	0	1	0	0.00%	The LEA must provide a copy of their most recent excess cost tool.

Appendix K1

Initial Evaluation Q3 & Q4 (SY 2018) (Jan. 1, 2019 - Jun 30, 2019)

Agency: **DC Scholars PCS**
Initial Release Date: **10/3/2019**
Date of Notification: **10/22/2019**
Days Remaining: **-299**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Initial Evaluation						
Timely Completion of Initial Evaluation *§300.303(c)*	1	0	1	0	0.00%	Complete evaluation and upload into SEDS.

Appendix K2

Initial Evaluation Q2 (Oct. 1, 2019 - Dec. 31, 2019)

Agency: **DC Scholars PCS**
Initial Release Date: **5/6/2020**
Date of Notification: **6/10/2020**
Days Remaining: **N/A**
Date of Verification: **6/10/2021**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Initial Evaluation						
Timely Completion of Initial Evaluation *§300.303(c)*	1	0	1	0	0.00%	Complete evaluation and upload into SEDS.

Appendix K3

Initial Evaluation Q2 (Oct. 1, 2019 - Dec. 31, 2019)

Agency: **DC Scholars PCS**
Initial Release Date: **5/6/2020**
Date of Notification: **6/10/2020**
Days Remaining: **N/A**
Date of Verification: **6/10/2021**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Initial Evaluation						
Timely Completion of Initial Evaluation *§300.303(c)*	1	0	1	0	0.00%	Complete evaluation and upload into SEDS.

Appendix K4

Initial Evaluation Q1 and Q2 (July 1, 2018 - December 30, 2018)

Agency: **DC Scholars PCS**
Initial Release Date: **2/7/2019**
Date of Notification: **2/25/2019**
Days Remaining: **-591**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Initial Evaluation						
Timely Completion of Initial Evaluation *§300.303(c)*	1	0	1	0	0.00%	Complete evaluation and upload into SEDS.

Appendix L1

Reevaluation Compliance August 2017 (April 1, 2017 - June 30, 2017)

Agency: **DC Scholars PCS**
Initial Release Date: **5/24/2018**
Date of Notification: **6/12/2018**
Days Remaining: **-796**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation *§300.303(b)*	3	0	3	0	0.00%	Complete evaluation and upload into SEDS.

Appendix L2

Reevaluation Compliance May 2018 (October 1, 2017 - March 31, 2018)

Agency: **DC Scholars PCS**
Initial Release Date: **6/12/2018**
Date of Notification: **7/2/2018**
Days Remaining: **-776**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation *§300.303(b)*	3	0	3	0	0.00%	Complete evaluation and upload into SEDS.

Appendix L3

Reevaluation Compliance August 2018 (April 1, 2018 - June 30, 2018)

Agency: **DC Scholars PCS**
Initial Release Date: **11/6/2018**
Date of Notification: **11/20/2018**
Days Remaining: **-635**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation *§300.303(b)*	1	0	1	0	0.00%	Complete evaluation and upload into SEDS.

Appendix L4

Reevaluation Compliance May 2019 (October 1, 2018 - March 31, 2019)

Agency: **DC Scholars PCS**
Initial Release Date: **4/29/2019**
Date of Notification: **5/13/2019**
Days Remaining: **-461**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation *§300.303(b)*	1	0	1	0	0.00%	Complete evaluation and upload into SEDS.

Appendix L5

Reevaluation Q4 (SY 2018) (April 1, 2019 - June 30, 2019)

Agency: **DC Scholars PCS**
Initial Release Date: **10/3/2019**
Date of Notification: **10/22/2019**
Days Remaining: **-299**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation *§300.303(b)*	7	0	7	0	0.00%	Complete evaluation and upload into SEDS.

Appendix L6

Reevaluation Q1 (July 1, 2019 - Sept. 30, 2019)

Agency: **DC Scholars PCS**
Initial Release Date: **10/16/2019**
Date of Notification: **11/12/2019**
Days Remaining: **-278**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation *§300.303(b)*	1	0	1	0	0.00%	Complete evaluation and upload into SEDS.

Appendix M1

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

July 19, 2019

Jenifer Leonard
Head of School
DC Scholars Public Charter School
5601 E Capitol St. SE
Washington, 20019

Re: School Year 2018-19 Child Find Review Notification for 3- to 5-Year-Old Children

Dear Ms. Leonard:

OSSE has reviewed your LEA's child count data for 3-to 5-year-old children for the 2018-19 school year and found DC Scholars Public Charter School (PCS) has identified 3.47 percent of its students as receiving services under IDEA, lower than DC's required 8.5 percent Child Find threshold. Although no action is required at this time, OSSE encourages LEAs to review this data in consideration of the court requirement to ensure at least 8.5 percent of the children aged 3 through 5 within the District are enrolled in special education services.

Background

On Aug. 30, 2017, OSSE issued a Dear Colleague Letter on Key IDEA Requirements Related to *D.L. v. District of Columbia* to all local educational agencies (LEAs). This letter explained that *D.L. v. District of Columbia* relates to the alleged failure of the District to identify and serve 3-to 5-year-old children with disabilities. This letter additionally notified LEAs that the Court requires the District to ensure that at least 8.5 percent of children aged 3 through 5, who reside in or are wards of the District, are "enrolled" (see link above for definition of "enrolled") in special education services. OSSE has conducted ongoing review and follow-up to examine policies, practices, and procedure for LEAs with special education identification rates below the established 8.5 percent threshold. As of August 2017, the District's rate of Child Find reported to the Court was 7.2 percent.

As we work together to ensure the District continues to improve special education services for District of Columbia's preschool children, I am writing to provide information regarding your LEA's 2018-19 school year Child Find rate as well as enhanced monitoring procedures for the review of LEA Child Find practices.

Enhanced Monitoring Procedures

Beginning in the 2019-2020 school year, OSSE will begin quarterly monitoring of LEA Child Find rates for 3- to 5-year-old children with disabilities. OSSE will conduct quarterly reviews of LEA Child Find data to determine if your LEA is meeting the 8.5 percent District-wide Child Find rate. If your LEA is achieving this rate, you may be asked to share best practices to inform the work of other District LEAs in improving Child Find rates for preschool children. If your LEA did not achieve this rate for the quarter, OSSE will review student and LEA-level data to determine key areas for improvement, and will partner with your

LEA to provide supports to ensure Child Find practices are improved. OSSE looks forward to partnering with your LEA to ensure that the District continues improvements in its Child Find activities across the District in compliance with *D.L. v. District of Columbia*.

Required Actions

While there are no required actions at this time, I encourage you to use the resources and tools available on OSSE's website for more information on appropriate Child Find practices, including OSSE's recent Child Find professional development materials, which include a Child Find policy guidance and a template that can be customized to meet the needs of your school.

If you have questions about the Child Find monitoring process, please contact Megan Williams at (202) 741-0477 or Megan.Williams@dc.gov. Thank you for your cooperation and continued work to improve results for children with disabilities.

Sincerely,

[redacted]

Interim Assistant Superintendent of the Division of Systems and Supports, K-12

cc: Jamie Bright, Special Education POC
Avni Murray, Manager, DC Public Charter School Board

Appendix M2

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

June 30, 2020

Jennifer Leonard
Executive Director
DC Scholars Public Charter School
5601 E Capitol SE
Washington, DC 20019

Re: School Year 2019 – 2020 Child Find and School Year 2018 – 2019 Child Find for 3- through 5-Year-Old Children Review Notification and Required Next Steps

Dear Ms. Leonard:

As the state education agency (SEA) for the District of Columbia, the Office of the State Superintendent of Education (OSSE) is responsible for monitoring and enforcing the implementation of the Individuals with Disabilities Education Act (IDEA) in all local education agencies (LEAs) and public agencies in the District of Columbia (34 CFR §300.600). The IDEA regulations require the state to ensure that all children with disabilities residing in the District of Columbia who are in need of special education and related services are identified, located, and evaluated (34 CFR §300.111). This is known as the "Child Find" requirement under the IDEA. OSSE monitors Child Find activities on an annual basis. In addition, in the 2019-2020 school year OSSE began monitoring of LEA Child Find rates for 3- through 5-Year-Old children with disabilities in compliance with *D.L. v. District of Columbia*. This letter contains the results of this monitoring activity.

D.L. v. District of Columbia Data for 3- through 5-Year-Old Children for the 2018 – 2019 School Year
OSSE has reviewed your LEA's Child Find data reported to the U.S. District Court pursuant to *D.L. v. District of Columbia* for 3-through 5-year-old children for the 2018 – 2019 school year and found DC Scholars Public Charter School (PCS) has identified 3.9 percent of its students as receiving services under IDEA, lower than DC's required 8.5 percent Child Find threshold. While low rates of identification do not necessarily indicate noncompliance with IDEA, it is important to ensure that such rates are not the result of inappropriate policies and procedures.

Please review this memo for information about the enhanced monitoring procedures OSSE undertook related to Child Find for preschool children, and to understand required activities based on your LEA's rate**.**

Background: 2018 – 2019 School Year Child Find for 3- through 5-Year-Old Children Monitoring Review
On Aug. 30, 2017, OSSE issued a Dear Colleague Letter on Key IDEA Requirements Related to *D.L. v. District of Columbia* to all local educational agencies (LEAs). This letter explained that *D.L. v. District of Columbia* relates to the alleged failure of the District to identify and serve 3-through 5-year-old children with disabilities. This letter additionally notified LEAs that the Court requires the District to ensure that at least 8.5 percent of children aged 3 through 5, who reside in or are wards of the District, are "enrolled" (see link above for definition of "enrolled") in special education services. OSSE has conducted

ongoing review and follow-up to examine policies, practices, and procedure for LEAs with special education identification rates below the established 8.5 percent threshold. OSSE will conduct annual reviews of LEA Child Find data to determine if your LEA is meeting the 8.5 percent District-wide Child Find rate.

Required Actions
As a result of your LEA having an identification rate below 8.5 percent, OSSE is requiring that your LEA participate in a Child Find webinar, submit an electronic copy of its Child Find policy, and receive tailored technical assistance focused on your LEA's practices and procedures for identification children 3-through 5-years-old as suspected of having a disability. The webinar will provide an overview of the Child Find process, LEAs' responsibilities in the Child Find process and ways to establish a robust Child Find process at your LEA. This hour-long webinar will take place on August 12, 2020 at 10 a.m. and Sept. 9, 2020 at 3:30 p.m. Please register for one of these webinars by clicking on the training date you wish to attend no later than July 30, 2020. It is recommended that the individuals responsible for overseeing your LEA's special education program participate in the webinar.

The Child Find policy and procedures should be sent to your OSSE State Contact, Debra Melville at Debra.Melville@dc.gov no later than **Friday, August 14, 2020.** Upon receipt of your LEA's Child Find policy, OSSE will review and determine compliance in accordance with IDEA regulations. In order to provide technical assistance, OSSE will review student and LEA-level data to determine key areas for improvement, and will partner with your LEA to provide differentiated supports to ensure Child Find practices are improved.

Please note that your LEA must participate in the webinar, submit its Child Find policies, and receive technical assistance in order to demonstrate compliance in the area of Child Find.

I encourage you to use the resources and tools available on OSSE's website for more information on appropriate Child Find practices, including OSSE's recent Child Find professional development materials, which include a Child Find policy guidance and a template that can be customized to meet the needs of your school.

If you have questions about the Child Find monitoring process, please contact Megan Williams at (202) 741-0477 or Megan.Williams@dc.gov. Thank you for your cooperation and continued work to improve results for children with disabilities.

Victoria Glick
Deputy Assistant Superintendent, Division of Systems and Supports, K-12

cc: Laura Ressler, Special Education POC
Avni Murray, Manager, DC Public Charter School Board

Appendix N1

DC PUBLIC CHARTER SCHOOL BOARD

DC SCHOLARS PCS

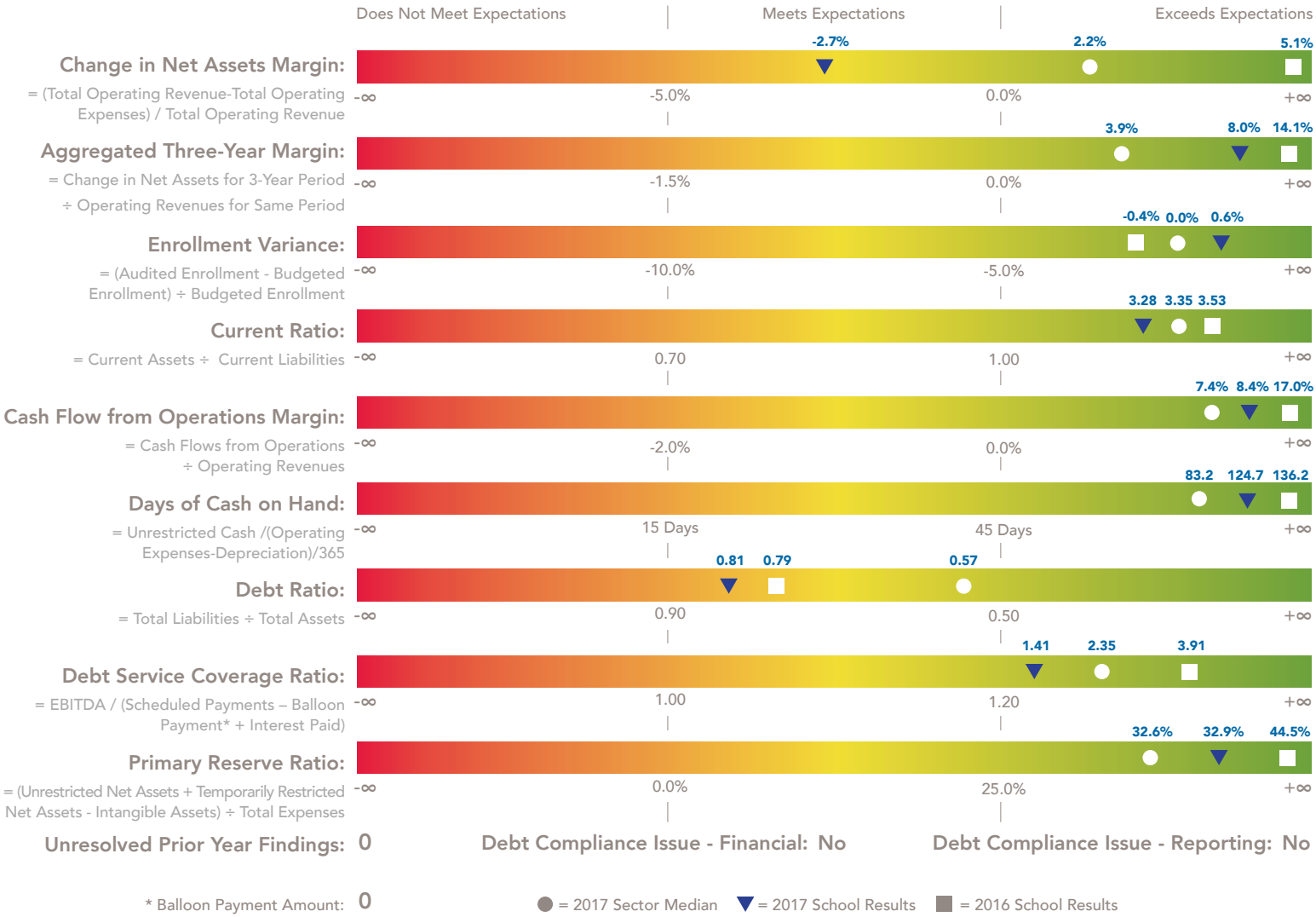
FY2017 Financial Analysis Report

Opened: 2012 - 2013

Audited Enrollment: 505

Operates with a Management Organization: DC Scholars Community Schools

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

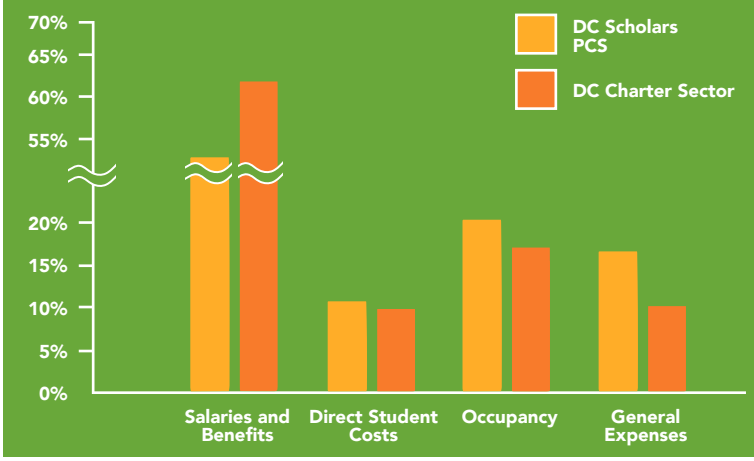
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



DC SCHOLARS PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$18,226,980	$18,351,257
Current Assets	$3,686,390	$3,139,619
Total Liabilities	$14,694,234	$14,539,032
Current Liabilities	$1,124,514	$889,054
Net Asset Position	$3,532,746	$3,812,225

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$10,461,216	$9,016,180
Expenses	$10,740,695	$8,560,621
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$279,479	$455,559

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$17,535	$16,883	$18,019
Grants and Contributions Per Student	$261	$194	$298
Total Revenues per Student	$20,715	$20,216	$20,790
Expenses per Student	$21,269	$19,194	$20,387

PCSB OBSERVATIONS

The school's change in net assets margin was -2.7%. While this number is in the meets-expectations range, it was a significant decline from the prior year margin of 5.1%. Although revenues in 2017 grew by 16% from 2016, expenses grew by 25% during the same period. The 2017 deficit is not a cause for concern, however, in light of the school's strong reserves.

Despite the decline in change in net assets margin, the school's other key financial indicators are at or above the meets-expectations range. The current ratio of 3.3 is well above the meets-expectations range and indicates that the school has strong liquidity.

The school has 124 days of cash on hand, an increase from 2016. This indicates the school has adequate cash on hand to meet operating expenses in the event of unexpected costs or delays in cash receipts and may have opportunities to invest some of these funds back into the school.

The school entered into a leasing agreement with the District of Columbia to provide a public charter school on the ground floor of the Shadd School. The school now occupies the entire building. The lease term was for 20 years, expiring in 2035, and allowed the school to abate its rent in an amount equal to the construction costs incurred for renovating the property. The school had a balance in leasehold improvements of roughly $16M for the year ended June 30, 2017, allowing the school to have free rent for the remaining lease term.

School Name	FY17 Revenues	FY17 Operating Result
DC Scholars PCS	$10,461,216	$(279,479)
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
DC Scholars Community Schools	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Caroline Fisherow	Executive Director	$40,385
Services Provided	**FY17 Payment**	**% of School Revenue**
Management Services	$874,788	8.36%
Total	**$874,788**	**8.36%**

DC PCSB Comments

Effective July 1, 2016, the school entered into an Academic and Business Services Agreement with DC Scholars Community Schools (""Community Schools""), for Community Schools to provide management services including executive, operational, academic, and strategic services. The agreement is scheduled to terminate on June 30, 2021, but includes a provision for automatic renewal. Management fees for 2017 totaled $874,788.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

Appendix N2

DC PUBLIC CHARTER SCHOOL BOARD

DC SCHOLARS PCS

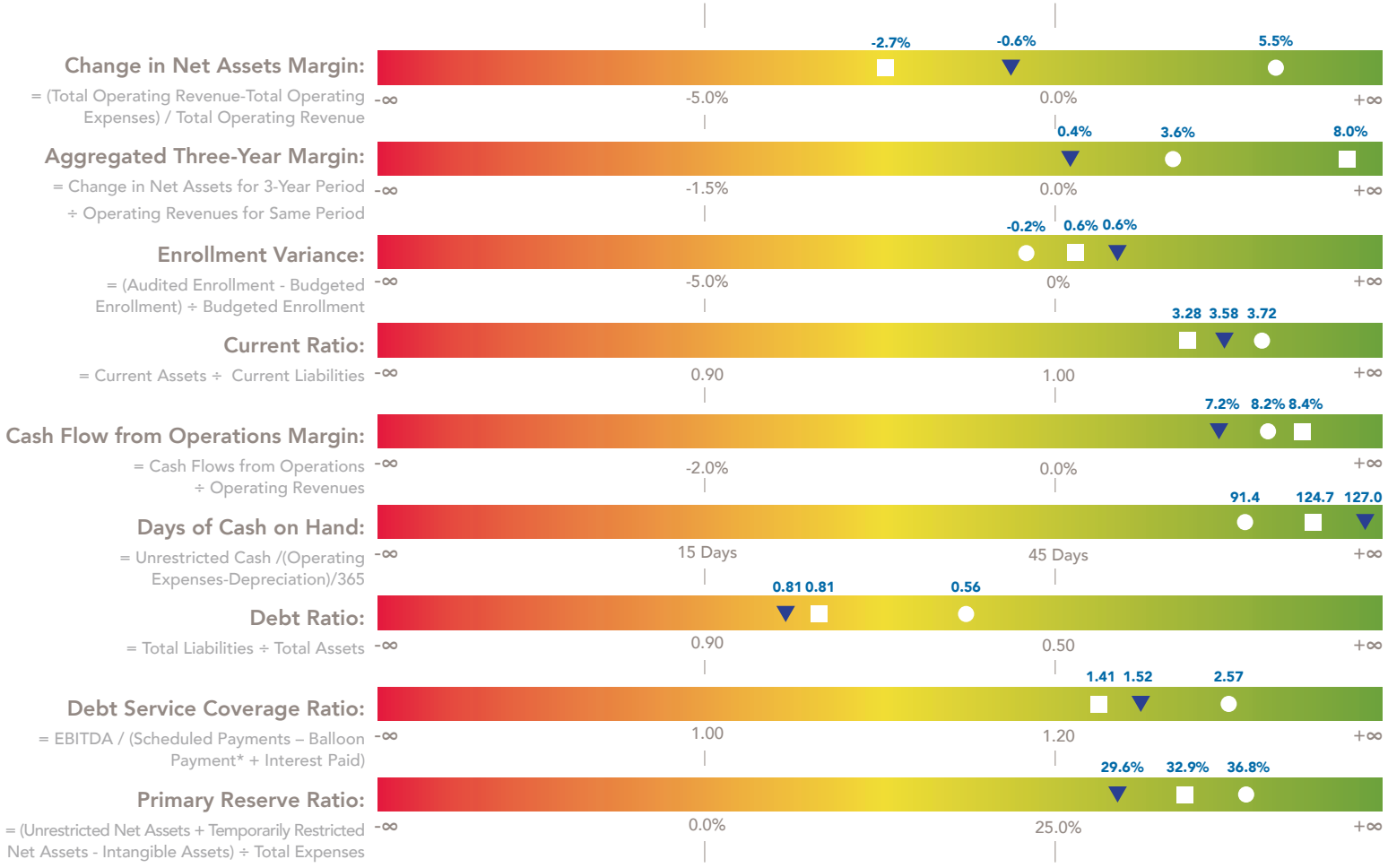
FY2018 Financial Analysis Report

Opened: 2012 - 2013

Audited Enrollment: 515

Operates with a Management Organization: DC Scholars Community Schools

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

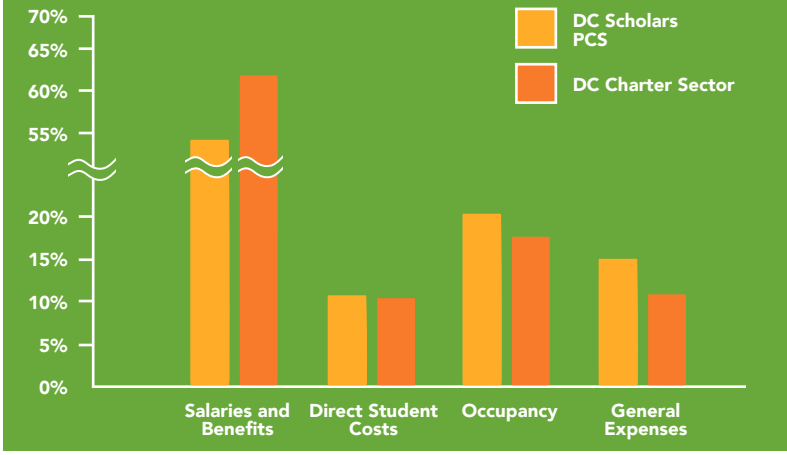
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



DC SCHOLARS PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$17,976,473	$18,226,980
Current Assets	$4,246,944	$3,686,390
Total Liabilities	$14,510,679	$14,694,234
Current Liabilities	$1,186,379	$1,124,514
Net Asset Position	$3,465,794	$3,532,746

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$11,627,876	$10,461,216
Expenses	$11,694,828	$10,740,695
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	-$66,952	-$279,479

AUDIT FINDINGS

	2018	2017
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2018	2017	2018 Sector Median
DC Funding per Student	$19,174	$17,535	$19,243
Grants and Contributions Per Student	$503	$261	$492
Total Revenues per Student	$22,578	$20,715	$22,382
Expenses per Student	$22,708	$21,269	$21,375

PCSB OBSERVATIONS

The school's financial condition was healthy, finishing FY 2018 with a net operating deficit of ($67K) and a change in net assets margin of (0.58%). While operating at a deficit, the school showed improvement from the prior year's change in net assets margin of (2.7%), and the aggregated three-year margin remained positive. Moreover, the school's primary reserve ratio of 29.6% exceeded DC PCSB's standard and provided a buffer for operating losses. While net losses are not indicators of strong financial performance, improvement shows a school's commitment to progress.

The school's liquidity, or ability to convert assets to cash, was not a concern. The current ratio and days of cash on hand were strong at 3.6 and 127, respectively. Both metrics improved from the prior year as a result of increased enrollment.

The school entered into a leasing agreement with the District of Columbia to provide a public charter school on the ground floor of the Shadd School. The school now occupies the entire building. The lease term was for 20 years, expiring in 2035, and allowed the school to abate its rent in an amount equal to the construction costs incurred for renovating the property. The school had a balance in leasehold improvements of roughly $16M for the year ended June 30, 2018, allowing the school to have free rent for the remaining lease term.

Appendix N3

DC PUBLIC CHARTER SCHOOL BOARD

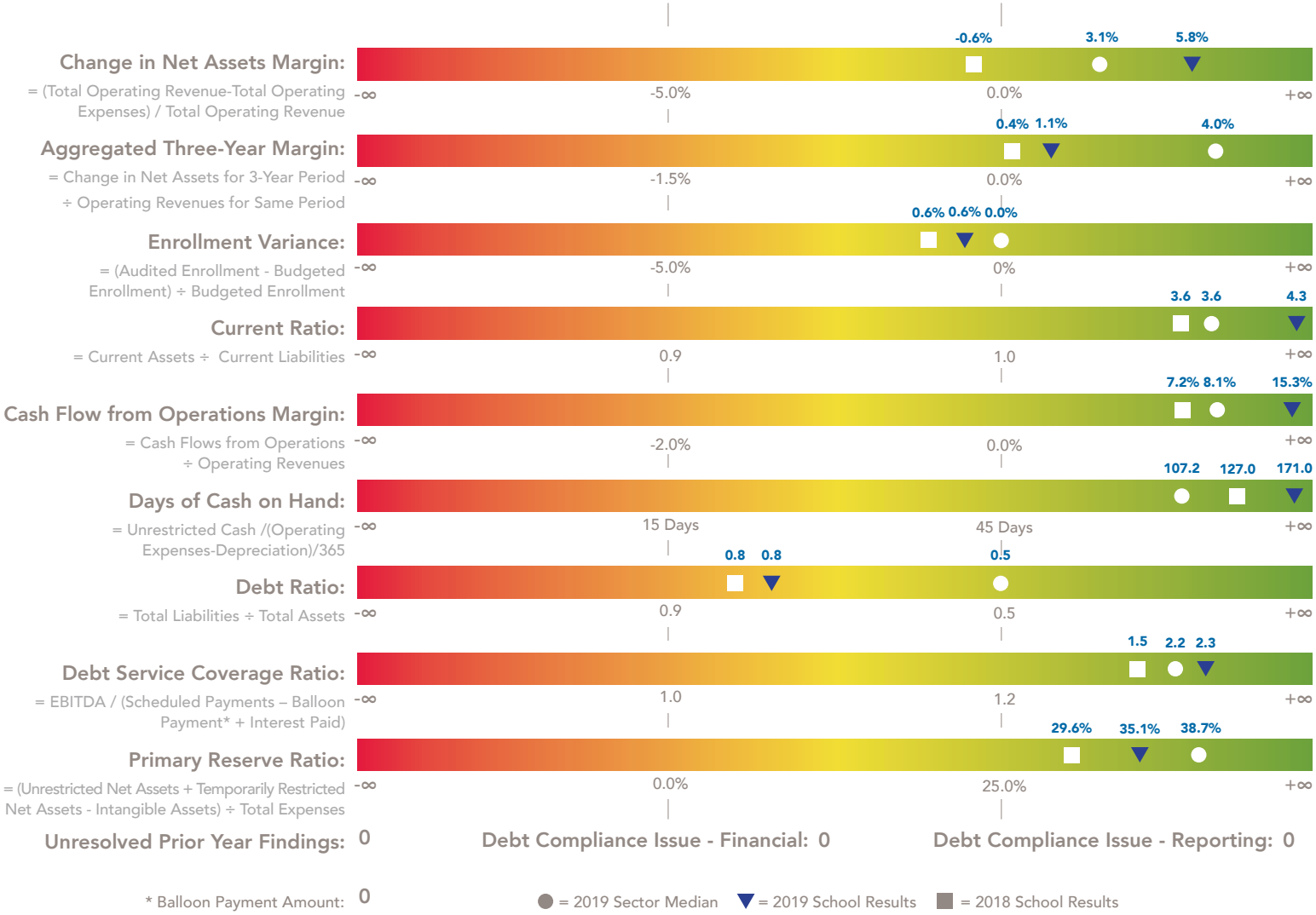
DC SCHOLARS PCS

FY2019 Financial Analysis Report

Opened: 2012-2013

Audited Enrollment: 543

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: 0

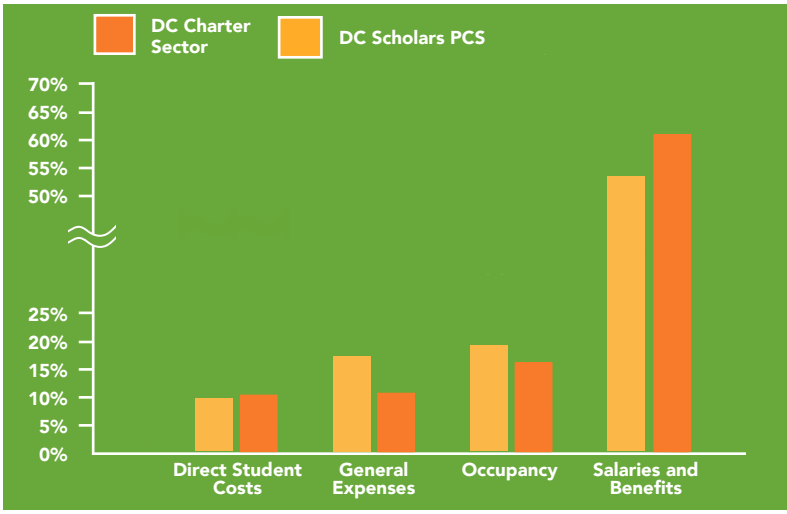
Debt Compliance Issue - Reporting: 0

* Balloon Payment Amount: 0

● = 2019 Sector Median ▼ = 2019 School Results ■ = 2018 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



DC SCHOLARS PCS

FY2019 Financial Analysis Report

FINANCIAL POSITION

	2019	2018
Total Assets	$18,574,487	$17,976,473
Current Assets	$5,606,239	$4,246,944
Total Liabilities	$14,371,983	$14,510,679
Current Liabilities	$1,313,445	$1,186,379
Net Asset Position	$4,202,504	$3,465,794

FINANCIAL ACTIVITIES

	2019	2018
Revenues and Support	$12,715,423	$11,627,876
Expenses	$11,978,713	$11,694,828
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$736,710	-$66,952

AUDIT FINDINGS

	2019	2018
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2019	2018	2019 Sector Median
DC Funding per Student	$19,657	$19,174	$19,863
Grants and Contributions Per Student	$557	$211	$346
Total Revenues per Student	$23,417	$22,578	$23,270
Expenses per Student	$22,060	$22,708	$22,981

PCSB OBSERVATIONS

The school's financial position was strong. The school's revenue grew by 9% in 2019 while expenses grew just 2%, allowing the school to generate a $737K change in net assets compared with a loss of $67K in 2018. Cash flow from operations margin is an exceptionally strong 15.3%, increasing the days of cash on Hand to 171 days. The school continued to grow reserves, strengthening its overall financial position.

There is $13.1M in loans coming due in FY 2021, but the school has begun the process to refinance.

Debt:
The school has two loans outstanding:
1. Office of Public Charter School Financing & Support: OPCSFS loan has an outstanding balance of $1.4M. The loan will come due in FY 2021.
2. A loan from Bank of America (BOA) with a $12.0M outstanding balance will come due in FY 2021. The school has begun discussions with these lenders to refinance these loans.

Property Lease:
The school entered into a leasing agreement with the District of Columbia to provide a public charter school on the ground floor of the Shadd School. The school now occupies the entire building. The lease term was for 20 years, expiring in 2035, and allowed the school to abate its rent in an amount equal to the construction costs incurred for renovating the property. The school had a balance in leasehold improvements of roughly $16M for the year ended June 30, 2019, allowing the school to have free rent for the remaining lease term.

School Name	FY19 Revenues	FY19 Operating Result
DC Scholars PCS	$12,715,423	$736,710
Management Organization ("MO") / Related Party ("RP")	**MO/RP Tax Status**	
DC Scholars Community Schools (d.b.a Community Schools)	Non-Profit	
Highest Paid Employee / Head of MO / RP	**Title**	**Total Compensation**
Jennifer Leonard	Contracted Executive Director	$150,761.23
Services Provided	**FY19 Payment**	**% of School Revenue**
Management services	$1,067,373	8.39%
Total	**$1,067,373**	**8.39%**

DC PCSB Comments

Effective July 1, 2016, the school entered into an Academic and Business Services Agreement with DC Scholars Community Schools (Community Schools), for Community Schools to provide management services including executive, operational, academic, and strategic services. The agreement was originally scheduled to terminate on June 30, 2021; however, on May 9, 2018, the Board passed a resolution to terminate the agreement on June 30, 2019. The management fee equaled 10% of per-pupil charter payments, which translated to $1.1MM for FY 2019.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

School Comments

Appendix O

Financial Definitions and Examples

Type	Metric or Element	Measures	Source
Revenue	**Enrollment Ceiling**	Percentage of audited enrollment to enrollment ceiling trends are indicative of long-term health	Charter and Charter Amendments
Revenue	**Audited Enrollment**	Trends reflect student attraction and retention that drive growth and stability of state and local revenues	Audited enrollment for prior fiscal years Pre-audited October count for current fiscal year
Revenue	**Operating Revenues**	State and local funds based on Uniform Per Student Funding Formula (UPSFF), federal funds, government grants, additional grants and contributions, and other income	(Applicable UPSFF x Enrollment) + Federal Funds + Government Grants and Contributions + Other Income
Revenue	**Facilities Revenue**	State and local funds based on UPSFF attributable to occupancy expenses	Applicable UPSFF x Enrollments
Revenue and Expense	**Occupancy Expenses as a Percentage of Facilities Revenue**	Indicator of portion of facilities revenue spent on occupancy expenses; generally, less than 100% is favorable because the excess revenue can be applied to other school costs; greater than or equal to 100% generally is unfavorable because additional funds are needed to cover occupancy expenses	Occupancy Expenses / Facilities Revenue
Expense	**Operating Expenses**	Personnel salaries and benefits, direct student, occupancy, and general expenses	Personnel Salaries and Benefits, Direct Student, Occupancy, and General Expenses
Viability	**Cash Flow from Operations Margin** Target >$0 Floor <-2%	Net operating cash flow as a percentage of operating revenues; indicator of financial strength and viability	Net Cash Provided by (Used In) Operating Activities / Operating Revenues

Financial Definitions and Examples (continued)

Type	Metric or Element	Measures	Source
Viability	**Surplus (Deficit)** Target >$0	Indicator of financial strength and viability	Operating Revenue – Operating Expenses + Nonoperating Income (Loss)
Viability	**Change in Net Assets** Target >$0	Indicator of financial strength and viability	Surplus (Deficit) + Other Increases (Decreases) in Net Assets
Liquidity	**Working Capital**	Indicator of financial strength and liquidity	Total Current Assets - (Total Current Liabilities – Next Year's Scheduled Balloon Payments Refinanced by December 1st)
Liquidity	**Current Ratio** Target >=1.0 Floor <0.9	Ability to meet obligations that will come due in the following year	Total Current Assets / (Total Current Liabilities – Next Year's Scheduled Balloon Payments Refinanced by December 1st)
Liquidity	**Days of Cash on Hand** Target >=45 Floor <30	Approximates number of days of expenses that can be paid with cash on hand	(Unrestricted Cash and Cash Equivalents + Short-Term Investments) / (Operating Expenses – Total Depreciation and Amortization) / 365)
Liquidity	**Solvency** Target Solvent	Ability to meet all obligations, including closure costs, if school were to close	Audited and unaudited financial statements

Financial Definitions and Examples (continued)

Type	Metric or Element	Measures	Source
Debt	**Debt Ratio** Target <=0.5 Floor >0.9	Reliance on borrowed funds to finance operations. A low ratio indicates that operations are financed by a relatively low amount of debt compared to assets	Total Liabilities / Total Assets
Sustainability	**Net Assets** Target >$0	Indicator of solvency and reserves to sustain operations	Total Assets – Total Liabilities
Sustainability	**Primary Reserve Ratio** Target >=0.2 Floor <0.0	Indicator of financial strength that compares net assets to operating budget. For example, a ratio of 1.0 would indicate that there are sufficient net assets to continue operations for a full year without receiving any additional revenue.	Net Assets / Operating Expenses
Internal Controls	**Modified Statement Opinion (GAAP)**	Auditor has not gathered sufficient and appropriate evidence to provide a basis for the opinion that the financial statements are presented fairly in all material respect in accordance with GAAP	Audit Completion
Internal Controls	**Material Weakness (GAS)**	Deficiency in internal controls such that there is a reasonable possibility of material misstatement in financial reports	Audit Completion
Internal Controls	**Significant Deficiency (GAS)**	Deficiency in internal controls less severe than a material weakness, yet important enough to merit the attention of those charged with governance	Audit Completion
Internal Controls	**Noncompliance Material to the Financial Statements (GAS)**	Noncompliance with certain laws, regulations, contracts, and grants that could have a material effect on financial statement amounts	Audit Completion

Financial Definitions and Examples (continued)

Type	Metric or Element	Measures	Source
Internal Controls	**Modified Opinion on Major Federal Programs (Uniform Guidance)**	Auditor performs extended review and issues opinion on federal programs noncompliance	When expenditures of federal funds amount to or exceed $750K in one fiscal year
Internal Controls	**Program Material Weakness (Uniform Guidance)**	Reasonable possibility of material federal program noncompliance due to material weakness in internal controls	When expenditures of federal funds amount to or exceed $750K in one fiscal year
Internal Controls	**Significant Deficiency (Uniform Guidance)**	A significant deficiency in internal control indicates noncompliance that is less severe than a material weakness, yet important enough to merit attention by those charged with governance	When expenditures of federal funds amount to or exceed $750K in one fiscal year
Internal Controls	**Findings & Questioned Costs (Uniform Guidance)**	Audit findings important enough to merit attention by those charged with governance, with documentation of corrective action plans	When expenditures of federal funds amount to or exceed $750K in one fiscal year
Internal Controls	**Unresolved Prior Year Findings**	Auditor discloses prior year audit findings that have not been corrected	Audit Completion
Internal Controls	**Going-Concern Issue**	The audit opinion letter questions the financial strength of the school to continue as a going concern	Audit Completion
Internal Controls	**Debt-Compliance Issue**	The school's audited financial statements disclose the school's non-compliance with certain financial indicator or reporting debt covenants required by its debt agreements that may prelude insolvency	Audit Completion